

**UNIVERSITY OF LIMERICK  
OLLSCOIL LUIMNIGH  
DEPARTMENT OF HISTORY  
ROINN NA STAIRE**



**POSTGRADUATE 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 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: Daniel MacDonald, 'A country dance', 1848 (Crawford Gallery, Cork).  
Back: Broadsheet, Tipperary election, 1830 (National Library of Ireland).

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## INTRODUCTION

The Department of History is very pleased to welcome you to postgraduate study at the University of Limerick. The study of history at this level is both challenging and demanding but it is also an invigorating and enjoyable experience. It seeks to build on your proven competence and skills and in the time ahead you will develop those skills and acquire new ones as well. The Department is well positioned to support you in your work: faculty members, each in their respective specialisms, are exceptionally well qualified to provide you with supportive and informed supervision. Similarly, the Department administrators will assist and support you in any way possible. You should feel free to avail of each and every opportunity that the Department offers for your enrichment.

Inevitably, a higher degree in history will add to the career opportunities now open to you but should you so wish, it will provide you with a very firm basis for more independent research work to postdoctoral level and beyond.

We look forward to your wholehearted participation in all the activities of the Department – social as well as educational – and wish you all the best for your time here.

## 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 chomhbhreagras i nGaeilge*

## FACULTY

**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*

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, M.A. History of the 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, M.A. Local History***

email: [david.fleming@ul.ie](mailto:david.fleming@ul.ie)

Room: C1089; Ext 3795

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

**Richard Kirwan**, B.A. (T.C.D.), Ph.D. (T.C.D.) (on sabbatical leave to January 2017)

***Lecturer in History***; email: [Richard.kirwan@ul.ie](mailto:Richard.kirwan@ul.ie)

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, BA History, Politics, Sociology and Social Studies***

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. English and History***

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; Co-ordinator 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** (September 2017-August 2022).

**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

## **ACADEMIC CALENDAR 2017-18**

September 4	Start of Autumn Semester lectures
November 24	End of Autumn Semester lectures
January 22	Start of Spring Semester lectures
March 26-30	Student Easter Holidays
April 20	End of Spring Semester lectures
August 31	Latest date for dissertation submission
December 6	Winter Examination Board
January 14-16 2019	Winter Conferring Ceremonies

## **M.A. (History)**

**Course Director: Professor Anthony McElligott**

**External Examiner: Professor Peter Gurney**

This one-year programme provides a structured induction to advanced historical research for graduates in history. It is built upon the common assumption that the understanding of history is important in itself; that history is essential for interpreting not only the past, but all aspects of the present; that an understanding of history provides a solid intellectual foundation applicable to disciplines other than its own; and that the study of history is of incalculable benefit for the acquisition of vital skills, including those of research techniques, analysis, rigorous thought, empathy, and independence of mind. The programme (including its research dissertation), provides a valued route to doctoral research, and to careers in education, research, archival and heritage services, to name but a few professions. Students who participate in the programme will develop both their research skills but also deepen their knowledge of substantive and theoretical areas of historical study, aided by the presence of faculty with expertise in the late medieval, early modern and modern histories of local, Irish and European societies.

Students take three taught modules in the Autumn semester and two taught modules in the Spring semester. The dissertation (15,000-21,000 words) will be initiated in the Autumn semester and completed by the end of the Summer period.

### **Autumn Semester**

(all modules are 9 credits unless stated otherwise)

#### *Core modules*

- HI6131 Concepts and Methods
- HI6101 MA History Research Methodology (3 credits)

*Electives Choose two electives (at least one of which must be at postgraduate level. If a specialist undergraduate module is chosen, the additional three-credit module HI6181 must be taken)*

- HI6161 Sex, family and gender in eighteenth century Ireland and Britain
- HI6191 Graduate seminar in Irish cultural history
- HI6061 Linking families to communities

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

- HI4127 Understanding the Holocaust in twentieth-century Europe (6 credits)
- HI4187 Health, state and Irish medical care, 1837-1948 (6 credits)
- HI4207 The first global empire: the Spanish monarchy, Europe and America (6 credits)
- HI4237 Modern Middle East and the Arab-Israeli conflict (6 credits)
- HI6181 Writing skills methodology 1 (3 credits)

## Spring Semester

(all modules are 9 credits unless stated otherwise)

### *Core modules*

- HI6002 History research seminar
- HI6012 Dissertation 1
- HI6142 MA History Dissertation Writing (3 credits)

*Electives* Choose an elective (this may be one postgraduate module or one undergraduate module. If undergraduate module, the additional three-credit module HI6182 must be taken.)

- 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)
- HI5012 International history of the twentieth century
- HI6792 Public history internship
- HI6162 University and society
- HI588 Regional identities (This module is offered by the Department of History, School of Humanities, National University of Ireland, Galway)

### *Undergraduate fourth-year modules*

- HI4227 Golden age: politics, culture and warfare in the Spanish monarchy (6 credits)
- HI4077 Metropolis: the German urban experience, 1900-45 (6 credits)
- HI4118 World War One in the Middle East (6 credits)
- HI4217 The early modern city, 1500-1800 (6 credits)
- HI4107 Conservatives, patriots and radicals: politics and political ideology in eighteenth-century Britain and Ireland (6 credits)
- HI6182 Writing skills methodology 2 (3 credits)
  
- HI6023 Dissertation (no less than 15,000 words, no more than 21,000) (30 credits)

## **M.A. (Local History)**

**Course Director: Dr David Fleming**

**External Examiner: Dr Jacinta Prunty**

People living and working in a particular locality during a specific period provide the focus of this programme. It has been created to meet the needs of graduates in history or a related discipline who wish to research local history. Its students are diverse: many are primary and secondary teachers who hope to gain an additional professional qualification; others are librarians and archivists – especially those working in local studies and reference, and professionals in heritage centres and museums. Others are less interested in acquiring a professional qualification, and instead study history for its own sake. The M.A. in local history is very suitable for those who wish to develop research skills prior to undertaking the Ph.D. degree.

The programme was established in 1996 and is taught by faculty from the Departments of History and Geography, Mary Immaculate College – where some of the modules are delivered – and faculty from the Departments of History and Culture and Communication at the main university campus. It is a part-time programme taken over two academic years. During the first year students take modules on one evening weekly. In the second year students attend a research seminar and complete a dissertation of approximately 15,000-21,000 words. Research topics will be identified during the programme and the results of on-going research will be reviewed and developed in research seminars with the support of a faculty supervisor.

