

**UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH**

**DEPARTMENT OF HISTORY
ROINN NA STAIRE**



UNDERGRADUATE HANDBOOK 2016-17

This booklet applies to the academic year 2016-17.

It should be read in conjunction with any additional information supplied by History faculty and with all relevant information and regulations issued by the University and by the Faculty of Arts, Humanities and Social Sciences. Every effort has been made to ensure that the contents are accurate but no responsibility can be taken for errors or omissions. It is the responsibility of each student to keep herself/himself informed of the particular requirements of each module.

No guarantee is given that modules or regulations may not be altered, cancelled or otherwise amended at any time. The booklet confers no rights on any student registered for the session 2016-17.

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Front: Martin Luther by Lucas Cranach the elder, 1528 (Veste Coburg, Germany)
Back: British advert, 'Baldwin's nervous pills', 1883

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WHY STUDY HISTORY?

Historical reasoning and imagination are essential human activities, the means whereby we understand the changing role of individuals and institutions. The study of history is concerned with change through time and with particular events. It facilitates an understanding of how societies have evolved and of how their development compares with that of other societies. History is also concerned with giving the individual an understanding of personal identity and with how family, community and national memory is formed and transmitted from one generation to the next. History is directed at the forming of a narrative, with the 'what', 'when' and 'who' of events, but above all with the 'why' questions that help us understand collective and individual *mentalité*. History is more than just the study of 'great men' and high politics. Social history, for example, tries to reconstruct the lived experience of ordinary men and women in the past. There can be no 'right' answer in reconstructing the past; historical study necessarily involves how the treatment of a topic or, more often, an interest in the actual topic itself is influenced by how the writer or reader experiences his or her own times. Historiography, or the study of how history is written, then, is an important area of enquiry in its own right.

HISTORY AT THE UNIVERSITY OF LIMERICK

History is an important part of many degree programmes at the University of Limerick, particularly in the B.A. degree in History, Politics, Sociology and Social Studies, in the two-subject History and English degree and in the two-subject 'joint honours' degree. Undergraduate modules are taught through lectures and seminars. Lecturers aim to introduce the student to the analysis and understanding of the principal issues in an historical theme or question while tutorials and seminars aim to promote discussion, debate and analysis and to guide the student in reading, essay writing and research presentation. Modules are assessed through essays and projects completed during the semester and by examination at the end of the semester in which they are taught. The study of history prepares the future graduate to be creative and imaginative, to be analytical and to make balanced judgements. The student is prepared to participate in an engaged debate on the central issues in the development of human society. While history results in the examination of people and events that are of interest the process involves the student in a search for relevant evidence, sustained analysis of appropriate source material and the reconstruction of complex events. Thus history students acquire a range of valuable skills that prepares them for challenging and responsible jobs in industry, education and the public service. Recent history graduates are making rewarding careers in journalism and broadcasting, publishing, the diplomatic and civil service, local government, independent research, policy analysis, and teaching. Regardless of the career path chosen, the person who has studied history should acquire an enhanced capacity for self-knowledge and for deeper understanding of human culture.

DEPARTMENT OF HISTORY

The Department of History is the administrative and academic centre for History Faculty. Full details of faculty room locations and student consultation hours may be obtained, in the first instance, from the Department office, Room C1076 (main building, adjacent to the Charles Parsons and John Holland lecture theatres). Department notice boards are located nearby in the C1 corridor.

HEAD OF DEPARTMENT

Anthony McElligott, B.A. (Essex), Ph.D. (Manchester), MRIA, FRHistS

Professor of History; Director, Centre for Historical Research; Course Director, MA History

email: anthony.mcelligott@ul.ie

Room: C1092; Ext 3524

Research interests: *Germany in the twentieth century, including urban politics, cultural history; Holocaust in the Eastern Aegean.*

ADMINISTRATORS

Anne-Marie O'Donnell/Susan Mulcahy (Job-Sharing)

Tel: 353-61-202280, email: anne.marie.odonnell@ul.ie, Room C1076

Cuirimid fáilte roimh chomhfhreagras i nGaeilge

FACULTY

Bernadette Whelan, B.A. (N.U.I.), M.A. (N.U.I.), Ph.D. (N.U.I.), MRIA

Associate Professor; Associate Fellow, Department of History, University of Warwick, UK (2014-17)

email: bernadette.whelan@ul.ie

Room: C1075; Ext 2234

Research interests: *Irish foreign policy 1900-60; nineteenth- and twentieth-century American-Irish relations; recovery and reconstruction after the second world war; women in Ireland, 1900-60.*

Ruán O'Donnell, B.A. (N.U.I.), M.A. (N.U.I.), Ph.D. (A.N.U.) on sabbatical leave, 2016-17

Senior Lecturer in History;

email: ruan.odonnell@ul.ie

Room: C1088; Ext 3428

Research interests: *Modern Irish, European and Australian history; the United Irishmen; imperialism; Irish revolutionary movements; commemoration.*

Ciara Breathnach, B.A. (N.U.I.), M.A. (N.U.I.), Ph.D. (N.U.I.), FRHistS

Lecturer in History; Course Director, MA History of Family

email: ciara.breathnach@ul.ie

Room: C1073; Ext 3166

Research interests: *History of the family; social history of medicine in Ireland; the Irish in nineteenth-century New Zealand.*

David Fleming, B.A. (Limerick), M.St. (Oxon), D.Phil. (Oxon)

Lecturer in History; Course Director, MA Local History

Re C1089; Ext 3795

Research interests: *Early modern Ireland; history of localities; political, social and cultural history of eighteenth-century Ireland.*

Richard Kirwan, B.A. (T.C.D.), Ph.D. (T.C.D.)(on sabbatical leave from January 2017-18)

Lecturer in History; Course Director, BA History, Politics, Sociology and Social Studies

email: Richard.kirwan@ul.ie

Room: C1074; Ext 2928

Research interests: *Early modern Germany; early modern universities; early modern print culture; early modern elites.*

Alistair Malcolm, M.A. (St. Andrews), D.Phil. (Oxon)

Lecturer in History

email: alistair.malcolm@ul.ie

Room: C1088; Ext 2604

Research interests: *Spain in the golden age; diplomatic and court politics; cultural history; politics and artistic patronage.*

Roberto Mazza, B.Sc. (Bologna), M.A. (Bologna), Ph.D. (London)

Lecturer in History

email: Roberto.Mazza@ul.ie

Room: BM023; Ext 3562

Research interests: *urban and cultural history of Jerusalem, Ottoman Empire, Palestine, Near and Middle East/Mediterranean societies.*

Karol Mullaney Dignam, B.A. (N.U.I.), H.Dip. (N.U.I.), Ph.D. (N.U.I.), Dip. D.M. (D.M.I.)

Teaching Assistant in History; Coordinator of Tutors

email: karol.mullaney-dignam@ul.ie

Room C1075

Research interests: *Ireland 1700s-1900s; music histories; historic houses; cultural heritage*

Vincent O’Connell, B.A. (Limerick), M.A. (Limerick), P.D.E. (N.U.I.), Ph.D. (Limerick)

Teaching Assistant in History

Email: vincent.oconnell@ul.ie

Room: FB

Research interests: *Modern European History, Jewish Material Culture*

ADJUNCT PROFESSOR OF HISTORY

Professor John Walton 2016-19

John K. Walton retired from his post as Research Professor at the University of the Basque Country in Bilbao and Vitoria, Spain, in September 2013. Before taking up the post at UPV in 2010, he rose through the ranks at Lancaster University (1974-98) to become Professor of Modern Social History, then took on a research management post at the University of Central Lancashire in Preston (1998-2007), where he organised a series of international conferences and served for a time as Acting Director of Research for the University. From 2007 to 2009 he was Professor of Social History in the Institute of Northern Studies, Leeds Metropolitan University (now Leeds Beckett University). He has published extensively on many themes, especially in British and Spanish history, including economic and industrial history, the social history of the British working class and of small businesses, regions and identities, the Co-operative movement, the social and cultural history of leisure and sport, the cultural influence of John Ruskin and Richard Hoggart, and above all the history of tourism. He was founding president of the International Commission for the History of Travel and Tourism, and founding editor of the *Journal of Tourism History* (Routledge). His publications include *The Blackpool landlady: a social history* (1978), *The English seaside resort: a social history 1750-1914* (1983), *Lancashire: a Social History 1558-1939* (1987), *The National Trust guide to Late Georgian and Victorian Britain* (1989), *Fish and chips and the British working class, 1870-1940* (1992), and *The British seaside: holidays and resorts in the twentieth century* (2000).

Former Holders

2013-16: Caitríona Crowe, B.A. (N.U.I.), senior Archivist and head of Special Papers, National Archives of Ireland.

HONORARY FELLOWS

Dr John Logan

Dr Matthew Potter

RESEARCH STUDENTS

Student	Topic	Supervisor
Robert Collins	‘NORAIID and Irish America: The impact of Irish-American Republicanism on the conflict in the North of Ireland, 1971-5’	R O’Donnell
Caitriona Delaney	‘Instigators or implementers: the Presentation Sisters and educational reform, 1967-2000’	B Whelan
Stephen Griffin	‘A Leitrim Jacobite in the Holy Roman Empire: The life and times of Owen O’Rourke’	R Kirwan
John Harrington	‘The Ancient Order of Hibernians’	R O’Donnell
Paul Hayes♦	‘Reclaiming the Republic: the IRA 1938-48’	R O’Donnell
Derek Kavanagh	‘The development and implementation of IRA military strategy in Ireland 1969-98’	R. O’Donnell
Gerald Maher	‘Irish republicans and the radicalisation of Irish-American nationalism, 1916-23’	R O’Donnell
Rita McCarthy	‘A comparative study of Irish women’s emigration to Britain and the US, 1945 to 1970’	B Whelan
Seán McKillen	‘The SDLP and the Sunningdale Agreement’	R O’Donnell
Declan Mills	‘English exceptionalism in the eighteenth century’	D Fleming
Ann Marie Graham O’Brien	‘A study of women in the Irish Department of Foreign Affairs, 1919-79’	B Whelan
Peter O’Keeffe	‘The transition from the civil rights movement to an armed Republican offensive in Northern Ireland, 1962- 72’*	R O’Donnell
William O’Neill	‘A reassessment of the interpretations, reality and consequences of U.S. covert operations in Central America from 1979- 1999’	B Whelan
Sean Whitney	‘The tobacco industry in Ireland, 1700-1930’	D Fleming

[* indicates MA through research students]

[♦ indicates leave of absence]

FUNDED RESEARCH

IRISH RESEARCH COUNCIL FOR THE HUMANITIES AND SOCIAL SCIENCES (IRCHSS)

