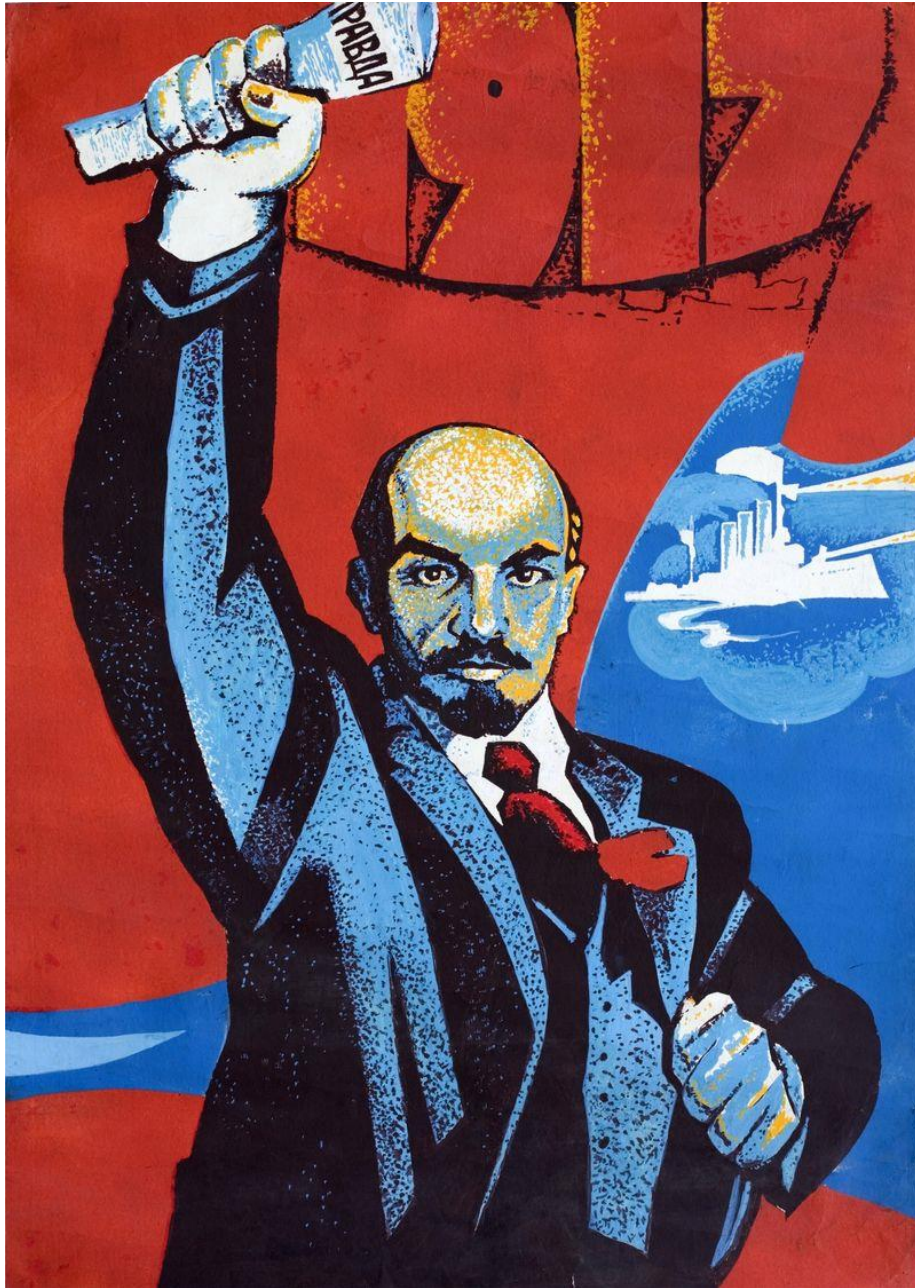


**UNIVERSITY OF LIMERICK  
OLLSCOIL LUIMNIGH**

**DEPARTMENT OF HISTORY  
ROINN NA STAIRE**



**UNDERGRADUATE HANDBOOK 2017-18**

This booklet applies to the academic year 2017-18.

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 2017-18.