### **Autumn Semester - first year**

(all modules are 9 credits unless stated otherwise)

- HI5101 Foundation course: scope, sources and methods of local history
- GY5103 Reading the landscape: sources and methods in historical research
- GA5104 The excluded voice? Methods and cases in oral history and *béaloides*
- HI 5111 Computing, databases and quantitative research methods

### **Spring Semester - first year**

- HI5112 Local studies, archaeology and material culture
- HI5102 Sources and cases in modern Irish history

### **Second year**

- HI5231 People, time and space: local history research seminar I (3 credits)
- HI5232 People, time and space: local history research seminar ii (3 credits)
- HI5221 Dissertation (15 credits)
- HI5222 Dissertation (no less than 15,000 words, no more than 21,000) (15 credits)

## **M.A. (History of Family)**

**Course Director: Dr Ciara Breathnach**

**External Examiner: Professor Oonagh Walsh**

The aims of the programme are to provide students with an opportunity to obtain formal training in the methodologies and concepts of the history of family; to contribute to and support each student's personal quest for intellectual and moral autonomy.

On the completion of the programme a successful participant will have acquired a knowledge of a range of key issues in the history of political, social and economic development particularly as it might be applied to the historians of families and communities in its family, community, local and regional context; developed advanced skills in identifying, locating, assessing and interpreting appropriate primary and secondary sources; acquired the skills necessary as a foundation to conduct historical research at doctoral and post-doctoral level; developed the skills necessary to present the results of historical research to publication standard.

Students take three taught modules in the Autumn semester and two taught modules in the Spring semester. The M.A. in the History of the Family is a one year, full-time or two-year part-time postgraduate degree programme.

### **Autumn Semester**

(all modules are 9 credits unless stated otherwise)

#### *Core Modules*

- HI6041 Introduction to the history of the family
- HI6101 MA research methodology (3 credits)
- HI6131 Concepts and methods

*Electives Choose an elective (this may be one postgraduate module or one undergraduate module. If undergraduate module, the additional three-credit module HI6181 must be taken.)*

- 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*

- HI4207 The first global empire: the Spanish monarchy, Europe and America, 1479-1598 (6 credits)
- HI4127 Understanding the Holocaust in twentieth-century Europe (6 credits)
- HI4187 Health, state and Irish medical care, 1837-1948 (6 credits)
- HI4237 Modern Middle East and the Arab-Israeli conflict (6 credits)
- HI6181 Writing skills methodology 1 (3 credits)

### **Spring Semester**

(all modules are 9 credits unless stated otherwise)

#### *Core Modules*

- HI6002 History research seminar
- HI6082 Dissertation 1
- HI6122 Dissertation writing in history of family (3 credits)

*Electives* Choose an elective (this may be one postgraduate module or one undergraduate module. If an undergraduate module, the three-credit module HI6182 must be taken.)

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)

HI5012 International history of the twentieth century

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

HI6792 Public history internship

HI6162 University and society

*Undergraduate fourth-year modules*

HI4227 Golden age: politics, culture and warfare in the Spanish monarchy, 1598-1746 (6 credits)

HI4077 Metropolis: the German urban experience, 1900-45 (6 credits)

HI4217 The early modern city, 1500-1800 (6 credits)

HI4118 World War One in the Middle East (6 credits)

HI4107 Conservatives, patriots and radicals: politics and political ideology in eighteenth-century Britain and Ireland (6 credits)

HI6182 Writing skills methodology 2 (3 credits)

HI6023 Dissertation 2 (no less than 15,000 words, no more than 21,000) (30 credits)

## **ONLINE M.A. (History of Family)**

**Course Director: Dr Ciara Breathnach**

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*.

## RESEARCH PROGRAMMES

### DOCTOR OF PHILOSOPHY (Ph.D.)

The degree of Doctor of Philosophy can be pursued within the department under the supervision of faculty and can also be taken as part of a structured doctoral programme. Besides a supervisor, all Ph.D. candidates will have the benefit of a panel of two other historians who will annually discuss progress towards research goals and dissertation completion.

#### PhD and MA (research) Progression Panels

As part of the Department's commitment to supporting its research students, a panel will be convened annually to discuss progress. All progression panels are in Week 10 of the autumn semester. All students are listed for progression, except where a viva voce examination date has been arranged and set by the Graduate School. It is intended that members of progression panels will remain unchanged for the duration of a student's period of research. The following report is required to be submitted prior to the panel:

#### Progression Review Panel

In accordance with University regulations, the Department will review the progress of all research students (Masters and PhD) to ensure that students are progressing at an adequate rate.

The composition of the Progression Review Panel is the Head of Department or nominee, who will act as the chairperson, together with the supervisor(s) and at least one independent person nominated by the Head of Department and meeting the criteria of the supervisor.

Research students will be informed individually of the date and time of their panel. Students are required to submit a report (which should be circulated by email at least five days before the panel) and make a short presentation.

The report should contain the following information:

- Name
- Start date
- Proposed end date
- Supervisor(s)
- Title
- Research question
- Chapter titles and proposed word counts
- Proposed timetable for completing research and writing
- Work completed since last panel (1,000 words)

*This section should be as specific as possible. It should also outline where ethics approval has been sought or granted (if required for your research), as well as any other University requirements relating to the student's research. Students in their first year of research should outline their work to date and planned future work.*



Once the panel has consulted on the student's progress, the following decisions are available to the chair of the Panel:

G: Student progresses to next year

E: Extension of research period

S: Student due to submit or viva date set.

NG: Student is to complete Research confirmation.

Blank: Student doesn't submit or is not reviewed – Academic Council Grading meeting awards an NG

The Chair will enter the decision on each student's PGR9 form and return to Student Academic Administration. In cases where the student is given an NG, the Chair will make arrangements for a Research Confirmation Panel within eight weeks of the Academic Council grading meeting. The Research Confirmation Panel will enter one of the following decisions: G – Continue on research programme; W – Withdraw from programme; or RM – Revert to Masters (transfer from PhD to Masters Registration).

A student may appeal the decision of the Research Confirmation Panel, in which case an appeals panel will be formed within eight weeks of the Research Confirmation Panel decision.

## **MODULE CODES, SYLLABUS AND LECTURERS**

### **HI5101 Foundation course: scope, sources and methods of local history**

People, time and space; approaches to local history; local history sources – assessment, classification, survival and access; principles guiding the direction of original research, evaluating sources, strengths and weaknesses of sources; methodology – writing and interpreting – description, narrative, analysis.

Dr David Fleming

### **HI5102 Sources and cases in modern Irish history**

The identification and use of sources for the nineteenth and twentieth centuries in local and regional archives; the research of themes, such as the tithe war, the community of landed estates, famine, popular politicisation, trade unionism, housing developments, sports history and constituency organisation.