PAST FELLOWS AND SCHOLARS

Jason Begley, B.A., Ph.D. (Limerick)	Postgraduate Scholar,	2000-3
Tina Dingel, M.A. (St. Andrews), Ph.D. (Limerick)	Postgraduate Scholar,	2002-4
David Fleming, B.A. (Limerick), M.St. (Oxon), D.Phil (Oxon)	Postdoctoral Fellow,	2007-9
Mary Healy B.A. (LSAD), M.A. (Limerick), Ph.D. (Limerick)	Postgraduate Scholar	2010-11
John Maguire, B.A., Ph.D. (Limerick)	Postgraduate Scholar,	2003-6
Ann Marie O'Brien-Graham	Postgraduate Scholar	2013-16
William O'Brien, B.A., M.A. H. Dip. Ed (N.U.I.), Ph.D. (Limerick)	Postgraduate Scholar,	1999-2000
John O'Callaghan, B.A., M.A. (Limerick), H.Dip.Ed (N.U.I.)	Postgraduate Scholar,	2006-8
Anne O'Connell, B.A. (N.U.I.) M.A. Ph.D. (Limerick)	Postgraduate Scholar,	1994-98
Catherine O'Connor, B.Rel.Sc. (N.U.I.) M.A., Ph.D. (Limerick)	Postgraduate Scholar,	2002-5
Matthew Potter, B.A. (London), Ph.D. (N.U.I.)	Postdoctoral Fellow,	2006-8
Zara Power	Postgraduate Scholar	2014-16
Nadine Rossol, M.A. (St. Andrews), Ph.D. (Limerick)	Postgraduate Scholar,	2003-5
Nadine Rossol, M.A. (St. Andrews), Ph.D. (Limerick)	Postdoctoral Fellow,	2007-9
Bernadette Whelan, B.A. M.A. Ph.D. (N.U.I.)	Senior Research Fellow,	2005-6
Gavin Wilk, B.A., (Villanova), M.A. (Limerick)	Postgraduate Scholar,	2008-10

FUNDED PROJECTS

'Death and funerary practices, 1829-1901' <i>Co-funded by Eneclann Ltd.</i>	Leader: C. Breathnach Team: D. Butler L. Geary (UCC) P. Gray (QUB)	2010-11
'Inventing and re-inventing the Irish woman: external influences on gender construction 1760-2005'	Team: B. Whelan G. Meaney (UCD) M. O'Dowd (QUB) C. O'Connor	2007-10
'From the cradle to the Grave: life-cycles in modern Ireland'	A. McElligott C. Breathnach Team: G. Laragy	2008-10
'Comparative civic politics and cultures, Ireland and Europe since 1800'	A. McElligott Team: M. Potter N. Rossol	2006-10
'Irish Research Council Irish Record linkage, 1864-1913'	C Breathnach B Gurrin	2014-15
Research Council of Norway 'Youth organisations and Cultural Heritage and Europeanisation'	B Whelan M O'Dowd M Luddy O Garorisdattir A Anderson P Markkola	2014-15

THE BRIAN FALON PRIZE

Brian Scott Falon (d. 2008) was the first history lecturer appointed to the National Institute of Higher Education, Limerick in 1973. Born and educated in Belfast, he obtained, in 1957, a BSc in economic history from the Queen's University of Belfast. A growing interest in Russia led him to take a BA in Russian history and economy at the University of London. In 1972 he was awarded his MA from the University of Birmingham, for a thesis on 'the work of the Zemstvo in Russian primary education, 1864-1890'.

Russia would remain a life-long passion and in a time when the Cold War occupied minds, there was much demand for specialists in Russian and Soviet history. His interest in international affairs was aided by exceptional linguistic abilities; he was fluent in Russian, Hungarian, Finnish and Latin as well as French, German, Italian and Spanish. His first appointment was as assistant lecturer in Russian history at the University of Birmingham in 1966. A year later he was made Hayter lecturer in Russian and Eastern European economic and social history at the University of Nottingham. He remained there until 1973, when he was appointed lecturer in Modern European history at the new National Institute of Higher Education, Limerick (now the University of Limerick). He served two terms as governor of the Institute from 1975 to 1987 and was a member of the Academic Council.

Although he produced no monograph, he wrote several articles for Irish and international journals including *Irish Slavonic Studies* and *Irish Studies in International Affairs*. Between 1973 and 1991 he wrote a series of articles on Russian and Finnish historical and political topics for the *Irish Times* and the *Sunday Press*. Eager to question and revise prevailing orthodoxies – whether those of a complacently nationalist Ireland coming to grips with the latest manifestation of its 'troubles' or the liberal unionism of his family and schooling – he sought instead to emphasise the significance of economic and technological change, social class and internationalism in history. Thus he delivered several important papers to the Irish Labour History Society, of which, along with Jim Kemmy and others, he was a founding member in 1975. He supported Kemmy in founding the Limerick Socialist Organisation (acting briefly as its secretary) and later the Democratic Socialist Party. In 1987 he was elected president of the Irish Committee for European Cooperation and Security.

He married twice, firstly, in 1962, to Mary Brocklesby, and secondly, in 1974, to Lisa Irmeli. Worsening health forced Brian to resign his lectureship prematurely in 1997. Over the following ten years he was cared for by his partner, Mary Lynch. He died in Dublin in 2008.

An award of €100 will be offered to the student, who in the opinion of the Department of History, submits the best Final-Year Project. The following conditions apply:

- All Final-Year Projects (FYPs) that receive a first class honours grade (A1, A2) will be automatically considered for the prize.
- If no FYP shall reach the qualification, the award shall not be made.
- Only one prize shall be offered in any year.
- The Head of Department and a sub-committee of two faculty members, nominated annually by the Head of Department, shall determine the prize.

Recipients:

2015-16	David O'Dea, 'Rebels or Revolutionaries: The turbulent rise of Sinn Féin in Ireland, 1917' Leona Armstrong – 'The forgotten voices of Killeeneen Cumann na mBan in the 1916 Easter Rising in Galway'
2014-15	Gerald Maher, 'The anatomy of success: the IRA and the Sramogue ambush, a reassessment'
2013-14	Mary C. Mulvihill, 'An examination of Irish agony aunt advice columns and their usefulness in identifying the changes and transformations which occurred in the lives of Irish women between the years 1960-90'
2012-13	Charlotte McMahon, 'Cardinal Richelieu: Father of Absolutism or Godfather of Misrule?'
2011-12	Ruth Ní Chatháir, 'The Ulster Women's Unionist Council: an examination of its work and influence in Northern Ireland Politics, 1911-40'

DEGREE AND CERTIFICATE PROGRAMMES

B.A. History, Politics, Sociology and Social Studies [LM046]

History is offered with either Politics or Sociology as a major subject in this degree and also as a major or a minor component in a three-subject degree. In addition to core and elective modules students have the opportunity to complete a research project.

Core Modules

HI4061	Reformation and the modern state: Europe in the sixteenth century	Autumn I
HI4112	Sources for history	Autumn I
HI4132	Warfare and diplomacy: Europe in the seventeenth century	Spring I
HI4081	Early modern Ireland	Spring I
HI4043	Europe: enlightenment and revolution, 1688-1815	Autumn II
HI4053	Ireland: 1750-1850	Autumn II
HI4082	Europe: society and governance, 1890-1990	Spring III
HI4102	Ireland: revolution and independence, 1898-1968	Spring III
HI4007	Historiography	Autumn IV
HI4148	History of modern Australia, 1788-1918	Spring IV
OR		
HI4068	Ireland and the wider world, 1919-73	Spring IV

Elective Modules (on offer 2016-17)

HI4207	The first global empire: the Spanish monarchy, Europe and America	Autumn IV
HI4127	Understanding the Holocaust in twentieth-century Europe	Autumn IV
HI4147	Ireland and the United States of America – 1900-70	Autumn IV
HI4187	Health, state and Irish medical care, 1837-1948	Autumn IV
HI4237	Modern Middle East and the Arab-Israeli conflict	Autumn IV
HI4227	Golden age: politics, culture and warfare in the Spanish monarchy	Spring IV
HI4077	Metropolis: the German urban experience, 1900-45	Spring IV
HI4217	The early modern city, 1500-1800	Spring IV
HI4118	World War One in the Middle East	Spring IV
HI4107	Conservatives, patriots and radicals: politics and political ideology in eighteenth-century Britain and Ireland	Spring IV

B.A. English and History [LM035]

History is offered with English as a major subject in this degree. In addition to core and elective modules students have the opportunity to complete a research project.

Core Modules

HI4061	Reformation and the modern state: Europe in the sixteenth century	Autumn I
HI4112	Sources for history	Autumn I
HI4132	Warfare and diplomacy: Europe in the seventeenth century	Spring I
HI4081	Early modern Ireland	Spring I
HI4043	Europe: enlightenment and revolution, 1688-1815	Autumn II
HI4053	Ireland: 1750-1850	Autumn II
HI4082	Europe: society and governance, 1890-1990	Spring III
HI4102	Ireland: revolution and independence, 1898-1968	Spring III
HI4007	Historiography	Autumn IV

HI4148	History of modern Australia, 1788-1918	Spring IV
OR		
HI4068	Ireland and the wider world, 1919-73	Spring IV

Elective Modules (on offer 2016-17)

HI4207	The first global empire: the Spanish monarchy, Europe and America	Autumn IV
HI4127	Understanding the Holocaust in twentieth-century Europe	Autumn IV
HI4147	Ireland and the United States of America – 1900-70	Autumn IV
HI4187	Health, state and Irish medical care, 1837-1948	Autumn IV
HI4237	Modern Middle East and the Arab-Israeli conflict	Autumn IV
HI4227	Golden age: politics, culture and warfare in the Spanish monarchy	Spring IV
HI4077	Metropolis: the German urban experience, 1900-45	Spring IV
HI4217	The early modern city, 1500-1800	Spring IV
HI4118	World War One in the Middle East	Spring IV
HI4107	Conservatives, patriots and radicals	Spring IV

B.A. Arts (Joint Honours) [LM032]

History is offered as a major subject in this degree. In addition to core and elective modules students have the opportunity to complete a research project.

HI4112	Sources for history	Autumn I
HI4081	Early modern Ireland	Spring I
HI4043	Europe: enlightenment and revolution, 1688-1815	Autumn II
HI4053	Ireland: 1750-1850	Autumn II
HI4082	Europe: society and governance, 1890-1990	Spring III
HI4102	Ireland: revolution and independence, 1898-1968	Spring III
HI4007	Historiography	Autumn IV
HI4068	Ireland and the wider world, 1919-73	Spring IV
OR		
HI4148	History of modern Australia, 1788-1918	Spring IV

Elective Modules (on offer 2016-17)

HI4207	The first global empire: the Spanish monarchy, Europe and America	Autumn IV
HI4127	Understanding the Holocaust in twentieth-century Europe	Autumn IV
HI4147	Ireland and the United States of America – 1900-1970	Autumn IV
HI4187	Health, state and Irish medical care, 1837-1948	Autumn IV
HI4237	Modern Middle East and the Arab-Israeli conflict	Autumn IV
HI4227	Golden age: politics, culture and warfare in the Spanish monarchy	Spring IV
HI4077	Metropolis: the German urban experience, 1900-45	Spring IV
HI4217	The early modern city, 1500-1800	Spring IV
HI4118	World War One in the Middle East	Spring IV
HI4107	Conservatives, patriots and radicals	Spring IV

B.A. European Studies [LM040]

European History is available as a full subject in this four-subject degree. In addition to a range of core and elective modules students will have the opportunity to complete a research project of 10,000 words.