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Front: Poster commemorating the 1917 October Revolution in Russia (undated).

Back: Advertisement for the Film Company of Ireland films released in 1916 and made in 1917 (*Irish Limelight*, Dec. 1917).

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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. Arts, European Studies, Law and Journalism and New Media. History can also be taken as a single honours degree as part of the B.A. Arts programme. 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; Course Director, MA History*

email: [anthony.mcelligott@ul.ie](mailto: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.*

## ADMINISTRATOR

**Anne-Marie O'Donnell**

Tel: 353-61-202280, email: [anne.marie.odonnell@ul.ie](mailto:anne.marie.odonnell@ul.ie)

Room C1076

*Cuirimid fáilte roimh chomhfhreagras i nGaeilge.*

**Ruán O'Donnell**, B.A. (N.U.I.), M.A. (N.U.I.), Ph.D. (A.N.U.)

(Fulbright Scholar in Irish Studies, University of Montana, USA to January 2018)

*Senior Lecturer in History*

email: [ruan.odonnell@ul.ie](mailto: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](mailto: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)

*Assistant Dean for Academic Affairs*

*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 leave to January 2018)

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

email: [Richard.kirwan@ul.ie](mailto: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; Course Director B.A. HPSS***

email: [alistair.malcolm@ul.ie](mailto: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; Course Director B.A. Joint Honours***

email: [Roberto.Mazza@ul.ie](mailto: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.)

***Lecturer in History; Coordinator of Tutors***

email: [karol.mullaney-dignam@ul.ie](mailto:karol.mullaney-dignam@ul.ie)

Room C1074; Ext 2928

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

## **ADJUNCT PROFESSOR OF HISTORY 2017-23**

**Dr Jyoti Atwal** B.A. (University of New Delhi), M.A. (J.N.U.), M.Phil. (J.N.U.), Ph.D. (J.N.U.)  
Associate Professor, Centre for Historical Studies, School of Social Sciences, Jawaharlal Nehru  
University, New Delhi, India

Dr Atwal is interested in Indian women in the reformist, nationalist and contemporary perspectives; socio-cultural and religious aspects of women's lives in colonial and post-colonial India; women's agenda and the nation; autobiographies of women and narratives of the personal and the political domains; politics of representations of gender relations in colonial India; entangled histories of Indian/English and Irish women. She is also interested in the intellectual history of India (with special reference to nineteenth century) and has let a project on 'Writing biography of an Irish Suffragette, Margaret Cousins (1878-1954)'.

### **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**

*Poverty in the eighteenth-century city; schooling, language and literacy in the nineteenth century; education policy, Ireland 1920-90.*

### **Dr Vincent O'Connell**

*Belgian history and interests in Irish cultural history and history documentaries.*

### **Dr Matthew Potter**

*Urban History; History of local government; history of Limerick; death and cemeteries; social housing; Irish textiles; local history; history of modern Ireland; the Anglo-Irish landed elite 1700-1921.*

### **Dr Bernadette Whelan**

#### **Associate Professor Emerita**

*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.*

## 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
Milena Callegari Consentino	‘Holocaust: repercussions and legacy for future generations’	A McElligott/ P Ryan (Psychology)
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
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, 1945-70’	B Whelan
Seán McKillen	‘The SDLP and the Sunningdale Agreement’	R O’Donnell
Peter Milller	‘Exiled children: the influence of the Irish-American diaspora in nineteenth- and twentieth-century Ireland’	R O’Donnell
Declan Mills	‘English exceptionalism in the eighteenth century’	D Fleming
Holly O’Farrell	‘Middle Eastern gender in the exhibition space’	R Mazza
William O’Neill	‘A reassessment of the interpretations, reality and consequences of U.S. covert operations in Central America from 1979-99’	B Whelan
Peter Stapleton	‘The transition from civil rights movement to an armed offensive in Northern Ireland’	R O’Donnell
Sean Whitney	‘The tobacco industry in Ireland, 1700-1930’	D Fleming

[◊ 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 FALOON PRIZE

Brian Scott Faloon (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:

2016-17	Cliona Purcell, 'Throwing off the "mighty incubus": Irish municipal revolution and the development of the Waterford Corporation, 1828-40'
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