Dr Maura Cronin, Department of History, Mary Immaculate College

### **HI5012 International history of the twentieth century**

This module provides student with an understanding of the key events and themes which have shaped international history in the twentieth century. It offers students guidance on sources and methodologies for researching and writing.

Dr Ruán O'Donnell

### **HI5111 Computing and data bases in local history research**

Key categories and collections of statistical data; the use of the computer in processing and analysing historical data; introduction to historical data retrieval and analysis; practical work with computer readable data generated in historical and local studies; an introduction to quantitative methods and their application in specific case studies to historical research.

Dr David Fleming

### **HI5112 Local studies, material culture and historical archaeology**

The study of material culture through artefacts, architecture and related visual sources: the scope and limitations of archaeology; the relationship between archaeological and historical investigations of the past especially in the context of local studies; historical archaeology, industrial archaeology; urban archaeology.

### **HI6131 Concepts and methods**

Introduction: What's in a name? history and history of family; lineages of history; evidence and theories; life cycles and history; counting: quantitative approaches; gendered histories: herstory; interiority: history and emotion; visual histories; historical memory/memory as history; oral histories/family histories; anthropology, history and family; techniques – electronic research skills, archives/bibliographies; choosing a dissertation topic; workshop: reflections of what we have learned.

Professor Anthony McElligott/Dr Ciara Breathnach/Dr Roberto Mazza

### **HI6002 History research seminar**

The 'Research seminar will convene weekly during the Spring Semester under the direction of the Course Directors of the MA History, MA History of Family and MA History of Art and Architecture. It will be attended by each enrolled student and dissertation supervisor. Each member of the programme will be required to present the current results of research on their dissertation topic, with reference to existing scholarship in the area, the formulation of an appropriate research question, the nature of the available sources and the emerging argument.

The presentation will be followed by questions and discussion. The module will be taught in seminar format, using reflexive discussion of student research proposals  
Professor Anthony McElligott/Dr Ciara Breathnach/Dr Roberto Mazza

### **HI6041 Introduction to the history of family**

Defining the concepts; approaches to the study of the history of family; disciplinary, multidisciplinary, interdisciplinary; contrasting interests and methodologies; recent developments in historical and social science scholarship about the family and underlying concepts such as 'Industrial revolution', 'urbanisation', 'modernisation', 'migration'; balancing larger conclusions and general themes with specific detailed studies; the structure, functioning and relationships of family life; linking individual studies of particular families to general contexts.

Dr Ciara Breathnach

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

Changing attitudes towards sex, love, morality, virtue, chastity and infidelity; the experience of courtship, marriage, and divorce; crime and punishment; deviants – homosexuals, prostitutes, polygamists, adulterers, and abductors; the explosion of print – the novel, cartoons, pornography and sexual celebrity – rakes and mistresses; prostitution and philanthropy; private and public, male and female experiences – disease, taboos and behaviours; the rise of libertinism; the celebration and vilification of 'rakes', 'harlots' and 'mistresses'; class and double standards; the 'first sexual revolution'?

Dr David Fleming

### **HI6191 Graduate Seminar in Irish Cultural History**

This module will a) introduce students to the broad concept of cultural history and b) examine how cultural values informed the development of Irish society in the period 1922 to 2002. It will examine how ideas, images and symbols provided Irish society with a sense of national identity in the first decades of the independent state, how national aspirations and ambitions changed over time particularly during the economic expansion after 1960. It will deal with how cultural theories such as popular/low versus elite/high culture, masculine versus feminine, public versus private can be applied to Ireland at the time. Thus themes such as class, religion, gender, urban/rural, modernisation, language will be dealt with.

Dr Vincent O'Connell

### **HI6061 Linking families to communities**

Ideas and debates on education and work; attitudes towards education; what education was available to families? an overview of occupational change; key issues in the history of work; the importance of regional variations; continuity and vitality of small-scale production; experiences of work; case studies and individual examples; links between occupation, social position and social mobility; identifying national trends and locating family histories therein; social mobility, family and gender; politics in the family – case studies of political families; the role of spiritual beliefs, religious practices in the lives of individuals and families; defining leisure; changes in popular culture and consequences for the family.

Dr Ciara Breathnach

### **HI6062 People on the move: studying migration**

Key ideas and concepts, sources, theories and explanations of migration by individuals and families; quantifying emigration; estimating net migration balances and net migration rates for a given area; standardized statistics in migration studies; mapping migration flows; mechanisms of movement from rural to urban; regional patterns of movement; emigration and immigration; the impact of migration on sending communities.

(This module is also offered to MA students in the Department of History, School of Humanities, National University of Ireland Galway)

Dr Ciara Breathnach

### **HI6792 Public History Internship**

The purpose of this module is to provide advanced history students with experience of public history, by applying research and interpretive skills in the workplace.

Dr Karol Mullaney-Dignam

### **HI6162 University and Society**

Examines the impact of the university on early modern society and vice versa. It explores how universities cultivated the minds, attitudes and habits of students in the classroom and beyond; the ways in which they affected and were influenced by urban culture and society; the extent to which they facilitated social mobility and change; how they interacted with temporal and ecclesiastical authorities; the ways in which universities functioned in colonial settings; and how they responded to religious, intellectual and cultural movements from the Reformation to the Enlightenment.

Dr Richard Kirwan

### **GY5103 Reading the Landscape: Sources and Methods in Historical Research**

To enhance the students' understanding of landscape as both a historical record and a result of historical process. The application of advanced research in historical geography to the study of local, regional and national developments; the significance of place names; the human environment; the interpretation of cultural markers; signs symbols and landscape as clue to culture; the social and cultural significance of historical geography; writing a landscape into existence.

Dr Helene Bradley

### **GA5104 The excluded voice? Methods and cases in oral history and *beáloideas***

Folktale and legend; their relationship to oral history; parallels and problem of history and folklore; the meaning of folklore and oral history texts; presentation and editing; principal archival collections for oral history and *beáloideas* including the Irish Folklore Commission Collection; memory; folklore and oral histories of families, childhood, work and social organisation. (MA Local History Programme only)

Dr Billy MagFhloinn

### **HI588 Regional identities**

This module (offered by the Department of History, School of Humanities, National University of Ireland, Galway) will examine regional identities in the context of the Pale, Ulster, the West, the Celtic Fringe and Europe and also theoretical issues relating to regional history. The module will be delivered online and will include two site visits to Galway during which students will attend seminars and visit a museum/archive.