Core Modules

HI4061	Reformation and the modern state: Europe in the sixteenth century	Autumn I
HI4132	Warfare and diplomacy: Europe in the seventeenth century	Spring I
HI4043	Europe: enlightenment and revolution, 1688-1815	Autumn II
HI4082	Europe: society and governance, 1890-1990	Spring III
HI4007	Historiography	Autumn IV
HI4068	Ireland and the wider world, 1919-73	Spring IV

B.A. Laws (Law Plus) [LM029]

An elective sequence of eight History modules is offered as part of this degree.

HI4061	Reformation and the modern state: Europe in the sixteenth century	Autumn I
HI4132	Warfare and diplomacy: Europe in the seventeenth century	Spring I
HI4043	Europe: enlightenment and revolution 1688-1815	Autumn II
OR		
HI4053	Ireland: 1750-1850	Autumn II
HI4082	Europe: society and governance, 1890-1990	Spring III
OR		
HI4102	Ireland: revolution and independence, 1898-1968	Spring III
HI4007	Historiography	Autumn IV
HI4068	Ireland and the wider world, 1919-73	Spring IV

B.A. Journalism and New Media [LM039]

An elective sequence of six History modules is offered as part of this degree.

HI4112	Sources for history	Autumn I
HI4081	Early modern Ireland	Spring I
HI4053	Ireland: 1750-1850	Autumn II
HI4102	Ireland: revolution and independence, 1898-1968	Spring III
HI4007	Historiography	Autumn IV
HI4068	Ireland and the wider world, 1919-73	Spring IV

B.A. Music and Dance [LM030]

History is offered as an elective.

HI4058	Irish history 1660-1960: people, places and politics	Spring IV
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B.A. International Insurance and European Studies [LM043]

An elective sequence of four History modules is offered in the European Studies part of this degree.

HI4061	Reformation and the modern state: Europe in the sixteenth century	Autumn I
HI4132	Warfare and diplomacy: Europe in the seventeenth century	Spring I
HI4143	Europe: enlightenment and revolution, 1688-1815	Autumn II
HI4082	Europe: society and governance 1890-18	Spring III

B.A. Politics and International Relations [LM022]

History is offered as an elective in year 1

HI4061	Reformation and the modern state: Europe in the sixteenth century	Autumn I
HI4132	Warfare and diplomacy: Europe in the seventeenth century	Spring I

B.Sc. Psychology [LM102]

History is offered as an elective in year 1

HI4112	Sources for history	Autumn I
HI4081	Early modern Ireland	Spring I

B.Sc. Mobile Communications and Security [LM083]

History is offered as an elective in year 1

HI4112	Sources for history	Autumn I
HI4081	Early modern Ireland	Spring I

University Certificate in History of Family

A one-year, part-time evening programme (delivered by the Irish Ancestry Research Centre)

Core Modules

HI2101	History of family I: theory and practice	Autumn
HI2102	History of Family II: migration and communities	Autumn
HI2131	Sources and methods for the history of family	Spring
HI2132	Research methods	Spring

UNDERGRADUATE MODULE DESCRIPTORS

CORE MODULES

AUTUMN

HI4112 SOURCES FOR HISTORY

Historians and their sources; public and private archives; origins, ideologies and holdings: the scope of national, regional and private archives; the range and scope of electronically available source materials; oral, audio, visual, pictorial sources and archives: the identification, location, accession, and critical evaluation and use of sources; forgery, fabrication and the historian; the withdrawal, suppression and destruction of sources; the practicalities of archive use, access, availability, procedure and professional practice: the appropriate citation of sources.

HI4061 REFORMATION AND THE MODERN STATE: EUROPE IN THE SIXTEENTH CENTURY

The waning of the middle ages and the culture of the Renaissance; the political geography of early modern Europe: republics, new monarchies and composite polities; Europe in the broader context of the discovery of America; diet, demography and disease; a society of estates, nobles, clergy, merchants and peasants; family life, birth, marriage and death; Charles V, Francis I and the Habsburg-Valois conflict; Luther's protest and the Evangelical movement in Germany and Scandinavia; Calvin and the second Reformation; capturing the hearts and minds of the ordinary people: preaching and literacy; the response of the Catholic Church, Jesuits, the Council of Trent and the alliance of Church and State; Wars of Religion in France and the Netherlands; Philip II and Spanish world hegemony.

HI4043 EUROPE: ENLIGHTENMENT AND REVOLUTION 1688-1815

The decline of belief in witchcraft; the scientific revolution; the emergence of Russia as the leading power in eastern Europe; Europe at peace, 1715-40; the expansion of Britain as a world power; the Enlightenment and its impact on economy, society and politics; the Enlightened absolutists: Joseph II and Catherine the Great; Spain in the eighteenth century; the rise of Prussia and the diplomatic revolution of 1756; the role of women at the court of Louis XV; the collapse of the Old Regime in the 1780s; the French revolution; European radicalism in Britain, Poland and the Low Countries; Napoleonic Europe; the Congress of Vienna and the balance of power in the early nineteenth century; reaction, conservatism and romanticism, 1815-30; social and parliamentary reform in Britain and France after 1815; Austria in the age of Metternich; the revolutions of 1848.

HI4053 IRELAND: 1750-1850

People, time and place; societies, economies and cultures – a disunited kingdom and discontented colony; regionalised society and owning, managing and working the land; landlord, middleman, peasant-proprietor and landless labourer: the rural economies; subsistence, markets, production and surplus; the long-term demographic trend; the demographic transition; the key components of population change, fertility, mortality, migration; family and household structures and functions – gender, sexuality and patriarchy; proto-industrialisation, urban growth, and the modernisation of manufacturing industry; breaking and making the union; political elites and the changing franchise; parties, patriots and politics; professional society and the urban proletariat; the transformations of language use – Anglicisation 1750-1914; a revolution in literacy, schooling and acculturation; the failure of economic capacity – coping with poverty; rural prosperity and rural crisis; the triumph of capitalism.

SPRING

HI4081 EARLY MODERN IRELAND

Defining Ireland – Anglo-Irish and Gaelic lordships; the Nine Years' War and the Flight of the Earls, 1593-1607; the Thirty Years' War, 1618-48; 'matters of Grace and Bounty' – Wentworth and Charles I; crisis and rebellion in the British kingdoms, 1637-53; a catholic King and protestant kingdoms: 'Glorious' Revolution and Williamite conflict.

HI4102 IRELAND: REVOLUTION AND INDEPENDENCE, 1898-1968

Origins of the modern physical force tradition; resistance to change; Sinn Féin and the Irish Volunteers; 1916 Rising and its aftermath; 1918 Election and the first Dáil; War of Independence, Partition and Civil War; Free State and Stormont; economic unrest; Ireland and the Second World War; Fianna Fáil and the constitution; the Republic, IRA and the Border Campaign; civil rights in Ireland.

HI4132 WARFARE AND DIPLOMACY: EUROPE IN THE SEVENTEENTH CENTURY

The Thirty Years War and the military revolution: mercenaries and siege warfare; developments in congress diplomacy at Westphalia, the Pyrenees, Nijmegen and Utrecht, Rastatt; the structure of state building, Cardinal Richelieu and fiscal terrorism; rebellion, civil war and Frondes - the general crisis of the mid-seventeenth century; Dutch economic primacy and world trade; credit systems, deficit-finance, the development of state-funded debt and the stock exchange; the emergence of capital cities - Madrid, Vienna and Turin; court society and the world of the minister-favourite; the decline of Spain; France in the age of Louis XIV; the emergence of absolutist states from the 1660s; aristocratic constitutionalism in Sweden, Denmark and Poland-Lithuania; Austrian expansion into the Hungarian plain; the partition of the Spanish Monarchy in 1713-14.

HI4082 EUROPE: SOCIETY AND GOVERNANCE, 1890-1990

War, revolution, restoration 1914-24; democracy/dictatorship and war 1924-44; American money and reconstruction; decadent decade, depression and sobriety; political mobilisation and violence; authority restored; conservatism/ fascism/Stalinism; the twenty-year crisis: international relations; the Nazi new order and total war; Holocaust; reconstruction and Cold War; 1945: Europe's 'zero hour' re-establishing order: the European economy and culture; the 'second sex': youth, political protest and cultural revolt; the post-post war society and state; rebuilding the European house: Thatcher and Gorbachev; race, ethnicity, and memory; after the Wall: the return of 'Europe'.

HI4068 IRELAND AND THE WIDER WORLD, 1919-73

Irish foreign policy in 1919; origins of Irish foreign policy; the diplomatic service in 1919; Anglo-Irish relations: Anglo-Irish treaty 1921, from empire to commonwealth, dominion status, imperial conferences, Statute of Westminster 1931; External Relations Act 1936, 1937 Constitution; Ireland and the United States – Wilson and peace 1918-1920, relief aid and recognition, immigration legislation; disarmament, normalisation; FDR and Ireland; the Spanish Civil war 1936; Emigration: the diaspora, the missionary movement; World War Two: neutrality, the role of foreign diplomats in Ireland, 'benevolent neutrality', the balance sheet in 1945; the Marshall Plan, 1947-58; the Cold War and the North Atlantic Treaty Organisation; Ireland and the European Economic Community; multilateral organisations: League of Nations, the United Nations; the developing world – South America, Africa and Asia 1945-74.

HI4148 HISTORY OF MODERN AUSTRALIA

'Terra Nullius' and the choice of Botany Bay; the French reconnaissance; hulks and prison ships; convictism; Aborigines; the 'Irish Plots' of 1800 and Castle Hill revolt of 1804; Governors Bligh, Macquarie, Darling and Bourke; the Bigge Report; 'Black War'; Anti-Transportation League; Gold, Squatters; the 'Kelly Outbreak', new colonies; Federation; ANZAC and Australia during the First World War.

ELECTIVE MODULES

AUTUMN

HI4237 THE MODERN MIDDLE EAST AND THE ARAB-ISRAELI CONFLICT

Israel and Palestine in ancient times; Arabs and spread of Islam; Ottoman rule of Palestine; Palestine in the 19th century; Zionism and its origins; Balfour Declaration; Husayn-McMahon correspondence; Sykes-Picot agreement; World War One in the Middle East; Peace settlements and Mandates; Jews and Arabs under the British Mandate; politics and culture; the end of the Mandate and the creation of Israel; 1948 independence and nakba (catastrophe); the first Arab-Israeli war; the Cold War and the Middle East; the Suez Canal Crisis 1956; Arabs and Israelis in the second part of the 20th century; from the Six Days War to the 1973 War; Lebanon; West Bank; Camp David Accords; Intifada; terrorism; Israeli-Arab-Palestinian negotiations; Rabin, Clinton and Arafat.