### BA ARTS [LM002] (Commencing academic year 2017-18)

*History is offered as a single or joint honours degree from second year. In addition to core and elective modules in Irish, European and international history, students have the opportunity to complete a research project.*

#### History – single honours

HI4112	Sources for history	Autumn I
HI4142	Games of thrones: gender, power and identity, Ireland and the wider world, 1500-1950	Spring I
HI*****	Nasty and brutish: early modern Europe, c.1500-1700	Autumn II
HI*****	From The Prophet to ISIS: the Middle East and Europe: ancient to modern	Autumn II
HI*****	Making Ireland British?: early modern Ireland, 1436-1750	Autumn II
HI*****	Imagining Ireland: from early modern to modern	Autumn II
HI*****	Contesting the past: writing history	Spring III
HI*****	New heaven, new earth: power and belief in the Reformation	Spring III
HI*****	Absolutes and revolutionaries: Europe in the age of Enlightenment, 1688-1815	Spring III
HI*****	Patriots to Parnell: Ireland, 1750-1891	Spring III
HI*****	Empires, nations and Union: Europe, 1848-1992	Autumn IV
HI*****	Culture and anarchy: Ireland in the twentieth century	Spring IV

Students choose four elective modules in autumn and spring IV respectively (these elective offerings are subject to change):

HI4127	Understanding the Holocaust
HI4207	The first global empire: the Spanish monarchy
HI4187	Health, state and Irish medical care, 1837-1948
HI4237	Modern Middle East and the Israeli conflict
HI4077	Metropolis: the German urban experience 1900-45
HI4217	The Early Modern City, 1450-1789
HI4118	World War One in the Middle East
HI4227	Golden Age: politics, culture and warfare in Spanish monarchy, 1598-1746

Note: Modules without full codes are subject to change.

## History – joint honours

HI4112	Sources for history	Autumn I
HI4142	Games of thrones: gender, power and identity, Ireland and the wider world, 1500-1950	Spring I

Students choose two modules:

HI***	Nasty and brutish: early modern Europe, c.1500-1700	Autumn II
<b>OR</b>		
HI***	From the Prophet to ISIS: the Middle East and Europe: ancient to modern	Autumn II
HI***	Making Ireland British?: early modern Ireland, 1436-1750	Autumn II
<b>OR</b>		
HI***	Imagining Ireland: from early modern to modern	Autumn II

Students take this core module:

HI***	Contesting the past: writing history	Spring III
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Students choose one of these modules:

HI***	Patriots to Parnell: Ireland, 1750-1891	Spring III
<b>OR</b>		
HI***	New heaven, new earth: power and belief in the Reformation	Spring III
<b>OR</b>		
HI***	Absolutes and revolutionaries: Europe in the age of Enlightenment, 1688-1815	Spring III

Students take this core module:

HI***	Empires, nations and Union: Europe, 1848-1992	Autumn IV
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Students choose one of these elective modules (these elective offerings are subject to change):

HI4127	Understanding the Holocaust	Autumn IV
HI4207	The first global empire: the Spanish monarchy	Autumn IV
HI4187	Health, state and Irish medical care, 1837-1948	Autumn IV
HI4237	Modern Middle East and the Israeli conflict	Autumn IV

Students take this core module:

HI***	Culture and anarchy: Ireland in the twentieth century	Spring IV
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Students choose one of these elective modules (these elective offerings are subject to change):

HI4077	Metropolis: the German urban experience 1900-45	Spring IV
HI4217	The early modern city, 1450-1789	Spring IV
HI4118	World War One in the Middle East	Spring IV
HI4227	Golden Age: politics, culture and warfare in Spanish monarchy, 1598-1746	Spring IV
HI4107	Conservatives, patriots and radicals: politics and political ideology in eighteenth-century Britain and Ireland	Spring IV

The following module is offered to all students:

HI4152 From kingdom to republic: Irish history, 1660-1960

### **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**

HI4112	Sources for history	Autumn I
HI4142	Games of thrones: gender, power and identity,	Spring
HI****	Nasty and brutish: early modern Europe, c.1500-1700	Autumn II
HI*****	Absolutes and revolutionaries: Europe in the age of Enlightenment, 1688-1815	Spring III
HI*****	Empires, nations and Union: Europe, 1848-1992	Autumn IV
HI*****	New heaven, new warth: power and belief in the Reformation	Spring IV

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

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

HI4112	Sources for history	Autumn I
HI4142	Games of thrones: gender, power and identity,	Spring
HI****	Nasty and brutish: early modern Europe, c.1500-1700	Autumn II
OR		
HI****	Making Ireland British?: early modern Ireland 1436-1750	Autumn II
HI****	Absolutes and revolutionaries: Europe in the age of Enlightenment, 1688-1815	Spring III
OR		
HI****	Patriots to Parnell: Ireland, 1750-1891	Spring III
HI****	Empires, nations and Union: Europe, 1848-1992	Autumn IV
HI****	Culture and anarchy: Ireland in the twentieth century	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
HI****	Making Ireland British?: early modern Ireland 1436-1750	Autumn II
HI****	Patriots to Parnell: Ireland, 1750-1891	Spring III
HI****	Empires, nations and Union: Europe, 1848-1992	Autumn IV
HI****	Culture and anarchy: Ireland in the twentieth century	Spring IV

**B.Sc. Psychology [LM102]**

*History is offered as an elective in year 1*

HI4112 Sources for history

Autumn 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

**University Certificate Local History**

*A one-year, part-time evening programme*

HI2110 Introduction to local history: approaches, definitions and presentation

Autumn

HI2111 Introduction to documentary primary and secondary sources

Autumn

HI2120 Non-documentary sources for local history

Spring

HI2021 History research seminar

Spring

## **UNDERGRADUATE MODULE DESCRIPTORS**

### **CORE MODULES**

#### **AUTUMN**

##### **SOURCES FOR HISTORY**

Historians and their sources; primary and secondary sources; identification, location, accession, critical evaluation and use of sources; public and private archives; origins, ideologies and holdings; using archives: access, availability, procedure and professional practice; the range and scope of electronically available source materials; audio and visual sources; old histories and new histories; forgery, fabrication and the historian; the withdrawal, suppression and destruction of sources; professional practice and political necessity; appropriate citations of primary and secondary sources; presenting a small research project

##### **NASTY AND BRUTISH: EARLY MODERN EUROPE, C.1500-1700**

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; family life – birth, marriage and death; the European Reformation and the response of the Catholic Church; wars of religion in France and the Netherlands; Philip II and Spanish world hegemony; the Thirty Years' War and the military revolution; congress diplomacy at Westphalia, the Pyrenees, Nijmegen and Utrecht-Rastatt; the general crisis of the mid-seventeenth century; Dutch economic primacy; credit systems, deficit-finance, the development of state-funded debt; the emergence of capital cities, court society and the world of the minister-favourite; the decline of Spain; France in the age of Louis XIV; the emergence of absolutism and aristocratic constitutionalism after 1660; Austrian expansion into the Hungarian plain; the partition of the Spanish Monarchy in 1713-14.

##### **FROM THE PROPHET TO ISIS: THE MIDDLE EAST AND EUROPE: ANCIENT TO MODERN**

Defining the Middle East; Muhammad and the rise of Islam; institutions of government and religion; culture and society; rationalisation v centralisation of political authority; Islam in Europe; the rise of the gunpowder empires: overview 1500-2000; the age of reforms; the First World War in the Middle East and colonialism; nationalism and its 'others'; independence and revolution; the Middle East and Europe in the contemporary world.

##### **MAKING IRELAND BRITISH?: EARLY MODERN IRELAND, 1536-1750**

The Anglo-Irish and Gaelic lordships; Tudor reform and Reformation; the Tudor conquest (1579-1603); British settlement in Ireland; the crisis in the three kingdoms and the 1641 rising; the Catholic Confederates; Cromwellian reconquest and settlement; demographic and social trends in Restoration Ireland; the war of the Three Kings 1685-91; patriotism and the Irish parliament.