Dr Mary Harris

## Fourth-year elective modules

### *Autumn*

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

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

Dr Roberto Mazza

#### **HI4127 UNDERSTANDING THE HOLOCAUST IN 20TH 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.

Professor Anthony McElligott

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

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

Dr Alistair Malcolm

#### **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.

Dr Ciara Breathnach

## *Spring*

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

Late Ottoman Empire; CUP Revolution 1908; Balkan War 1912-1912; 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.

Dr Roberto Mazza

### **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.

Professor Anthony McElligott

### **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.

Dr David Fleming

### **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.

Dr Richard Kirwan

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

Philip III and the Duke of Lerma, 1598-1621; Cervantes and Góngora; palace construction and design; the household of the king; the household of the queen and royal children; Diego de Saavedra Fajardo and ideas of kingship and political theory; government by confrontation and consensus: the regimes of Olivares and Don Luis de Haro; the court of Philip IV, 1621-65;

marriage, birth and death within the Spanish elite; painting and theatre as a mirror of politics; foreign policy, the Vienna alliance and the triumph of reputation, 1618-60; the Spanish court as a model for Europe in the mid-seventeenth century; grandees and faction-fighting and the question of the Spanish Succession, 1665-1713; the revival of Bourbon Spain and the reconquest of Italy under Philip V.

Dr Alistair Malcolm

### **HI6181 WRITING SKILLS METHODOLOGY 1**

This module is taken only in conjunction with a fourth-year undergraduate elective. Students taking this elective will be required to undertake additional study time (5 hours) and a longer 5,000 word piece of writing based on documentary evidence.

### **HI6182 WRITING SKILLS METHODOLOGY 2**

This module is taken only in conjunction with a fourth-year undergraduate elective. Students taking this elective will be required to undertake additional study time (5 hours) and a longer 5,000 word piece of writing based on documentary evidence.

## **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. Website: [www.ul.ie/cems](http://www.ul.ie/cems)

### **UL/MIC HISTORY RESEARCH SEMINAR SERIES**

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-SUPERVISOR RELATIONS**

The dissertation supervisor's role is to provide advice in relation to source material relevant to a chosen topic; to provide guidance regarding the best methodology to be applied to a study and to provide the student with constructive criticism and practical advice with respect to the written presentation of research results.

The student is responsible for establishing initial contact with the assigned supervisor and for maintaining regular contact thereafter. The student and supervisor should agree a mutually suitable schedule for the submission of draft chapters at regular intervals. The student should also note the importance of ensuring that the supervisor should see the final draft of a dissertation prior to its submission.

Each student is strongly urged to adhere to this schedule and to alert the supervisor to any changes to that schedule or difficulties encountered. It should not be presumed that the supervisor will be available after the date specified in order to review work.

### **ATTENDANCE AND FIELD VISITS**

Education is a co-operative activity, which depends on the wholehearted participation of teacher and learners. The success of seminar and tutorial discussion depends on sustained attendance and participation. Attendance is a requirement for the satisfactory completion of each module. Students may be required to attend field trips that may involve a day or weekend at a site of historic, archaeological or geographical interest. Notification of the date and destination of such trips will be given well in advance.



## **STUDENT AND FACULTY ACTIVITIES**

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 Association of Art Historians, the Irish Historical Society, the Irish Labour History Society, the Eighteenth-Century Ireland Society, the Society for the Study of the Nineteenth Century, the Irish Association for European Studies, the Society for Historians of American Foreign Relations, Group for the Study of Irish Historic Settlements, the Irish Georgian Society 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 and Professor Anthony McElligott is an executive committee member of the Society for Social History. Dr David Fleming is secretary of the Eighteenth-Century Ireland Society, treasurer of the Group for the Study of Irish Historic Settlement and chairman of the Irish Georgian Foundation. Dr Ciara Breathnach is president of the Society for the Study of Nineteenth-Century Ireland.

## **GRADUATE RESEARCH SEMINAR**

Conveners: Dr David Fleming

A Graduate Research Seminar is convened during each academic year as a supportive forum where postgraduate students air their research findings and ideas. All graduate students are encouraged to attend. Details are announced at the beginning of each semester.

## **STUDENT REPRESENTATION AND VIEWS**

### **Direct Student Feedback**

In order to ensure that students can make a direct impact on the ways in which they are being taught, 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 questionnaire administered by the Centre for Teaching and Learning.

Very occasionally, students may feel that a module 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 Postgraduate Courses Board**

Students on each of the MA programmes elect a class representative at the start of the academic year. Representatives work closely with the Postgraduate Students' Association to enhance the quality of postgraduate student life. The representative also acts on behalf of the class in dealings with the course director and the head of the department. Class representatives are part of two formally constituted committees of the Department of History: the Department's Postgraduate Students' Forum and the Postgraduate Courses Board.

The *Department of History Postgraduate Students' Forum* consists of one student representative from each MA programme (currently four) along with the head of the department. Its goal is to provide a forum in which issues can be raised and feedback offered to the head of the department. The Forum meets at least once each semester.

The MA student representatives select one of their number to sit on the Postgraduate Courses Board. The Board meets twice each semester to advise and develop appropriate methods of course delivery; review and develop modules at postgraduate level; provide assistance in the development of the various postgraduate courses; comment on and advise the head of department on strategic and long term issues including the development of new programmes; and organise the Department of History Postgraduate Students' forum.

### **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. 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.

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 was held in UL in Spring 2015. For more details contact the History Society Auditor Kathryn Adams.

## RESOURCES

### Libraries

Many students are active in researching and publishing history, often as a member of a local, national and international history organisation. The Glucksman University Library and the Library at Mary Immaculate College strive to maintain comprehensive collections of publications. If not already a member, students are encouraged to join any local history society or national or international organisation active in the area of interest. Local and national libraries are an essential resource for students and are encouraged to become fully acquainted with the materials in these depositories. Opening times and conditions under which material may be consulted and copied are subject to change and readers are advised to contact the relevant institution in advance to avoid making a futile visit.

### Glucksman University Library

The Library is one of the most important resources you will use as a postgraduate. 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, e-mail [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 UL 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
- Eighteenth-Century Collections Online
- Groveart
- Irish Newspaper Archive
- Irish Times Historic Database
- Index to Theses of Great Britain and Ireland
- Irish History online
- HCPP House of Commons Parliamentary Papers

### **Special Collections**

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

The Library also contains the Leonard, and Norton Collections, and the Bolton Library of rare books from the sixteenth and seventeenth centuries.

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, news etc. happening within the Department.