HI4207 THE FIRST GLOBAL EMPIRE: THE SPANISH MONARCHY, EUROPE AND AMERICA

The dynastic union of Castile and Aragon; the inheritance of Charles V; strengths and weaknesses of a composite monarchy; conquest and colonisation of an empire in America; Francisco de Vitoria and the School of Salamanca; the Habsburg-Valois wars in Italy; the establishment of professional conciliar government; the emergence of Madrid as a capital city from 1561; El Greco and the urban decline of Toledo; the conflict against the Ottomans in the Mediterranean; development of an Atlantic economy based on Seville; Church, Inquisition and popular spirituality; construction of the Escorial; faction, court ceremony and the politics of access to the ruler; the religious wars of the later sixteenth century; Alonso Sánchez Coello and Spanish court portraiture; Philip II as Prudent King and secular right arm of the Counter-Reformation, 1559-98.

HI4127 UNDERSTANDING THE HOLOCAUST IN TWENTIETH-CENTURY EUROPE

Jews in inter-war Germany and Europe; war and the racial reordering; everyday life under the Occupation and in the ghettos; deportations; hierarchies of power in the camps; perpetrators; surviving the Holocaust – co-optation and resistance; opening the camps – reconstructing Holocaust experiences; the Holocaust and historians; the victims' experience and its legacy for contemporary society; interface between the Nazi espousal of eliminationist biology and the motivation of perpetrators; politics and law; victims' varied reactions in the context of national and local communities; national, communal and individual bystanders; recovering Holocaust experiences.

HI4147 IRELAND AND THE UNITED STATES OF AMERICA, 1790-1960: A SPECIAL RELATIONSHIP

Irish emigration; formal and informal links – economic, social, political; the 1845-51 famine; the US civil war; the second emigrant wave; the Irish in the US political system; World War One; revolutionary Ireland, 1916-22; political, economic and social ties in the inter-war period; World War Two; the Marshall Plan, 1947-57; the diplomatic relationship, 1951-60.

HI4187 HEALTH, STATE AND IRISH MEDICAL CARE, 1837-1948

Irish healthcare provision 1837-1948; folk medicine; formal healthcare; state responsibility; disease; environmental issues; sanitation; class; public/private healthcare; religious control; contagious diseases acts; Lunacy acts and asylums; Free State efforts; Church and State relations.

ELECTIVE MODULES

SPRING

HI4118 WORLD WAR ONE IN THE MIDDLE EAST

Late Ottoman Empire; CUP Revolution 1908; Balkan War 1912-1913; in search for an ally; Germany and the Ottoman Empire alliance; global Jihad; Ottoman campaigns in the Caucasus and Sinai; Gallipoli; annihilation of the Armenians; De Bunsen Committee; Sykes-Picot agreement; Husayn-McMahon correspondence; Mesopotamia; siege of Kut; Arab revolt; Lawrence of Arabia; Allenby; Jerusalem and Syria; Cemal Pasha; the fall of Baghdad; Mudros; Mustafa Kemal; post-war conflicts; Turco-Greek War; Mandates, League of Nations; nationalism; new nations.

HI4077 METROPOLIS, THE GERMAN URBAN EXPERIENCE

From the late nineteenth-century Germany's cities (and above all Berlin) became synonymous with social and political change, cultural and sexual experiments, becoming also arenas for technological innovation in work and domestic life. These transformations appeared to challenge the structures around which society and politics in Germany had been traditionally organised, precipitating a climate of uncertainty and crisis among some sections of society. The responses and efforts of those in authority, reflected in public debates, regulatory administration, laws etc., to the challenges posed by this urban modernity, as well as the changes themselves, are the focus of discussion in this module as we explore the meaning and nature of urban modernity and crisis in Germany during the early twentieth century.

HI4217 THE EARLY MODERN CITY, 1500-1800

Explores the social and cultural history of early modern European cities examining topics such as social stratification and power relations; occupation and identity; gender; communication and exchange; ritual and cultures of display; crime and punishment; piety and belief; urban experiences of conflict and crisis in times of war, social unrest, plague and famine; the impact of major historical phenomena such as the Reformation and Enlightenment on European cities and vice versa.

HI4227 GOLDEN AGE: POLITICS, CULTURE AND WARFARE IN THE SPANISH MONARCHY

Philip III and the Duke of Lerma, 1598-1621; Cervantes and Góngora; palace construction and design; the household of the king; the household of the queen and royal children; Diego de Saavedra Fajardo and ideas of kingship and political theory; government by confrontation and consensus: the regimes of Olivares and Don Luis de Haro; the court of Philip IV, 1621-65; marriage, birth and death within the Spanish elite; painting and theatre as a mirror of politics; foreign policy, the Vienna alliance and the triumph of reputation, 1618-60; the Spanish court as a model for Europe in the mid-seventeenth century; grandees and faction-fighting and the question of the Spanish Succession, 1665-1713; the revival of Bourbon Spain and the reconquest of Italy under Philip V.

HI4107 CONSERVATIVES, PATRIOTS AND RADICALS: POLITICS AND POLITICAL IDEOLOGY IN EIGHTEENTH-CENTURY BRITAIN AND IRELAND

The Glorious Revolution'; Jacobitism and Hanoverianism; Whigs and Tories; the growth of political stability; 'the wealth of nations': war, economy and the emergence of empire; morals and the nation; voters, patrons and parties; Irish patriotism; the power of the press; political exclusion and the politically unconscious; the French and American revolutions; the fall and rise of Irish catholicism; radicalism and the conservative reaction; union and unionists.

INTENDED LEARNING OUTCOMES

Whichever degree programme you are following, the modules you take are designed to enable you to acquire the range of knowledge and skills that characterise a History graduate. The outlines for individual modules will give details of the particular learning outcomes that you can be expected to achieve.

What follows is a broad outline of what you can expect to have learned – provided, of course, that you apply yourself – by the end of your degree programme. You should be knowledgeable, proactive, creative, responsible and articulate.

KNOWLEDGE

1. Knowledge and understanding of significant themes in the history of Europe (including Ireland) since the later Middle Ages. Elective modules provide opportunities to acquire deeper knowledge and understanding of particular countries and regions in Europe, the Americas, India, China, Australia and Africa.
2. Awareness and understanding of a range of specialised approaches used within the historical discipline: social, cultural, political, economic, intellectual, religious, medical, gender and environmental history.
3. Knowledge and understanding of the development of history as an academic discipline, and its interaction with other disciplines in the humanities and social sciences.

SKILLS

1. The critical analytical skills necessary to:
 - a. seek out, assemble and interpret evidence relevant to the analysis of particular historical problems;
 - b. evaluate interpretations offered by historians.
This will include an appreciation of the complexity of most historical knowledge, the often fragmentary character of the sources from which it is derived, and the provisional and contested character of historical explanation.
2. The imagination, empathy and capacity to distance oneself from contemporary and local ‘common sense’ that is required to understand the workings of unfamiliar mentalities and social structures.
3. A self-reflexive approach to learning, and the intellectual maturity needed to move self-consciously between different approaches in seeking to grasp the complexity and diversity of human cultures.
4. As an integral part of your programme you will be encouraged to develop the following key skills:
 - time management and study skills,
 - research skills, including the capacity to make full use of information technology resources,
 - the ability to communicate effectively, both in writing and orally, and
 - the capacity to work as part of a group.

TEACHING AND LEARNING

TUTORIALS, LECTURES AND SEMINARS

Lectures and tutorials are your most important regular commitment. Attendance and participation in tutorials are a requirement for each module. If you have to miss one for any reason always leave a note for your tutor or e-mail him or her explaining your absence. In most cases lecturers will require a medical certificate if absent for a substantial period.

Participation in tutorial or seminar is central to the process of learning. Testing your ideas about a subject together with your tutor and fellow students and, in the process, developing oral communication and group-work skills are likely to be as important as your writing skills in whatever you do when you leave the University. Potential employers are usually just as interested in how your tutors judge your participation in tutorials as they are in the grades you get for essays and examinations.

There are three basic rules for making the best use of tutorials and lectures:

One – come prepared. Manage your time so that you have always done the required reading. Unless you prepare for tutorials you will not be able to participate effectively, or even to understand properly what is being discussed by others.

Two – participate. You should always come to tutorials with something to say. But do not feel that you have to be *certain* before you speak. Tutorials are about exchanging ideas and testing your understanding. Asking questions and articulating your own difficulties in understanding issues will help both you and other students, who may share the same difficulties.

Three – do not try to dominate. Participation does not mean talking all the time! Tutorials are about the *exchange* of ideas, and it is just as important to learn to listen to what others are saying and to respond to their ideas as it is to present your own views. The skills you should be aiming to develop in tutorials are group-working skills. You should not push yourself forward, but should act as a member of a team.

In short, take some responsibility for the success of the tutorial as a group.

ESSAYS

Essay deadlines will differ from module to module. Make sure you know when essays are due, and plan your work well ahead in order to avoid a last minute rush. If you are in danger of missing an essay deadline always speak to your tutor about the problem in advance.

Students are often anxious about what exactly is required of them when writing an essay. Some guidelines are provided in this booklet.

PLAGIARISM

When writing essays, always identify your sources for specific information and, where appropriate, the ideas which you use. It is bad academic practice for a student to fail to do so, just as it would be for an author writing a book or learned article. Copying without acknowledgement from a printed book is as unacceptable as plagiarising another student's essay. It is equally wrong to reproduce and present as your own work a passage from another person's writing to which minor changes have been made, for example random alteration of words or phrases, omission or rearrangement of occasional sentences or phrases within the passage. This remains plagiarism even if the source is acknowledged in footnotes. If you are uncertain about what constitutes plagiarism, please talk to either your academic advisor or one of your tutors.

Unacknowledged quotation, disguised borrowing, or near-copying will be treated as plagiarism and penalised according to its extent and gravity.

Plagiarism will normally lead to an 'F' grade for the entire module. Cases of suspected plagiarism are normally referred to the University Student Discipline Committee. Where the Committee finds that a student has been guilty of plagiarism it will normally apply the penalty of suspension from the University for a substantial period.

ETHICS

Where individuals participate in research (oral interviews, surveys, correspondence, etc.), students must obtain approval from the Faculty of Arts, Humanities and Social Sciences Research Ethics Committee. Students must not solicit participation or begin data collection until approval has been granted. See www.ul.ie/researchethics for further details.

SUBMISSION OF ESSAYS

Coursework should be given directly to your tutor in tutorials and/or submitted electronically via email/turnitin (if so instructed). The module outline will provide submission details.

MODULE COSTS

Students should be aware that there are usually some expenses, such as photocopying costs or book purchases, associated with modules.

ESSAY FEEDBACK

Essays will be retained for inspection by University examiners and may not be returned: students should retain a copy for personal use. The module outline provides what form feedback will take. At a minimum, students will be supplied with a sheet, *Summary Essay Assessment*, giving details of performance and standard attained. Understanding and appreciating such feedback will help improve your analytical and critical skills.

GRADES AND APPEAL SYSTEM

All grades are provisional until the external examiner has examined them. Grades are issued by the Student Academic Administration office following their adoption by the Academic Council. Results are made available online at www.si.ul.ie. A student who is dissatisfied with an award may request a grade recheck by completing a form obtainable from the Student Academic Administration office.