## **IMAGINING IRELAND: FROM EARLY MODERN TO MODERN**

Land of saints and scholars?: origins of Ireland's various identities; imagining ascendancy Ireland; Irish culture, religion, and language; the nation depicted by competing interests: political factions, religious groups and commercial organisations; nationalisms and unionism; Images and Irish identity; symbolism and ritual; myths and realities; the state and its motives; religion, gender and identity creation in modern Ireland.

## **EMPIRES, NATIONS AND UNION: EUROPE, 1848-1992**

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'.

## **SPRING**

### **GAMES OF THRONES: GENDER, POWER AND IDENTITY, IRELAND AND THE WIDER WORLD, 1500-1950**

Representations and realities of power: men and women; exercising power: religions, monarchies, dictatorships and institutions; violence; war and conflict; dynastic rivalry and conflict; local and agrarian unrest; the 'mob'; statecraft; diplomacy; heresy and censorship; ideology; subversion and non-violence; sexual politics and sectarianism.

## **CONTESTING THE PAST: WRITING HISTORY**

The syllabus will be principally designed around discussions on questions of historiography and how past and recent controversies provide insights into interpretative differences for understanding both history and myth; enlightenment and romanticism; thinkers, philosophers and philosophies of history/historicism; empiricism and 'scientific' history; the influence of propaganda and secrecy; Marxism; the Annales school; revisionism; postcolonialism; gender and ethnicity; the peripheries of historical knowledge; the archive; subaltern studies; memory (remembering to forget); public history and commemoration; the end of history?

### **NEW HEAVEN, NEW EARTH: POWER AND BELIEF IN THE EUROPEAN REFORMATION, 1517-1618**

The late medieval Church; popular piety in the late medieval world; pre-Reformation patterns of heresy and reform; Christian Humanism; Martin Luther, a Wittenberg theologian; preaching, propaganda and cultures of persuasion; political responses to Luther in the Holy Roman Empire; Huldrych Zwingli and the Reformation in Zurich; iconoclastic furies and the populus unleashed; the early Reformation in the cities; the Radical Reformation; the German Peasants' War; Apocalypse Now: Anabaptist Münster and the New Jerusalem; the Magisterial Reformation; Calvin's Geneva and the Second Reformation; International Calvinism; Catholic Reform; the Counter-Reformation and the Council of Trent; political conflict and settlements in the Holy Roman Empire; confessionalization and social discipline; religious exiles and refugees; the Reformation and the family; female religious congregations and the Reformation; the Reformation and education; concluding debate: a new heaven, new earth?



## **ABSOLUTES AND REVOLUTIONARIES: EUROPE IN THE AGE OF ENLIGHTENMENT, 1688-1815**

The decline of belief in witchcraft and 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; 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.

## **PATRIOTS TO PARNELL: IRELAND, 1750-1891**

Environments and Economies: wind, rain, soil; diet: cattle, grain, roots; regional ecologies, economies and cultures; growth and crisis; land, wages, prices, trade; demographic transitions: births, deaths, migrations; infrastructures; Famine and disease. Societies and Cultures: rural social structures: landownership, farming, labour; the cult of improvement; household; gender, sexuality and patriarchy; urban society: merchants, trades, mendicants; the languages of Ireland: Anglicisation 1750-1891; belief and faith. Political and Civil Life: the constitution: king, lords and commons of Ireland; constituencies and franchises; parties, patriots and politics; 1798 rebellion and Union; the politics of Daniel O'Connell to Charles Stewart Parnell; agrarianism; unionism, nationalism and republicanism.

## **CULTURE AND ANARCHY: IRELAND IN THE TWENTIETH CENTURY**

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.

## **FROM KINGDOM TO REPUBLIC: IRISH HISTORY, 1660-1960**

Defining Ireland; economy, society and class; women and politics; the Three Kingdoms; the Boyne and the emergence of a protestant ascendancy; agrarian society in pre famine Ireland; the Famine: dealing with the catastrophe; patriots, nationalists, republicans, unionists, and others: politics and its followers; origins of independence; constitutional developments and the two states of Ireland; economic development; population and social change; education and language; the evolution of popular culture; the Irish diaspora.