## COURSEWORK ASSESSMENT, MARKS AND STANDARDS

Letter grades, cumulative average and degree award equivalents

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

Each student is obliged to complete and attain a pass in the coursework of each module and in the dissertation in order to qualify for the degree award. Students are required to observe the stipulated word limits. Only in exceptional circumstances may a student be given permission by the lecturer or the supervisor to apply to the course director to vary the stipulated length. Disregard of work limits, presentation specifications and inadequate presentation will incur a deduction of marks that may impact on a grade and category of degree award.

## COURSEWORK ASSESSMENT CRITERIA

Lectures introduce the principal concepts and arguments that historians and other scholars put forward concerning local communities in the past. They also direct students to relevant primary and secondary sources. A satisfactory student response will show clear evidence of independent study and interpretation of sources presented in a coherently argued narrative.

### 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 valuation of knowledge obtained from independent study of sources referred to in lectures, in bibliographies and other finding-aids. A question will be addressed in its entirety and all of the material used 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. A student answering at the higher level of first class honours (**A1**) may, in addition to the above, present evidence of an ability to relate the answer to other components of the degree course or of having integrated relevant material independently uncovered. 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 minor elements in the assignment.

### Third Class Honours

In contrast with work of first or second class honours standard, a third class answer (**C2, C3**) will display a clear tendency to recall relevant evidence in order to structure the task, rather than to support an argument. Consequently it may indicate that appropriate material was read but that its full significance was not grasped. The format of references is complete and the conventions

for presentation are adhered to. In addition to the above characteristics, an assignment at the minimum level (**C3**) may indicate that a minor element in the task was overlooked or that the language was imprecise and unclear.

### **Fail**

A student who falls short of performing at third class level will have failed.

## **ASSESSMENT CRITERIA FOR M.A. DISSERTATIONS**

### **Honours**

To attain first class honours (**A1** or **A2**); a dissertation 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, both primary and secondary. A central research question, indicated by the dissertation title, will be addressed in its entirety and all of the source material cited will be relevant. The structure of the dissertation 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 must form and then refine the research question (through reviewing what other writers have written about this or similar issues) in the introductory chapter. If the student fails to formulate the question fully then, inevitably the dissertation will be rambling and incoherent. Language, precise and clear, will reflect the writer's skill without significant intervention by the supervisor. A student performing at the higher level of first class honours (**A1**) may, in addition, provide evidence of having taken the research in a valid direction independent of any specific input on that point by the supervisor. A dissertation 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 dissertations will put forward a less coherent argument, show less ability to synthesise material and in some instances, may also overlook minor elements implicit in the title.

### **Third class honours**

In contrast with first or second class honours, a third class dissertation (**C2, C3**) will show a tendency to use evidence to structure the text, rather than to support an argument. Consequently, it may indicate that relevant material was examined but that its significance may not have been grasped or fully elaborated upon. The exposition and development of the central theme will be unclear. This may be due to the use of repetitive phrases, awkward syntax, inappropriate comparisons, excessively elaborate language, or poor sentence structure. Lack of clarity in exposition might betray a lack of proper initial definition. A dissertation at the minimum level (**C3**) may indicate that more than a minor element in the research title was inadequately addressed.

### **Fail**

A student who falls short of performing at third class level will be deemed to have failed (**D1, D2, F**).

### **Plagiarism**

Plagiarism involves the taking of ideas or passages from another author's work and presenting them without acknowledgement. This practice transgresses the ethics of scholarly work and will therefore be heavily penalised, automatically resulting in a low fail grade. Instances of suspected plagiarism will normally be referred to the University Disciplinary 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.

**Grades and recheck system**

All grades are provisional until the external examiner has overseen 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.

## RUBRIC FOR PRESENTING COURSEWORK AND DISSERTATION

### Language and general conventions

Coursework and dissertations may be presented in either the Irish or English language. The language in which work is presented will normally be the language of instruction or supervision and to do otherwise a student must first receive the approval of the appropriate Course Director.

All coursework and the dissertation must be presented following the conventions laid down in 'Rules for contributors' for *Irish Historical Studies*, a copy of which is available for consultation in the short loan collection in the University Library or through that journal's website (<http://www.irishhistoricalstudies.ie/>) and in accordance with the additional specifications and regulations in this booklet. Each coursework assignment and the dissertation should bear the prescribed title page (see appendix for example). All coursework and the dissertation must include a bibliography of primary and secondary sources consulted.

### Paper and print specifications

The dissertation must be submitted on A4 size white 80g/m<sup>2</sup> paper. Only one side of the paper should be used for printing text. A standard 10 pitch or 12 pitch typeface should be used. Text should be in one-and-a-half line spacing: a paragraph should not be separated from the one before by any additional space. The first line of a paragraph should be slightly indented except when it follows a chapter or sub-chapter heading. For footnotes and indented quotations, single spacing may be used. A slightly larger typeface, 13 or 14 pitch, should be used for the heading of subsections of chapters and either 15 or 16 pitch for chapter headings. One of the following typefaces (each name printed here in the respective type, both Roman and Italic) is preferred:

Courier	<i>Courier</i>
New Century School Book	<i>New Century School Book</i>
Bookman	<i>Bookman</i>
Times New Roman	<i>Times New Roman</i>
Garamond	<i>Garamond</i>

The chosen typeface should be used consistently throughout, for all of the text, including caption-headings, numerals, footnotes and page numbers.

### Title page and preliminary items of dissertation

A favourable first impression is created by the careful and systematic presentation of a title page and preliminary items in the prescribed order

Title page (see appendix for example)

Table of contents listing all subsequent elements in the work, providing correct page references, number and title of chapters and page numbers of appendices.

Brief acknowledgement of direct assistance received.

List of abbreviated forms

List of plates and/or list of maps.

Note that with the exception of the title page that is not numbered, these preliminary pages are normally paginated in lower-case Roman numerals (i, ii, iii, etc.). The first page of the text should be numbered 1.



### **Pagination and margins**

Pages should be numbered consecutively throughout the text, including those pages incorporating photographs or diagrams that are included as whole pages. Appendices and the bibliography should also be paginated. Page numbers should be located centrally at the bottom of the page, approximately 20 mm above the edge of the page. Margins at the binding edge should be no less than 40 mm, and the other margins less than 20 mm.

### **Chapter headings, subheadings and page headings**

The number and title of each chapter as it appears in the table of contents must be placed at the head of the first page of the respective chapters. Use 16 point. Running headings at the top of each page should not be used.

### **Use of italic, bold and underlined script**

In general the use of these devices should be kept to a minimum. Italic script should be confined to the titles of publications and for foreign words and phrases. Avoid using either **bold**, underlining, or *Italics* to bring emphasis to any of the text including headings, captions or tables.

### **Abstract**

An abstract written in the language of the dissertation, not exceeding 300 words, or one page in length, should be bound as an integral part of the dissertation and should precede the title page. A second copy of the abstract should be inserted loosely in the dissertation.