REPEAT EXAMINATION

Under University regulations a student with unsatisfactory performance may be given the opportunity to be re-examined. In such cases, assessment will normally consist of a written examination, the assessment of coursework and of appropriate tutorial requirements. Students should consult, in the first place, the Student Academic Handbook.

ASSESSMENT OF EXCHANGE AND VISITING STUDENTS

Special or additional arrangements involving the use of dictionaries or reference books or the use of extra writing time will not be provided for students on the basis that their first language is other than the language of instruction.

SULIS

SULIS is an electronic learning resource used by the Department of History. It provides students with access to discussion forums, module outlines, copies of primary and secondary sources made available by your lecturers and tutors, as well as other material. It is available at <https://sulis.ul.ie>

Students should log-in using their UL network username (Id number) and password (as you would when logging-on to a University PC). If your password does not work email itss@ul.ie for assistance. If on entering SULIS you find that you are not registered for a module, contact your lecturer and request to be added.

CENTRE FOR EARLY MODERN STUDIES, LIMERICK

The Centre for Early Modern Studies brings together scholars from across the disciplines in the University of Limerick and Mary Immaculate College to stimulate engagement and to enhance the environment for intellectual exchange between its members. It provides a platform to support individual funding applications as well as competing for grants in its own right as a research body. The Centre also promotes postgraduate studies and postdoctoral research. The Centre seeks to exploit the Bolton Collection of early printed books in particular and other institutional collections in the pursuit of its research agenda. The Centre encourages the participation of undergraduate and postgraduate students at its seminars, events and activities. Through its various activities the Centre elevates the national and international profile of early modern studies in Limerick.

UL/MIC HISTORY RESEARCH SEMINAR SERIES 2016-17

The seminar series (posted on the Department of History web site at the start of each semester) provides a focal point for each postgraduate student in the Department, particularly those engaged in full-time research leading to the doctoral degree. For the academic year 2016-17, seminars will take place at UL. Further details will be made available at the start of each semester. For more information please contact Professor Anthony McElligott, telephone 061-213524, e-mail anthony.mcelligott@ul.ie.

STUDENT AND FACULTY ACTIVITIES

The History faculty participate actively as members of local, national and international historical organisations. These include the Irish Association for American Studies, the Irish Association for Australian Studies, the Irish Historical Society, the Irish Labour History Society, the Eighteenth-Century Ireland Society, the Society for the Study of the Nineteenth-Century Ireland, the Irish Association for European Studies, the Society for Historians of American Foreign Relations, Group for the Study of Irish Historic Settlement, the Irish Georgian Society, the Museums Association and the Irish Economic and Social History Society. Faculty continue to deliver papers to these societies and to participate in their conferences. Dr Ruán O'Donnell is secretary of the Irish Centre for Australian Studies and a member of The Irish Manuscripts Commission. Associate Professor Bernadette Whelan is a committee member of the *Proceedings of the Royal Irish Academy Section C* Publications Committee, and Professor Anthony McElligott is an executive committee member of the Society for Social History. Dr David Fleming is secretary of the Eighteenth-Century Ireland Society, treasurer to the Group for the Study of Irish Historic Settlement, and Chairman of the Irish Georgian Foundation.

STUDENT REPRESENTATION AND VIEWS

Direct Student Feedback

In order to ensure that students can make a direct impact on the ways in which they learn, a lecturer or tutor may ask students to complete a questionnaire at the end of each module. Alternatively, your views on a module or a lecturer may be ascertained by way of a survey administered by the Centre for Teaching and Learning.

Very occasionally, students may feel that a tutor is unresponsive to their articulated concerns. If this happens there are a number of steps that can be taken. You can talk to your lecturer about the problem, and ask him or her to intervene either with the tutor concerned or with the

Head of Department. Alternatively, you can ask one of the class representatives to take the issue up privately with the staff member responsible.

Most problems can be sorted out by discussing them directly with the tutor concerned. If this does not work you should not hesitate to take the problem to a third party in one of the ways outlined above. It is in the interests of everyone involved that any such problems are known and dealt with as soon as possible. Making use of these procedures, when appropriate, is both your right and your duty.

Students' Forum and Undergraduate Teaching Board

Student opinion and experience is greatly valued both in accessing the quality of what is being taught by history faculty and how modules and programmes can be developed. The Department has two formal methods of obtaining student opinion, through the Students' forum and the Undergraduate Teaching Board.

Student representatives meet the head of Department in a *Student Forum* once every year, where any issue relating to teaching and the student experience may be discussed.

The *Undergraduate Teaching Board* reviews and develops history modules and programmes and advises the Department on strategic and long-term issues relating to undergraduate teaching and assessment. Two student representatives are appointed to sit on the Board to provide advice and information on student experience.

HISTORY SOCIETY

Founded in 1997, the University of Limerick History Society is a large, friendly and thriving student organisation that aims to provide a wide range of activities for its members.

History faculty assist in and support the activities of the Society which all students interested in history – and not just those taking modules in history – are encouraged to join. During the academic year, the society organises lectures and field trips and publishes an annual journal, *History Studies*. In February 2000 it hosted the fiftieth annual conference of the Irish History Students' Association. The Society is a frequent recipient of the University of Limerick Students' Union award for Best Society. The society celebrated its tenth anniversary in 2007.

John Harrington and Robert Collins, Editors, *History Studies*

IRISH HISTORY STUDENTS' ASSOCIATION

The Irish History Students' Association (IHSA) was established in 1950 to provide a means for history students to meet and present their research in a friendly and social environment. Its committee has members from each of Ireland's history societies, who are responsible for organising an annual conference. Staff and students from the Department have a long and distinguished engagement with the IHSA. Students and especially postgraduates are encouraged to present papers at the conference, details of which will be posted. The Association's annual conference took place in UL in Spring 2015. For more details contact the History Society.

RESOURCES

GLUCKSMAN UNIVERSITY LIBRARY

The Library is one of the most important resources you will use as an undergraduate. The Library staff will always react constructively to your questions. Never be afraid to ask them for help if you are unsure how to find the book or periodical that you need.

The Humanities librarian is Pattie Punch, phone: 061-202185, pattie.punch@ul.ie

The Library website: <http://www.ul.ie/~library/>

ADVANCED LIBRARY USE

As your programme progresses you will be expected to develop skills in finding and handling information more independently and critically than before. Good information-finding skills will enable you to easily locate alternative sources than those on your reading lists.

As the first stage in finding materials beyond your reading lists, try the 'keyword'-search facility on the online library catalogue.

For periodicals, you should use the library catalogue to identify journals in the stacks and JSTOR and Swetswise, which are electronic-journal resources that contain many of the best history journals. These resources will allow you to carry out searches for the authors and subjects that interest you, as well as print the articles you require. An online bibliography of Irish periodicals and articles can be found at www.irishhistoryonline.ie

Useful electronic databases that are available from the Library can be found on the Library Homepage. They include:

- Arts and Humanities Citation index
- British Humanities Index
- Early English Books On Line
- Groveart
- Enhanced Parliamentary Papers on Ireland, 1801-1922
- Index to Theses of Great Britain and Ireland

SPECIAL COLLECTIONS

The Special Collections department contains the University of Limerick's rare books and manuscripts. The Collections' holdings include: over 20,000 volumes including maps; several manuscript collections; postcard collections numbering some 12,000 items; prints and engravings.

The Library also contains the Leonard and Norton Collections.

The Special Collections librarian is Mr Ken Bergin, phone: 061-213158, e-mail ken.bergin@ul.ie

IT/COMPUTER FACILITIES AND TRAINING FOR STUDENTS

You should familiarise yourself with word-processing techniques, use of the internet and e-mail during your first year. If you feel you missed out on something or want to catch up, please note that the IT Services unit provides a wide range of training options designed for students. Information on the courses available can be found on the IT Services website.

If you need any help or advice on IT facilities or programmes please contact the Help Desk in the Student Computer Centre.

All tutors expect students to produce word-processed essays, and all assessed work should normally be in word-processed form.

DEPARTMENT WEBSITE

The Department of History website <https://www.ul.ie/ULH/> contains a good deal of relevant information, including staff office hours and details of staff publications, module outlines and other teaching materials.

FACEBOOK and TWITTER

Stay in touch with the Department via its Facebook page. You might *Like* it! Or, follow @HistoryUL to keep posted on all events and news happening within the Department

GUIDELINES AND REGULATIONS FOR ESSAYS, EXAMINATIONS AND FINAL YEAR PROJECTS

GRADE AND DEGREE AWARD EQUIVALENTS

<i>Grade</i>	<i>Q.P.V</i>	<i>Degree award</i>	<i>Descriptors</i>
A1	4.0	1	Exceptional
A2	3.6	1	Excellent, but not exceptional
B1	3.2	2.1	Wide reading; excellent analysis
B2	3.0	2.1	Wide reading; good analysis
B3	2.8	2.2	Evidence of good reading, but limited analysis
C1	2.6	2.2	Knowledgeable, but generally un-analytical
C2	2.4	3	Reasonably knowledgeable
C3	2.0	3	Limited knowledge; no analysis
D1	1.6	Compensating fail	Without most of the above
D2	1.2	Compensating fail	Without any of the above
F	0.0	Non-compensating fail	Severely incomplete or plagiarised

STANDARDS AND CRITERIA IN ESSAYS AND EXAMINATIONS

Lectures introduce the principal concepts and arguments that historians put forward in relation to specific questions about the past. They direct the student to secondary sources and where appropriate, to primary sources. Consequently a good examination answer or essay will show evidence of independent study of those sources used to a greater or lesser extent to examine an historical problem, to form an understanding of its dimensions and the ability to present the results of the study in a coherent form.

Honours

To attain first class honours (A1, A2) the student will have constructed a sound argument, made a convincing case, or resolved a problem by the reconstruction of knowledge as against the reproduction of knowledge. To do so will entail the application, synthesis and evaluation of knowledge obtained from independent study of sources referred to in lectures and in bibliographies. A question will be addressed in its entirety and all of the material used in the answer will be relevant to the question. The answer will have a deliberately fashioned structure which itself will be a direct response to the structure of the question. The language used will be precise and clear; the text will adhere fully to the appropriate conventions and will be largely free from error in spelling and grammar. A student answering at the higher level of first class honours (A1) may, in addition to the above, give evidence of an ability to relate the answer to other components of the degree programme or of having integrated

relevant material not derived from bibliographies. An answer below the first class honours standard (B1, B2, B3, C1) will display the characteristics required for that standard but not as comprehensively or as effectively. Such answers will display less ability to present a coherent argument, less ability to synthesise material and, in some instances, might also overlook a minor element in the question.