## **ELECTIVE MODULES**

### **AUTUMN**

## **HI4207 THE FIRST GLOBAL EMPIRE: THE SPANISH MONARCHY, EUROPE AND AMERICA, 1479-1598**

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.

#### **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.

#### **HI4237 MODERN MIDDLE EAST AND THE ISRAELI CONFLICT**

Palestine under the Ottomans; World War One, the Balfour Declaration and the Peace Settlements; the British mandate; competing nationalism: zionism and arab nationalism; 1948: the war for Palestine; Palestinian refugees and the status of Jerusalem; Suez Canal crisis: the Cold War, Nasser and the conflict; road to 1967: war of attrition; the paradox of Peace: the October War 1973; Camp David: Cold War and Oil concerns; Lebanon Civil War and the wider region; Israeli policies and the First Intifada; creating a 'Peace Process': from Madrid to Oslo; Camp David II and the Second Intifada; simulation: hope for peace?

### **ELECTIVE MODULES**

#### **SPRING**

#### **HI4118 WORLD WAR ONE IN THE MIDDLE EAST**

Late Ottoman Empire; CUP Revolution 1908; Balkan War 1912-13; 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, 1598-1746**

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](http://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](http://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](mailto: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. Web: [www.ul.ie/cems](http://www.ul.ie/cems)

### **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 2017-18, seminars will take place at Mary Immaculate College. Further details will be made available at the start of each semester. For more information please contact Dr Liam Chambers, telephone 061-204534, email [liam.chambers@mic.ul.ie](mailto:liam.chambers@mic.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. 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 and treasurer to the Group for the Study of Irish Historic Settlement.

### **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, Holly O'Farrell and Stephen Griffin, 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 Auditor Kathryn Adams.

## **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](mailto: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](http://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 Bolton Library and the Leonard and Norton collections.

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

## **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.

**GRADE DESCRIPTORS FOR ESSAY-TYPE ASSIGNMENTS,  
EXAMINATIONS AND FINAL-YEAR PROJECTS**

<b>Grade</b>	<b>Award level</b>	<b>QPV</b>	<b>Description</b>
<b>A1</b>	<b>First class honours</b>	<b>4.0</b>	<ul style="list-style-type: none"> <li>• Outstanding in every respect</li> <li>• In-depth knowledge and understanding of principles and concepts related to the topic. Integrates information into a wider context</li> <li>• Excellent analysis and interpretation</li> <li>• Evidence of a significant amount of outside reading</li> <li>• A logically structured and clear approach</li> <li>• Answer is original and reflective</li> </ul>
<b>A2</b>	<b>First class honours</b>	<b>3.6</b>	<ul style="list-style-type: none"> <li>• Excellent overall, but not exceptional</li> <li>• A comprehensive knowledge and understanding of principles and concepts</li> <li>• Excellent analysis and interpretation</li> <li>• Evidence of a significant amount of outside reading</li> <li>• Answer may have neglected to deal with one or two minor aspects of the issues involved</li> <li>• A logically structured and clear approach</li> </ul>
<b>B1</b>	<b>Second class, Grade 1</b>	<b>3.2</b>	<ul style="list-style-type: none"> <li>• Very good overall</li> <li>• A substantial but not totally comprehensive knowledge and understanding of principles and concepts</li> <li>• Shows a very good competence in the subject without being outstanding</li> <li>• Very good analysis and interpretation</li> <li>• Some gaps in knowledge. Student can argue the key issues in an intellectually organised manner</li> <li>• A logically structured and clear approach</li> </ul>
<b>B2</b>	<b>Second class, Grade 1</b>	<b>3.0</b>	<ul style="list-style-type: none"> <li>• Good overall</li> <li>• A competent and organised approach to the subject matter</li> <li>• A reasonable knowledge and understanding of principles and concepts</li> <li>• Very good analysis and interpretation</li> <li>• Student is very familiar with the material covered in lecture notes, but may show limited evidence of wider reading</li> <li>• Answers may be organised rather than inspired</li> </ul>
<b>B3</b>	<b>Second class, Grade 2</b>	<b>2.8</b>	<ul style="list-style-type: none"> <li>• Competent overall</li> <li>• Shows evidence of having put significant work into studying the subject.</li> <li>• A reasonable level of knowledge</li> <li>• Good analysis and interpretation.</li> <li>• Some gaps/oversights in either knowledge, or in the approach taken</li> <li>• Limited evidence of wider reading</li> <li>• Reasonable analytical and interpretative skills</li> <li>• The work is still of sufficient standard to merit an honours award</li> </ul>