### **Binding, front cover and spine**

The dissertation must be securely bound in such a way that leaves cannot be removed or replaced. Any photograph or diagram that is not reproduced integrally with the text should be fixed firmly in place. The boards should be sufficiently rigid to enable the dissertation to stand upright on a shelf without other supports. The binding should also be such as to enable the pages to lie flat when the dissertation is open at any one page. All dissertations should have a black cover, the front of which should display the following information, centred;

The title of the dissertation in at least 24 pt (8mm) print

The name of the student including one full forename, other forenames initialised and the surname

The award for which the dissertation is being submitted and the year of submission

[See appendix for example]

The spine of the dissertation must bear in at least 24 pt (8mm) print, the surname and initials of the student, the year of submission and the degree. This information should be printed along the spine in such a way as to be legible when the volume is lying flat with the front cover uppermost.

### **Title page**

The title page of the dissertation should present the following information:

The full title including subtitle if applicable

The full name of the author as on birth certificate with, if desired, any earlier degrees. The author may use a married name if thus registered in the University.

The statement 'Dissertation completed under the supervision of [insert title and name of supervisor] in partial fulfilment of the requirements of the degree of M.A (History *or* Local History *or* History of Art and Architecture *or* History of Family) of the University of Limerick (month year)'

[See appendix for example]

## **Text Style for Coursework and Dissertation**

### **Capital letters**

The use of capital letters should be minimised and in general should be used as follows:

To open a sentence

To mark the first word in the title of a book or article

To signify a proper name

To indicate titles for periodicals (e.g. *Irish Historical Studies*)

To allow initial letters to be used for abbreviations (e.g. *I.H.S.*, *D.N.B.*)

[See section VII of 'Rules for contributors']

### **Latinisms**

Use *ibid.* [normal font] to refer to the same work which is cited in the second of two consecutive footnotes. Use *idem* [normal font] when referring to another work published by the same author as the previous work listed in the previous footnote or in the same footnote. Otherwise avoid Latinisms in footnotes as they often give rise to confusion.

[See section VI of 'Rules for contributors'].

### **Quotations**

For a quotation that is shorter than three lines of your normal text, use single quotation marks and type the text of the quote in regular font. Should the quotation exceed three lines or forty words, you should indent the text of the quotation on the left hand side and have it run to the end of the margin on the right hand side of the page. Such quotations should be in single space type without quotation marks and the footnote number should follow the full stop at the end of the quotation.

### **Figures**

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.

### **Dates**

These should normally 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.'

### **Tables, figures, diagrams, maps**

Each table, figure, diagram or map which is included in a dissertation should have a table/figure/diagram/map number and title above and a statement of the source of the table etc. or the data used to compile a diagram beneath the illustration. Where relevant a key should be provided and all axes in diagrams should be clearly labelled.

## Footnotes

Footnotes are usually used for the following purposes:

To indicate the source of the information presented in the text especially all quoted material, facts that may be obtained from one source only and the views and arguments of another writer. It is not necessary to cite sources for proverbs or sources for information that is widely available or is common knowledge.

To refer the reader to other sources directly relevant to the subject under discussion

To refer the reader to a point or points made elsewhere in the entire text or to another footnote in the entire text.

To provide information that clarifies a point made in the text. This might include a translation of foreign words or phrases or the conversion of unfamiliar currencies.

To very briefly make a point which complements or qualifies a point made in the text and which, if included in the text, would interfere with its continuity.

To provide the reader with the original version of the material which has been translated in the text.

To present briefly the opposing point of view on a subject which is a minor matter of controversy.

## Footnote referencing conventions

### Reference to a book of one edition

The following information should be included;

First name/initials (cite *either* the full first name *or* two initials but not R. Flower or Nicholas P. Canny)

Author's surname

The title of the book (in Italics)

Place and date of publication, in parenthesis

Cite specific page numbers from which the relevant points have been drawn, but omit page numbers if the reader is referred to the work as a whole, as in this example;

Robin Flower, *The Irish tradition* (Oxford, 1947), p. 3.

Note that usually only one place of publication is cited even if two are given. If, for example, London and Bangor were cited as places of publication it would be usual to cite London alone as it is the more widely recognised centre for publication. Reference should be made to a city or town and not a country as the place of publication. If no place of publication is stated, insert n.p. Details of publishers are not included in footnote or bibliographical references under the *Irish Historical Studies* rules. Note that a reference to one page in a book follows the style p. 4 whereas when referring to two or more pages the style pp 6-9 without a full stop is used.

### Reference to a book available in several editions

The same details are included in the first reference to such a book as in the example above but with two very important differences: it is necessary to specify both the particular edition consulted and the date of that edition, as in this example;

G.T. Stokes, *Ireland and the Anglo-Norman church* (3rd ed., London, 1892), p. 5.

Note that the inclusion of the details regarding the edition immediately precedes the place of publication within the parenthesis: the punctuation of the reference to the edition. If your word processor automatically converts to 3<sup>rd</sup>, change the <sup>rd</sup> (superscript) to regular font size (rd). It is

essential that the edition and the date of the work consulted be cited since page numbers and content often change from edition to edition. Hence, it is important to alert the reader to the correct edition and date in order to ensure that cited page references are valid.

### **Reference to reprints and newly edited secondary works**

As in the case of details regarding various editions of books consulted, all details regarding reprints, introductions, prefaces, and so on, should be included if relevant, as in this example;

J.T. Gilbert, *A history of the city of Dublin* (reprint, with intro. by F.E. Dixon, Shannon, 1972, of orig. ed., 3 vols, Dublin, 1854-9), i, p. 17.

Note that all details regarding reprint, introduction and so on predate the place and date of publication within parenthesis and that details of the original edition and its date are provided.

### **Reference to an edited book (collection of essays)**

The format should be as in these examples,

<sup>1</sup> R. B. O'Brien (ed.), *Studies in Irish history, 1649-75* (London, 1903).

<sup>2</sup> Art Cosgrove and Donal McCartney (eds.), *Studies in Irish history presented to R. Dudley Edwards* (Dublin, 1979).

### **Reference to an essay in an edited collection**

In this case details of the essay are cited first and then details of the book in which it has been published are listed, as in this example;

Ciaran Brady, 'Conservative subversives: the community of the Pale and the Dublin administration, 1556-86' in P.J. Corish (ed.), *Radicals, rebels and establishments* (Belfast, 1975), pp 11-32.