Third class honours

In contrast with a first or second class honours answer, that at a third class answer (C2, C3) will display a clear tendency to recall relevant evidence in order to structure an essay, rather than to support an argument. Consequently it may indicate that appropriate material was read but its full significance was not grasped. The format of references is in all cases complete, the conventions for presentation are adhered to and the text will be relatively free from spelling and grammatical error. In addition to these characteristics, an essay or an answer at the minimum level (C3) may indicate that more than a minor element in the question was overlooked or that the language used was imprecise and unclear.

Fail

A student who falls short of performing at the level required for a third class honour will be deemed to have failed but that result may be compensated for (D1, D2) if there is evidence that the essay or answer is the result of an imprudent use of time, or of overlooking some (though not the majority) of key concepts in the question.

In general, the above will be applied equally in the assessment of essays and examination answers. However, the time available for writing an essay and the freedom to consult material suggests that it is reasonable to expect that an essay should have the highest standards of presentation and that its arguments will be presented with greater ease, assurance and clarity.

STAGES OF WRITING A HISTORY ESSAY

The first and most important stage is to analyse the question itself. This should be done so that the writer can establish what is required in the answer. Identify the keywords and check their meaning, if necessary. If in any doubt the tutor's advice should be sought. The keywords should determine the content and the structure of the essay. Some writers just address the general topic, instead of the specific question. Apart from words relating to the topic, an essay title (or examination question) will usually have words, which direct you to what you should do with that content. Examples of these process words include:

- Compare Look for similarities and differences.
- Contrast Set in opposition in order to bring out differences.
- Criticise Judge the merit of theories, opinions, or supposed facts.
- Discuss Examine by argument; debate; reasons for and against.
- Evaluate Make an appraisal of the worth of something.
- Explain Make plain; interpret and account for; give reasons.
- Interpret Make explicit a meaning, usually giving your judgement.

Having clarified the meaning of the question you should then decide on the relevant content. What are the essential elements? What are the limits of the topic? What are the assumptions that lie behind the question?

Reading

Above all, an essay should present an argument made on the basis of reading. The writer will select relevant books and articles from supplied bibliographies and their own research in the library or archive. By analysing the question the writer will have a good chance of selecting the relevant material as the basis of writing a good essay. Notes should be made, as necessary, and this may simply mean noting useful passages or page numbers. Select and note relevant material to be included and record ideas as they come to mind, without worrying about the order. Note examples, definitions, quotations and references, as well as possible points of argument. In deciding what to include and what to discard, the keyword is *relevance*.

Planning an answer

Organising the selected material to create a clear line of argument might be done under three headings:

I. Introduction

Define keywords, clarify ambiguities; state how the issue will be dealt with.

II. Development

Put forward the main arguments, always with supporting evidence or examples, in an appropriate order. Include 'signposts' to show where the argument is leading and indicate how one point follows from another by using phrases such as: 'Having looked at the features of the land system, it should now be possible to examine its economic weakness ...'. Relate all points back to the question to bring out their relevance, by adding phrases such as: 'One limitation of the system was its ...', or 'This evidence casts doubt on the conventional stereotype of the landlord'.

III. Conclusion

Set out the essence of the case put forward in the body of the essay. Draw supporting arguments together and ensure the conclusion follows logically from the preceding argument. *Do not confuse a summary with a conclusion.*

Final draft

Ideally, writing involves completing various drafts, then amending and cutting, as necessary and writing a final version, including footnotes and bibliography. It is important to concentrate on clear expression and achieving a flow of argument. Writers should use their own words except when quoting and take care to distinguish between their own ideas and those of other authors. Acknowledge all quotes and give references in the specified format.

These guidelines can be adapted and modified. Writing skills develop with practice and guidance. Some writing should be attempted at the earliest stages, even if it seems that not enough research has been completed. It is through such attempts that the areas that require further research become apparent. Writing nearly always involves a rejection of initial drafts.

SUMMARY ESSAY ASSESSMENT

The information in this sheet is a summary evaluation of the essay submitted. It is made available to aid further learning. It indicates the extent to which the essay met the criteria set under 'Standards and criteria in essays and examinations' and 'Essay format'. Summary criteria for the general classes, honours, pass, fail, for each aspect of the essay are set out in descending order 'H' 'P' 'F' and a circle indicates the standard reached under each heading. *Each aspect is given equal weighting.*

Understanding of concepts or ideas in the essay title

- H All concepts in question clearly understood and addressed
- P Most concepts addressed and understood
- F Most concepts neither understood nor addressed

Knowledge and use of appropriate secondary and primary sources as appropriate

- H Good knowledge of the prescribed and other texts
- P Knowledge derived from a limited range of prescribed texts
- F No knowledge of any prescribed text

Relevance of material used in addressing the title

- H All material used is relevant
- P Most of the material is relevant but irrelevant material is also used
- F Most material irrelevant: could be used for a different question

Clear and coherent structure

- H A clear convincing line of argument runs through the essay
- P Not all the issues are dealt with but a fair attempt at an argument
- F Arguments, if offered, are irrelevant: the text merely relates events

Spelling, grammar and word count

- H An absence of spelling and grammatical errors: adheres to word count
- P Infrequent though noticeable errors in spelling and grammar
- F Frequent and recurring errors in either spelling or grammar: disregards word count

Source citations and bibliographical conventions

- H Footnote citations and bibliography are complete and appropriate
- P Adheres in part to footnote and bibliography conventions
- F Citation and bibliography is haphazard and limited

STANDARDS AND CRITERIA IN FINAL-YEAR PROJECTS

Honours

To attain first class honours (A1, A2), a final-year project will make a convincing case, or resolve a problem by the reconstruction of knowledge as against the reproduction of knowledge. It will present the application, synthesis and evaluation of knowledge obtained from independent research in a wide variety of appropriate sources, whether primary or secondary. A central research question, indicated by the project title, will be addressed in its entirety and all of the source material cited will be relevant. The structure of the project will develop in a logical sequence (either thematically or chronologically) from the central question, or issue, as expressed in the title and introductory chapter. The student should form and then refine the research question (through reviewing what other writers have written about the issue) in the introductory chapter. If the student fails to formulate the question fully, then inevitably the project will be rambling and incoherent. The language will be precise and clear and will reflect the writer's skill without any significant intervention by the supervisor. A candidate answering at the higher level of first class honours may, in addition, give evidence of having taken the research in a valid direction not indicated by the supervisor. A project below the first class honours standard (B1, B2, C1) will display the characteristics required for that standard, but not as comprehensively or as effectively. Such projects will put forward a less-coherent argument, show less ability to synthesise material and in some instances, may also overlook a minor element in the initial research question.

Third class honours

In contrast with a first or second class honours project, a third class project (C2, C3) will show a tendency to use evidence or data in order to structure the text, rather than to support an argument. Consequently, it may indicate that relevant material was read but that its significance may not have been grasped. The exposition and development of the issue will be unclear. This may be due to the use of repetitive phrases, awkward syntax, inappropriate comparisons, flights of fancy, overblown language, or poor sentence structure. Lack of clarity in exposition might betray a lack of proper initial definition. In addition to the above, a project at the minimum level of third class honours may indicate that more than a minor element in the research question was overlooked.

Fail

A student who falls short of performing at the third class level will be deemed to have failed but that may be compensated for if there is evidence that the project may have resulted from an imprudent use of time, or as a result of overlooking a number (though not the majority) of key concepts. Evidence of plagiarism, that is the unacknowledged taking of the ideas, data or terminology of another writer, will automatically result in a low fail grade.

REFERENCING STYLE GUIDE

Presentation matters. It is an essential part of the historian's craft, not an optional extra. Neglected or poorly executed, your style will irritate and distract readers, weakening the force of your arguments. An essay that is well written and properly laid out will, in contrast, gain your readers' confidence and convey your message to them as efficiently as possible.

Many different conventions are used in scholarly publications, and this can be confusing. What we recommend here is drawn from the best current practice and should enable you to deal with most problems that arise. You should make consistent use of these rules and guidelines in all your written work – assessed essays as well as a semester work.

Writing an essay can be a long, hard struggle, and at the end of the process you may not wish to go over your text yet again. But that is exactly what you must do, to weed out typos, awkward sentence structures and unclear arguments. Spelling mistakes may seem trivial, but they are always irritating to examiners, and tend to undermine the reader's confidence in your work. Before printing the final version of your essay, use the computer spell-check. You will identify far more errors and infelicities if you set the essay aside for at least a few hours before your final reading and correction of it.

If you are unsure about any of these guidelines, please ask your tutor for clarification.

1. FORMAT

- a. Margins: You should leave wide margins at the sides, top and bottom of your essay.
There should be a 1.5 inch (4 cm) margin at the left hand side of the page.
- b. Spacing: The text of your essay should be double-spaced. The footnotes should be single-spaced. Your bibliography may also be single-spaced, though it is helpful to double-space between individual entries.
- c. Indentation: Except for the very first paragraph of your essay introduction, the first line of every paragraph should be indented. You do not need to add extra spacing between each paragraph: the indentation alone tells the reader that you have begun a new paragraph.
- d. Pagination: Number each page of your essay and staple firmly together. The material should not be put in a plastic or other folder, or bound.
- e. Word-count: Provide a full word-count for your essay, on your cover-sheet.

2. QUOTATIONS

- a. Ordinary quotations: Use single ' ' (not double) quotation marks for ordinary quotations. Note that the final quotation mark is normally placed inside punctuation (comma, full-stop, etc). However, when the quotation forms a complete sentence, the quotation mark comes after the full stop. If the material you cite contains a quotation from source, you will indicate this quote-within-a-quote by using double quotation marks.

Examples: Evans argues convincingly that 'the industrial revolution was a protracted process, not a single catastrophic event'.

According to Evans, 'Recent research suggests that the industrial revolution was a protracted process, not a single catastrophic event.'

Chatterjee's claim that 'a group of propertied observers shouted "Hang all the convicted felons by the toes" as the procession passed by' suggests the intensity of middle-class support for public executions.

- b. Inset or block quotations: When you quote four or more lines of text (or quote lines of poetry), use an inset quotation – that is, type the quotation as a separate block of double-spaced text consistently indented from the left margin (the right-hand margin of an inset quotation is not indented). Do not use quotation marks in inset quotations except to indicate a quote within the inset material: use double quotation marks to indicate this quote-within-the quote. Avoid over-using inset quotations, especially in short essays. Be judicious about what you cite. Short quotes that are pithy and to the point are more convincing than extended blocks of other writers' text.
- c. Ellipses: Always use ellipses ... to indicate that you have omitted material within your quotation.

Example: Evans argues that 'the industrial revolution was ... not a single catastrophic event'.

3. NUMBERS

Numbers up to one hundred, when they occur in normal prose and are not statistical, should be written in words rather than numerals. When there are many figures, however, it is better to use words only for numbers up to nine. Avoid beginning a sentence with a numeral. Spell out 'per cent' rather than using the % in the text.

4. DATES

These should be given as 2 September 1939; commas should not be used. Spell out centuries rather than using numerals; write 'the eighteenth century' not 'the 18th century'. Use hyphenation to indicate adjectival usage of centuries: 'In the eighteenth century, barbers commonly performed surgery, but unfortunately for patients not all eighteenth-century barbers were adept with knife and needle.'