<b>C1</b>	<b>Second class, Grade 1</b>	<b>2.6</b>	<ul style="list-style-type: none"> <li>• Satisfactory overall</li> <li>• Shows a familiarity with the subject material covered in the question</li> <li>• The approach taken to answering the question is rather limited</li> <li>• Focuses on material covered in lecture notes. Little or no evidence of wider reading</li> <li>• A basic knowledge of key principles and concepts only</li> <li>• Limited analytical and interpretative skills</li> </ul>
<b>C2</b>	<b>Third class honours</b>	<b>2.4</b>	<ul style="list-style-type: none"> <li>• Acceptable overall</li> <li>• Conversant with the subject area covered in the question</li> <li>• An average answer which does not stray beyond the basics</li> <li>• Some significant gaps in knowledge; not free of irrelevance</li> <li>• A basic knowledge of key principles and concepts only</li> <li>• Limited analytical and interpretative skills</li> </ul>
<b>C3</b>	<b>Third class honours</b>	<b>2.0</b>	<ul style="list-style-type: none"> <li>• Minimally acceptable, a basic pass overall</li> <li>• Shows a basic knowledge of key principles and concepts only</li> <li>• Significant gaps in knowledge or understanding</li> <li>• May have omitted to answer part of the question</li> <li>• Answer is basic and factual with some errors</li> <li>• The standard of the work is sufficient to obtain a passing grade</li> <li>• Limited analytical and interpretative skills</li> </ul>
<b>D1</b>	<b>Compensating fail</b>	<b>1.6</b>	<ul style="list-style-type: none"> <li>• Weak overall, compensating fail</li> <li>• A poor answer, unsatisfactory in some significant ways</li> <li>• Student is unable to correctly recall important material related to the question at hand</li> <li>• Little evidence of analytical and interpretative skills</li> <li>• Answer is disorganised and lacks intellectual depth</li> </ul>
<b>D2</b>	<b>Compensating fail</b>	<b>1.2</b>	<ul style="list-style-type: none"> <li>• Poor overall, compensating fail</li> <li>• Very poor answer. Little relevant information and/or question not addressed</li> <li>• The student either has very little knowledge of the subject area, or lacks the ability to express their knowledge in an organised fashion</li> <li>• Little evidence of analytical and interpretative skills</li> </ul>
<b>F</b>	<b>Non- compensating fail</b>	<b>0.0</b>	<ul style="list-style-type: none"> <li>• An outright fail, no compensation allowed</li> <li>• The work is completely unsatisfactory and shows very little evidence of effort</li> <li>• Severely incomplete or plagiarised</li> <li>• Little or no evidence of knowledge of key principles and concepts</li> <li>• No evidence of analytical or interpretative skills</li> </ul>

For essay-type assignments completed over a greater period of time than examinations, markers assessing the work may also give due regard to the following criteria:

- Originality
- Adoption of a critical perspective
- Fulfilment of the initial brief
- Referencing
- Relevance to the topic
- Factual accuracy
- Grammar and spelling
- Presentation

## 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 draft.

Individual module outlines will provide details of this feedback. The Department uses the following form for providing feedback on essays.