Note that pp 11-32 refers to the first and last pages of the article. This reference therefore directs the reader to consult the entire article. However, should an author wish to direct the reader to merely one or two pages in the article, these page references would be replaced with specific page references for example, p. 5 or pp 9-10. The full title of Brady's article is in single inverted commas. All references to essays or articles, either in book or journals, should be presented in this manner. When using a library catalogue to search for an essay published in a book or periodical (journal, review), the essay may only be located by looking up the name of the editor of the book or the title of the book or periodical since on most catalogues, authors of articles are not listed.

### **Reference to an article in a periodical, journal or review**

The most straightforward reference to an article published in a periodical should be constructed as in this example;

D. L. Potter, 'The treaty of Boulogne and European diplomacy, 1549-50' in *Bull. Inst. Hist. Research*, lv (1982), pp 50-65.

Note the use of an abbreviated title for the periodical in which the article is published (*Bull. Inst. Hist. Research* = *Bulletin of the Institute of Historical Research*). There are two lists of abbreviated titles with which all history students should be familiar:

List of bibliographical abbreviations and short titles published in *Irish Historical Studies*, xix, 76 (Sept. 1975)

List of abbreviations in the volumes of *A new history of Ireland* series

### First and subsequent citations

The first time a work is cited, even if its abbreviation is given in either of these recognised lists, it is necessary to cite its full title and details. Thereafter the recognised abbreviation may be used. If a consulted work has not been included in either of the two lists of abbreviations and if it is cited more than once, the full reference to this work should be provided in the first footnote. At the end of that reference an author should indicate to the reader the abbreviation that will subsequently be used in referring to that work, as in this example;

Alan Ford, *The Protestant Reformation in Ireland, 1590-1641* (Dublin, 1997) (hereafter Ford, *The Protestant Reformation*).

It is important that in the event of devising an abbreviated title, an author should ensure that the short title is not abbreviated to the point of giving rise to ambiguity. Neither should it duplicate an existing short title. Note the sequence of the details that follow the title of the periodical;

Volume number (always in lower case Roman numerals) and no inclusion of the abbreviation vol

In straightforward cases the volume number is followed by the year of the periodical in parenthesis

The page number(s) are the last element of the reference

### Citation of various journal series

Certain journals have been published in several separate series. In such cases an author is obliged to specify in which series the particular article may be found, as in this example;

M. V. Ronan, 'Religious customs of Dublin's medieval guilds' in *Irish Ecclesiastical Record*, 5th ser., xxvi (1925), p. 227.

Note that the format is basically the same as in the previous case except that immediately after the title of the periodical and before the volume number the series number has been inserted. It has to be located at this point since a reader will firstly consult the 5th series and within that series will consult the sixteenth volume.

### Articles printed in more than one part

Certain articles span a number of volumes of a particular journal and should be given in a single footnote, as in this example;

John Kingston, 'The catholic families of the Pale' in *Reportorium Novum*, i, nos 1-2 (Jan.-June 1955-6), pp 79-90, ii, nos 1-2 (Jan.-June 1957-60), pp 88-108, 236-56.

Note that this footnote refers to the article as a whole, providing all page numbers from beginning to end. However, if the intention is to direct the reader to one point which Kingston has made, only those details which are directly relevant should be included, as in this example;

John Kingston, 'The catholic families of the Pale' in *Reportorium Novum*, ii, nos 1-2 (Jan.-June 1957-60), p. 256.

Note that following the volume number (ii), there follows an entry nos 1-2. In the case of some periodicals, issue numbers such as these are printed at the front of the volume consulted. These should be included as part of the footnote reference as shown above. Certain periodicals are published in several issues annually. Again the months for which each particular issue has been published are indicated at the front of the periodical. These should also be included in footnote references as illustrated above.

## Manuscript sources

References to manuscript material should be in Roman font only (no Italics). A full reference to a document 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.L.I. = National Library of Ireland; N.A.I. = National Archives of Ireland; P.R.O.N.I. = 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.

In certain instances an author may have consulted manuscript material which is not stored in a public repository but which is, rather, in private possession. In this case it is not sufficient to cite the manuscript as 'MS in the possession of Peter Burke' since such a reference leaves the reader none the wiser as to the exact nature of the document. Instead, an author should aim to ensure that the reference will achieve the two aims of informing the reader of the nature of the manuscript and will make it possible for the reader to locate the sources. An appropriate reference would therefore be in this example;

Indenture between James Nugent and William Fitzsimons, 27 Mar. 1617 (MS in possession of John Murphy of Castlepark, Co. Donegal).

## Citing manuscript and printed sources in combination

Sometimes an author has the opportunity to consult a primary source both in its original manuscript form and in its printed or calendared format. In this case an author may wish to refer the reader to both forms of the source in footnotes as in this example;

Philips to Coke, 1 Feb. 1632 (T.N.A., S.P. 63/253/7; *Cal. S.P. Ire., 1625-32*, p. 643).

Note that the locations of the document are both in parenthesis, divided by a semicolon; the manuscript reference is always cited first; the published work is cited in Italics. When citing a primary source which has been located in a secondary work (for example quotations from a newspaper in a local history book), a footnote should be constructed as in this example;

*The Kildare Observer*, 18 June 1877, quoted in Con Costello, *Kildare: saints, soldiers and horses* (Naas, 1991), p. 42.

By thus constructing a footnote an author avoids the pretence that the primary source has been consulted. This is preferable to pretending that the original source was consulted since this footnote reference shows that the student is reliant upon Costello's accurate transcription and reproduction of the quotation.

### **Calendared or printed primary material**

References to page numbers in calendars are insufficient. It is preferable to provide particulars of the documents cited as in this example;

Chichester to Salisbury, 18 July 1609 (*Cal. S.P. Ire., 1606-10*, p. 253).

In the case of primary sources that have been edited and printed the footnote should be constructed as in the following example:

*Extents of Irish monastic possessions, 1540-1541, from manuscripts in the public Record Office, London*, ed. N.B. White (Dublin, 1943), p. 45.

Note that the title (the primary source) is listed first, rather than the name of the editor. This is the case since the editor has not written the volume and it is the printed version of the source that is of paramount importance, rather than the identity of the editor.

### **Citing parliamentary papers**

There is a set formula for constructing footnote references to British parliamentary papers and these are set out in the 'Rules for contributors', section II, 15.

### **Combining several references in one footnote**

Often an author cites more than one reference in a footnote. In this instance the entire footnote should read like a sentence, with no full stop included until the end of that sentence. Individual references should be separated by semicolons as in this example;

'Accounts of sums realised by sale of chattels of some suppressed Irish monasteries' ed. Charles McNeill in *R.S.A.I.Jn.*, lii (1922), pp 11-12; Brendan Bradshaw, *The dissolution of the religious orders in Ireland under Henry VIII* (Cambridge, 1974), p. 60.