5. MONEY

Simple sums of money should be given in words: 'A pint of beer cost two shillings.' Sums of money which are more complex may be written in figures: 'A shortage of grain raised the price of beer shockingly, to 2s. 6½d.' Irish currency was decimalised in February 1971 and abolished on the introduction of the euro in 2000. There is however no need to convert old currency into decimal or euro equivalents.

6. CAPITALS AND LOWER CASE LETTERS

Capitals should be used sparingly and not for ornamentation or emphasis, or as a sign of respect or of status; otherwise they tend to become so numerous as to be meaningless.

7. FOOTNOTES

The secret of good footnoting is good note-taking. Always keep a complete record of the full source (author, title, date and place of publication, specific page numbers) as you take notes.

Whenever you copy any passage or short phrase verbatim into your notes, be sure to use inverted commas in your notes to indicate that you have done so. This will help avoid accidental plagiarism. You should also remember that the essay is an exercise to test your skills in written communication, so you should keep direct quotations from secondary sources to a minimum.

You should place your notes at the bottom of each page (footnotes). Most of your notes will be reference notes, identifying the books and other sources from which you have drawn your quotations, evidence or data. All quotations must be identified with a footnote. You do not need to reference general information widely available in the historical literature; for example, you do not need to provide a footnote to substantiate your claim that the French revolution began in 1789. However, if you note that peasants in the south of France burned 112 chateaux, destroyed over 567 metric tons of seigneurial documentation and drank 892 bottles of their former seigneurs' wine in 1789, you need to indicate in a footnote the source of your statistics. Footnotes should give readers all the information that they would need to trace your sources, but not more than is necessary. They should be clear and consistent in presentation. Normally, an essay will average two or three footnotes per page, but this number will vary according to the content of your text. Your tutors will help you to find the right balance between under- and over referencing.

Every footnote must refer to a source which you have actually examined. It is never correct to cite a source that you have not personally examined without indicating this fact in your note. Thus, if you are citing a letter from F.D. Roosevelt quoted by the author William Leuchtenberg, your footnote should read: 'F.D. Roosevelt to Cordell Hull, 28 August 1940, cited in William Leuchtenberg, *Franklin Roosevelt and the New Deal*, p. 305.'

Remember, that footnotes are checked by readers and examiners, so that they can identify how you have been using your source material. Each footnote must therefore refer to the **exact** page from which you have derived information or ideas (or series of no more than three pages). It is not enough just to refer vaguely to a chapter number or series of pages. Footnotes are included in word counts.

Models for footnotes drawn from various types of sources are given below. Make careful note of the kind and placement of punctuation, the use of italics etc:

A. ARTICLES IN SCHOLARLY JOURNALS

First citation. Use: Author's full name, 'Full Title of Article' in *Journal Name*, volume number (date), page number(s).

1. Peter Bailey, 'Parasexuality and glamour: the Victorian barmaid as cultural prototype' in *Gender and History*, 2 (1990), pp 150-3.

Second and subsequent citations: use: Author's surname, 'Short Title', page number(s).

2. Bailey, 'Parasexuality and glamour', p. 164.

B. BOOKS

First citation. Use: Author's full name, *Full title of book* (Place of publication, date of publication), page number(s).

1. Eric Hobsbawm, *Age of extremes: the short twentieth century, 1914-1991* (London, 1994), p. 67.

Second and subsequent citation. Use: Surname, *Short title*, page number(s).

2. Hobsbawm, *Age of extremes*, pp 352-4.

C. EDITED BOOKS

First citation. Use: Author's full name (ed.), *Full title of book* (number of volumes if work has more than one volume, place of publication, date of publication), volume cited, page(s) cited.

1. Steve Edwards (ed.), *Art and its histories: a reader*, (2 vols., New Haven, 1999), I, pp 144-6.

Second and subsequent citations. Use: Surname, *Short title*, volume number, page number(s).

2. Edwards (ed.), *Art and its histories*, I, pp 144-6.

D. CHAPTERS IN EDITED BOOKS

First citation. Use: Author's Full Name, 'Full title of chapter', in Full Names of Editors, *Full title of book* (place of publication, date of publication), page number(s).

1. Sarah Gaunt, 'Visual propaganda in the later Middle Ages' in B. Taithe and T. Thornton (eds), *Propaganda: political rhetoric and identity, 1300-2000* (Stroud, 1999), pp 27-40.

Second and subsequent citations. Use: surname, 'Short title', page number(s).

2. Gaunt, 'Visual propaganda', p. 39.

E. MANUSCRIPT SOURCES

A full reference to a manuscript should include the following information:

Its title or description (A)

Its date (B)

The repository in which it is stored (C)

The collection to which it belongs (D)

The volume of the collection and the page or folio where it may be located and other relevant details of its location (E) as in the following examples;

Cowley to Bellingham, 29 June 1549 (T.N.A., S.P. 61/1/49).

(A) (B) (C) (D) (E)

Thomas Russell's journal, 5 Apr. 1793 (N.A.I., Rebellion papers, 620/20/33).

(A) (B) (C) (D) (E)

Note that only the initials of the repository are used. This would apply in the cases of national repositories (T.N.A. = The National Archives, London; N.A.I. = National Archives of Ireland; PRONI = Public Record Office of Northern Ireland; R.C.B. Library = Representative

Church Body Library). In the case of less well-known archives, it is advisable to cite the full name of the repository. All of these details are necessary for a very practical reason. A manuscript, by definition, is a unique document. Only one of its kind exists in the world. It is therefore essential that a footnote reference be sufficiently clear as to enable a scholar from any part of the world to locate the particular manuscript.

Newspapers should be cited as follows:

Freeman's Journal, 13 Feb. 1867.

F. INTERNET AND DIGITAL SOURCES

Scholarly articles

First citation. Use Author's full name, 'Title of page' Title of complete work if page is part of a group of documents, date page was created. Name of publisher/page creator, (URL), (date you assessed it). Include a Digital Object Identifier (DOI) if the journal lists one. A DOI is a permanent ID that, when appended to <http://dx.doi.org/> in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL. Include an access date only if one is required by your publisher or discipline.

1. Gueorgi Kossinets and Duncan J. Watts, 'Origins of homophily in an evolving social network' *American Journal of Sociology* 115 (2009), p. 411, accessed 28 February 2010, doi:10.1086/599247.

Second and subsequent citations: Use author's surname, 'short title'.

2. Kossinets and Watts, 'Origins of homophily', p. 417

Downloaded books

First citation. Use Author's full name, *Full title of book*, (original place and date of publication), Title of complete work if page is part of a group of documents, date page was created. Name of publisher/page creator, (URL), (date you accessed it).

1. Jacob Riis, *How the other half lives* (New York, 1890), New York City Museum, Five Points History Project (<http://R2qsa.gov/fivept/fphome.htm>) (9 June 2009).

Second and subsequent citations: Use author's surname, 'short title'.

2. Riis, *How the other half lives*.

G. PHOTOGRAPHS AND ILLUSTRATIONS

Remember that some images cannot be used without the permission of the copyright holder. Where you have received permission to use an image, or if copyright does not apply, use a credit line to indicate your source. The credit line should be placed immediately below the illustration and should include a descriptive title for the illustration plus full bibliographical information on the source from which it derives.

The bibliographical information will adhere to the same style as a footnote – except that it will not begin with a footnote number.

Examples:

Illustration 1: Photograph of a man-eating tiger in Bihar, 1872. From Harold Jameson, *The tiger in modern history* (London, 1989), pp 322-3.

Illustration 2: Oil painting of a man eating a tiger in Bengal, 1754. From Jane Lewis, 'Eating tigers in historical perspective' in *History Today*, 11, 3 (June 1999), pp 67-75.

8. BIBLIOGRAPHIES

The format if your essay should always end with a bibliography of all primary and secondary sources referenced in your text. Note that bibliography form departs in a number of respects from footnote style; you will need to reformat your footnotes to make your bibliography. In particular, note that material in your bibliography is organised alphabetically by the author's surname. When referencing articles or chapters in edited volumes in your bibliography, cite the page numbers of the article or chapter as a whole – not just the particular pages you have cited in your footnotes. Manuscript sources should be listed in a separate section of your bibliography.

Sample Bibliography:

Bailey, Peter, 'Parasexuality and glamour: the Victorian barmaid as cultural prototype' in *Gender and History*, 2 (1990), pp 1471-80.

Finney, Patrick, 'The romance of decline: the historiography of appeasement and British national identity' June 2000, *Electronic Journal of International History* (<http://www.history.ac.uk/ejournal/list.html>) (15 August 2006).

Gaunt, Sarah, 'Visual propaganda in the late middle ages' in B. Taithe and T. Thornton (eds.), *Propaganda: Political rhetoric and identity, 1300-2000* (Stroud, 1999) pp 27-40.

Hobsbawm, Eric, *Age of extremes: the short twentieth century, 1914-1991* (London, 1994).

9. BRITISH AND IRISH VERSUS AMERICAN USAGE

The style illustrated above is standard usage which is close to English as it is spoken and used in Ireland and Britain. Some of the books and articles you read will be published in the United States of America and thus will employ standard American style, which departs in various respects for British and Irish usage. (For example, American usage calls for use of double, rather than single, quotation marks in ordinary quotes and around journal titles, and places punctuation marks outside, rather than inside, terminal punctuation). For your essays at Limerick, always consistently employ standard usage as detailed above – even when referring to material published in the US which uses American conventions. If you spend a semester at a US university, however, you will need to employ American style in your quotations, footnotes, etc. If your module tutor in the US does not provide a style guide, you will find all the information you need in the *Chicago Manual of Style*, the standard reference on American usage, which will be available in the reference section of the university's library. You should also be alert to the extent to which American spelling – 'program' instead of 'programme' and 'glamor' instead of 'glamour' – differs from British and Irish spelling.

10. SOME COMMON SPELLING, GRAMMAR AND SYNTAX ERRORS

a. Contractions (abbreviated verbs): Do not use contractions in essays, unless they appear in material you are quoting. Example: use 'does not', not 'doesn't', use 'is not', not 'isn't', use 'cannot', not 'can't'.

b. Common spelling mistakes:

occurred (NOT occured)
entered (NOT enterred)
propaganda (NOT propoganda)
supersede (NOT supercede)
preferred (NOT prefered)
separate (NOT sepearte)

c. It's/Its: 'it's' is the contraction of 'it is'; in contrast, 'its' means 'belonging to it'. It's true that misuse of these terms makes tutors foam at the mouth – an ugly sight. It's also true that an essay in which this mistake is made is likely to have its final mark lowered by an outraged tutor.

You can avoid this problem by avoiding contractions: 'it's' should not appear in your essay in the first place, leaving all the more room in its sentences for proper use of the possessive form of 'it'.

d. Singulars and Plurals: If the subject of your sentence is singular your verb must be singular; if the subject is plural, your verb too must be plural. Two nouns whose singular and plural forms are often confused are datum (singular)/data (plural) and criterion (singular)/criteria (plural).

Incorrect: The data is consistent.