## FEEDBACK SHEET FOR ESSAY-TYPE ASSIGNMENTS

<b>STUDENT (SURNAME, First name):</b>			<b>Module code and title:</b>				
<b>STUDENT NUMBER:</b>			<b>Marker:</b>				
<b>Assignment Title:</b>							
<b>Date submitted:</b>			<b>Word count:</b> (including footnotes, excluding bibliography)				
<b>*Grade:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Scale:</b> 5 = <i>excellent</i> , 4 = <i>good</i> , 3 = <i>satisfactory</i> , 2 = <i>poor</i> , 1 = <i>very poor</i>	
<b>CONTENT</b>							
	Poor introduction					Good introduction	
	Poor conclusion					Good conclusion	
	Failure to understand and address concepts					All concepts understood and addressed	
	Little relevant source-based information					Provides compelling, source-based evidence	
<b>ANALYSIS</b>							
	Does not answer question					Answers question	
	No attempt made to articulate an argument					Clear argument, well-articulated	
	Poorly structured					Well structured	
	Excessively descriptive					Properly analytical	
	Poor methodology and sense of direction					Good methodology and sense of direction	
	No acknowledgement of counter-evidence					Considers alternative interpretations	
<b>SOURCES</b>							
	Poorly researched					Well researched	
	Relies on non-scholarly sources					Utilises a wide range of scholarly sources	
	Poorly referenced: footnotes					Well referenced: footnotes	
	Bibliography does not adhere to conventions					Bibliography set out appropriately	
<b>WRITING STYLE</b>							
	Unclear					Clear, unambiguous expression	
	Poor English, words misused					Good English, not unnecessarily fancy	
	Poor punctuation					Good punctuation	
	Poor sentence structure and syntax					Good sentence structure and syntax	
	Poor spelling					Good spelling	
	Unsuitable tone					Tone appropriate	
<b>Comments:</b>							

*\*Please note that all grades are provisional pending external examination*

## **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 18<sup>th</sup> 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:

## **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 seperate)

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 as 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.

## **12. COVER SHEET**

The following cover sheet must be used when submitting coursework assignments.

**Department of History / Roinn na Staire**

**ASSIGNMENT COVER SHEET**

*Prescribed cover page for all History Department assignments.  
Type in the details and copy-and-paste into the first page of your assignment*

**SURNAME** (in capitals), **First Name**:

**Student Number**:

**Module code**:

**Module title**:

**Module lecturer**:

**Tutor**:

**Date submitted**:

**Word count** including footnotes,  
excluding bibliography:

**Assignment title** (in full):

**I have read and accept the University's policy on plagiarism. I confirm that this is entirely my own work and that it has not been submitted for assessment as part of any other programme.**

**Signed**:

**Date**:

## 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)*

- HI6161 Sex, family and gender in eighteenth century Ireland and Britain
- HI6191 Graduate Seminar in Irish Cultural History
- HI6061 Linking families to communities

##### *Undergraduate fourth-year modules*

- HI4127 Understanding the Holocaust in twentieth century Europe
- HI4207 The first global empire: the Spanish monarchy, Europe and America
- HI4187 Health, state and Irish medical care, 1837-1948
- HI4237 Modern Middle East and the Arab-Israeli conflict
- HI6181 Writing skills methodology I

#### **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 HI182)*

- 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
- HI588 Regional identities (This module is offered by the Department of History, School of Humanities, National University of Ireland, Galway)
- HI6162 University and society
- HI5012 International history of the twentieth century

*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
- HI4217 World War One in the Middle East
- HI6182 Writing skills methodology 2

- 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
- HI6161 Sex, family and gender in eighteenth century Ireland and Britain
- 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
- HI4187 Health, state and Irish medical care, 1837-1948
- HI4237 Modern Middle East and the Arab-Israeli conflict
- HI6181 Writing skills methodology I

## **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)
- HI6792 Public history internship
- HI588 Regional identities (This module is offered by the Department of History, College of Humanities, National University of Ireland, Galway)
- HI5012 International history of the twentieth century

### *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
- HI4118 World War One in the Middle East
- HI6182 Writing skills methodology 2
- 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*.

## **ONLINE M.A. (Public History and Cultural Heritage)**

*This new full- and part-time programme is intended for those working in a public history environment as well as for those who would like a career in that area.*

## **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 Culture, Literature 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](http://www.irishhistoryonline.ie)  
*Comprehensive bibliography of published books and articles on Irish history*

Landed Estates Database [www.landedestates.ie](http://www.landedestates.ie)  
*Lists owners and estates in Connaught and Munster*

History (APP)  
*Encourages enquiry-based learning in historical research and features widespread usability in the areas of history, education and research along with commercial potential for utilisation in the tourism sector* <http://www.irelandundersiege.com>



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