Correct: The data are consistent.

Incorrect: The criterion are shifting

Correct: The criterion is shifting.

e. Genitive apostrophes: To form the possessive of a singular noun, add 's: the bee's knees (that is, one bee has many knees).

To form the possessive of a plural noun, usually you will add the apostrophe after the terminal s: the bees' knees (that is, the many knees of several bees).

The most common exceptions to this rule are the plural forms of men, women and children: men's, women's and children's

f. Commas: Use commas to help the reader negotiate a complex sentence, but do not use them to string together a succession of linked sentences or to link a seemingly endless succession of main clauses. If you use a comma to separate two independent clauses in a sentence, always insert 'and' before the second clause: 'During the suffragette agitation the Liberal party was besieged by angry feminists, and Irish nationalists further destabilised political equilibrium.'

In general, you need a comma where you would naturally pause if reading the passage out loud. If you are using a comma to separate out part of a sentence as a minor digression, remember to put commas both at the beginning and the end of the phrase in question: 'Decolonisation in the Far East, Japanese occupation policies notwithstanding, was primarily an anti-western impulse'.

g. Colons and semi-colons: Use a colon within a sentence as a bridge, either introducing an illustration of a point made at the beginning of the sentence or to introduce a list. Thus, 'Nationalism is often a virulent force: tens of thousands have died in conflicts over nationality in Eastern Europe'. Similarly, 'Vichy collaboration can be ascribed to many forces: self-interest, defeatism and Gestapo entrapment.'

Use a semi-colon to link two thematically related but grammatically independent sentences. For example, 'The erection of the Berlin wall marked a new phase in the divisive cold War; the subsequent reunification of the two German states arguably signalled a dramatic new development in European unification.' Semi-colons may also be used as super-commas, where the complexity of sentence structure renders a comma alone insufficient.

For example, 'Imperial developments precipitated large-scale migration: migrants moved from the colonies to Europe; within the different colonies of a single nation, as illustrated by Asian migration to South and East Africa; and also from Europe itself, particularly the Celtic fringe, to colonised territories.'

h. Passive and Active Voice: Where possible, avoid the passive voice, choosing instead sentence structures in which it is clear who is doing what to whom. Passive voice constructions include phrases such as: 'the cost of living was raised', 'the monarchy was abolished', and 'racist ideologies were widely disseminated'. In all of these passive constructions, it is unclear where agency and causality reside. Attempts to assess and assign agency and causality form the very heart of historical analysis, and use of the passive voice detracts from that essential task. Use active voice constructions wherever possible: they will add clarity to your writing and help you to focus on analysis rather than simple narrative. For example, the passive constructions above might be rewritten as follows. 'The failure of agricultural production to keep pace with rising birth rates raised the cost of living.' 'The monarchy was abolished by a small group of disaffected financiers determined to seize power for themselves.' 'Newspaper proprietors eager to increase circulation of their journals were at the forefront of efforts to disseminate racist ideologies at the turn of the century.'

11. ADHERENCE TO WORD LIMITS AND POOR PRESENTATION ISSUES

‘Adherence to word limits’ and ‘poor presentation’, issues concerned more with form than with actual content, are assessed together. Unless a candidate obtains the tutor’s permission to exceed the stated limits, non-compliance will incur a penalty. Similarly, non-adherence to Department of History requirements will be penalised. Not meeting the minimum standards on either of these two categories will lead to the deduction of one letter-grade point on the final grade: for example a project or essay exceeding the word limits will result in a B1 being reduced to a B2. Disregard of word limits and poor presentation will incur a deduction of two points: for example a C1 will reduce to C3.

Remember that footnotes are included when calculating an essay’s or final-year project’s word count, but the bibliography should be excluded.

POSTGRADUATE PROGRAMMES

The Department of History offers the following taught postgraduate programmes:

M.A. Local History

A part-time, evening degree over two academic years in association with the Departments of History and Geography, Mary Immaculate College, and the Department of Culture and Communications, UL. Students attend a total of seven modules and complete a dissertation of 15,000-21,000 words embodying the results of original research into an approved topic.

Core Modules

- HI5101 Foundation course: scope, sources and methods in local history
- HI5111 Computing, databases and quantitative research methods
- HI5102 Sources and cases in modern Irish history
- GA5104 The excluded voice? methods and cases in oral history and beáloideas
- HI5112 Local studies, material culture and historical archaeology
- HI5102 Sources and cases in modern Irish history
- HI5231 People, time and space: local history research seminar 1
- HI5232 People, time and space: local history research seminar 2

M.A. History

A one year, full-time programme of five taught modules and a dissertation of 15,000-21,000 words on an approved topic.

Autumn Semester

Core modules

- HI6131 Concepts and Methods
- HI6101 MA History Research Methodology

Electives Choose two electives (at least one of which must be at postgraduate level. If an undergraduate module is chosen – the credit deficit will be made up by taking the additional elective HI6181)

- HI6121 Art and power in the age of the Tudors and Stuarts
- HI6151 The European nobility, 1500-1789
- HI6191 Graduate Seminar in Irish Cultural History

Undergraduate fourth-year modules

- HI4127 Understanding the Holocaust in twentieth century Europe
- HI4207 The first global empire: the Spanish monarchy, Europe and America
- HI4147 Ireland and the United States of America, 1900-70
- HI4187 Health, state and Irish medical care, 1837-1948

Spring Semester

Core modules

- HI6002 History research seminar
- HI6012 Dissertation 1
- HI6142 MA History Dissertation Writing

Electives Choose ONE elective (this may be one postgraduate module or one undergraduate module with H1182)

- HI6062 People on the move: studying migration
(This module is also offered to MA students in the Department of History, School of Humanities, National University of Ireland Galway)
- HI6792 Public history internship
- HI6172 America and wider world, 1823-1975
- HI588 Regional identities (This module is offered by the Department of History, School of Humanities, National University of Ireland, Galway)

Undergraduate fourth-year modules

- HI4077 Metropolis: the German urban experience
- HI4217 The early modern city, 1500-1800
- HI4227 Golden age: politics, culture and warfare in the Spanish monarchy
- HI4107 Conservatives, patriots and radicals: politics and political ideology in eighteenth-century Britain and Ireland

- HI6023 Dissertation (no less than 15,000 words, no more than 21,000)

M.A. History of the Family

A one year, full-time degree programme of five taught modules, and a dissertation of 15,000-21,000 words on an approved topic. Alternatively, this degree may be taken part-time over two years, or online.

Autumn Semester

Core Modules

- HI6041 Introduction to the history of the family
- HI6101 MA research methodology
- HI6131 Concepts and methods

Electives Choose one elective (this may be one postgraduate module or one undergraduate module)

- HI6061 Linking families to communities
- HI6121 Art and power in the age of the Tudors and Stuarts
- HI6151 The European nobility, 1500-1789

Undergraduate fourth-year modules

- HI4127 Understanding the Holocaust in twentieth century Europe
- HI4117 The Irish conflict, 1948-98
- HI4227 Golden age: politics, culture and warfare in the Spanish monarchy
- HI4147 Ireland and the USA, 1790-1960; A Special Relationship

Spring Semester

Core Modules

- HI6002 History research seminar
- HI6082 Dissertation 1

HI6122 Dissertation writing in history of family

Electives Choose one elective (this may be one postgraduate module or one undergraduate module)

HI6062 People on the move: studying migration
(This module is also offered to MA students in the Department of History, School of Humanities, National University of Ireland Galway)

HI6162 University and society, 1500-1789

HI6792 Public history internship

HI6172 America and wider world, 1823-1975

HI588 Regional identities (This module is offered by the Department of History, College of Humanities, National University of Ireland, Galway)

Undergraduate fourth-year modules

HI4077 Metropolis: the German urban experience

HI4217 The early modern city, 1500-1800

HI4227 Golden age: politics, culture and warfare in the Spanish monarchy

HI4107 Conservatives, patriots and radicals

HI6023 Dissertation 2 (no less than 15,000 words, no more than 21,000)

ONLINE M.A. (History of Family)

Programme: as above M.A. (History of Family)

Delivery Lectures will be delivered via Podcast and online support will be given via email. Lectures will be supported with on-line tutorials, dedicated online resources, such as the *John and Pauline Ryan History of Family Virtual Archive*.

M.A. in Gender, Culture and Society

A full-time and part-time degree programme over one academic year providing the opportunity to complete a dissertation on an approved topic.

History forms a component part of the degree with other subjects.

Elective (Autumn)

HI6161 Sex, family and gender in eighteenth-century Ireland and Britain

M.A. in Irish-German Studies

A full-time, one-year programme offered by the School of Languages, Literature, Culture and Communication.

Elective (Autumn)

HI6161 Sex, family and gender in eighteenth-century Ireland and Britain

RESEARCH DEGREES

Having studied history as an undergraduate or as part of a postgraduate programme, a student may wish to undertake advanced research leading to a Master of Arts (M.A.) or a Doctor of Philosophy (Ph.D.) degree. Members of the history faculty supervise research in areas of their particular expertise and applications are welcome from well-qualified and highly motivated graduates wishing to undertake full-time research. For a preliminary informal discussion on research proposals please contact any member of the history faculty listed along with their research interests on pp 3-4 above.

Research is supported by the library's growing collection of secondary texts and journals and by Special Collections of primary materials including the Norton Collection of printed works on Irish history, the Bolton Library, the Leonard Collection of Limerick printed works and the Dunraven, Daly, Glin, Kemmy, Condell, Coote manuscript collections.

Information on application procedure, fees, grants, University awards and scholarships, Government of Ireland IRCHSS scholarships and financial assistance may be obtained from the office of Assistant Dean (Research), Faculty of Arts, Humanities and Social Sciences or from the office of the Dean of Graduate Studies.

HISTORY ON THE WEB

British Library <http://www.bl.uk/>
The major world library of English language primary and secondary sources

Deutsches Historisches Museum, Berlin <http://www.dhm.de/>
Material relating to modern German art, culture and society

History and Historiography <http://esserver.org/history/>
Historical documents

Institute of Historical Research <http://ihr.sas.ac.uk/>

Internet History Sourcebooks Project <http://www.fordham.edu/halsall>
Documents for early modern to nineteenth century Europe

Internet Medieval Sourcebook <http://www.fordham.edu/halsall/sbook.html>

Irish History on the Web <http://www.vms.utexas.edu/~jdana/irehist.html#general>
American-based site on Irish history

Library of Congress, Washington <http://lcweb.loc.gov/>

National Archives, Dublin <http://www.nationalarchives.ie>
The principal central government archive

National Women's history Project <http://www.nwhp.org/>
American-based site on women's history

Public Record Office of Northern Ireland <http://proni.gov.uk/>
The formal archive for official and private papers in Northern Ireland

The National Archives, London <http://www.nationalarchives.gov.uk/>
The principle archive for British official papers

Irish History Online www.irishhistoryonline.ie
Comprehensive bibliography of published books and articles on Irish history

Landed Estates Database www.landedestates.ie
Lists owners and estates in Connaught and Munster

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