### **Use of Latinisms in footnotes**

Many old books and articles contain Latin terms such as *supra*, *op. cit.* and so on in footnotes. In general it is preferable to use short or abbreviated titles rather than Latinisms which, if used incorrectly, can lead to a great deal of confusion on the part of the reader.

### **Use of Ibidium (Ibid)**

*Ibid.* is used when citing an author's work in two consecutive footnotes. This should be done only when there is one reference in the first footnote, as in this example:

<sup>1</sup> John Bossy, *The English Catholic community, 1578-1850* (London, 1975), p. 6.

<sup>2</sup> *Ibid.*

This means that footnote 2 alludes to exactly the same reference as footnote 1. Alternatively the intention might be to refer the reader to a different page in the same work in which case footnote 2 will read;

<sup>3</sup>*Ibid.*, p. 8.

If there are several works in the second consecutive footnote insert the reference to the work that was cited in the previous footnote first and then follow it with the other references, as in this example;

<sup>1</sup> John Bossy, *The English Catholic community, 1578-1850* (London, 1975), p. 6.

<sup>2</sup> *Ibid.*, p. 7; Brendan Bradshaw, *The dissolution of the religious orders in Ireland under Henry VIII* (Cambridge, 1974), p. 9.

## Use of Idem

Idem is used when citing two works consecutively, both of which are written by the one author as in this example;

Brendan Bradshaw, *The dissolution of the religious orders in Ireland under Henry VIII* (Cambridge, 1974), p. 5; idem, 'The Elizabethans and the Irish' in *Studies*, lxxv (1977), pp 38-50.

Note that both *ibid.* and *idem* should be in Roman font, not Italics. *Idem* is not capitalised in the above example as it is inserted within a sentence. Unlike *ibid.*, *idem* is not followed by a full stop. In general, unless an author is confident of the ability to use these Latinisms correctly, short or abbreviated titles (which reduce the possibility of ambiguity in footnotes) should be used.

## Compiling a bibliography

A bibliography is designed to provide the reader with a comprehensive list of all the sources (both primary and secondary) consulted. All material referred to in footnotes must be included in the bibliography. A limited number of other works that may have assisted a student in researching or in reaching a better understanding of the subject may also be included. In general, however, these extra sources should be kept to a minimum.

There are several ways in which a bibliography may be laid out. However, the basic and fundamental division that must be observed in the compilation of all bibliographies is that of primary versus secondary sources. The first section of the main body of every bibliography must be a primary source section. That section should in turn be subdivided in at least two basic sections. Firstly, manuscript sources should be listed according to the repositories in which they are stored. The second part of the primary source section should comprise a list of calendared and printed primary source material.

The secondary sources section of a bibliography should be divided into two parts. The first, which will normally be the largest, should be devoted to printed books, articles in journals, essays in collections and so on. These should be listed in alphabetical order, by authors' surnames. There is no need to separate books from articles and so on. The second part of the secondary sources section lists unpublished works. These may include theses, conference papers, unpublished material or a book or article that is forthcoming. To summarise, the divisions are as follows;

- Primary sources
  - Manuscript sources
  - Printed and calendared material
- Secondary works
  - Published works
  - Unpublished works

## 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).



## Book and articles published electronically

If an item is available in more than one format, cite the version you consulted. For items consulted online, list a Digital Object Identifier (DOI) or URL and include an access date. If no fixed page numbers are available, you can include a section title or a chapter or other number.

## Illustrations

Reproductions of appropriate illustrations, whether in the form of a painting, drawing, photograph, plan or map, may be an integral part of a dissertation or thesis. These may be placed in the text itself, in an appendix at the end of the text, or in a separate volume if placed in the text. Illustrations should be located alongside or close to the material to which the illustration refers. In cases where there are a substantial number of illustrations included in the main text, guidance on the appropriate placing of illustrations should be sought from the supervisor.

List of illustrations as part of table of contents

All illustrations used should be listed in the preliminary items of the dissertation or thesis. The list is included immediately before the 'list of abbreviations used', as set out in the Department's notes for dissertation presentation. Illustrations should be listed in the order in which they occur, whether in the text itself, in an appendix or in a separate volume. In cases where there are more than three illustrations in one or more chapters, the number of the illustration should indicate the chapter. For example, the number 4.5 would indicate that the relevant illustration is the fifth in chapter four. University regulations regarding pagination includes the following; 'Pages should be numbered consecutively throughout the text, including those pages incorporating photographs or diagrams which are included as whole pages.' The aim of each entry is to guide the reader to the relevant location. It is not a full description of the item as might be given with the individual illustrations in the text. The list should thus follow the form;

Number

Name of artist or author

Title of work

Page number in dissertation or thesis

Volume number if the dissertation or thesis extends to more than one volume

Examples:

2.12 Sean Keating, *Night's Candles are Burnt Out* 28

4.1 Distribution of hydro-electric power stations, Ireland, 1930-80 32

The captions for an individual illustration

Each illustration should be identifiable by a caption placed underneath or in the case of illustrations that cover a full page, placed on the preceding page. A caption should include the following information, with line spacing of 3pt as in the example below:

Number, name of artist or author and dates of birth and death if known

Title of work (italicised) and year of execution (not italicised)

Brief description

Medium and dimensions (in the case of a work of art) in millimetres (height, by width, by depth) or scale (in the case of a map, plan or elevation)

Location of original work

Example:

26 William Robertson (1770-1850)

*Kilkenny Castle*, 1826

Elevation of entrance front from 'The Parade

Ink and watercolour, 275 x 440

Irish Architectural Archive

### **Coloured illustrations**

Reproduction of an item where the original is in colour presents particular problems: reproduction is often excessively costly and quality of colour is often variable. Consequently, black and white reproductions may be used except in instances where full elucidation depends on the availability of a colour illustration.

Colour should not be used in the case of diagrams and computer generated charts.

### **Acknowledgements and copyright**

Appropriate acknowledgment of the source of an illustration should be given in the case of any work reproduced in a dissertation. In the case of works owned by anyone other than the author, the candidate should ensure that any reproduction by them is in accordance with the current copyright laws.

### **Word count**

The overall length of an M.A. or Ph.D. dissertation should be approximately that specified in the programme outline above. The word count is inclusive of footnotes, but exclusive of appendices, bibliographies, abstract and list of illustrations. 'Approximately' implies that some deviation may be made, upward or downward by 1,000 words. The dissertation's word count (all text excluding appendices) must be written on the cover sheet.

### **Submission of coursework and dissertation**

Coursework should be submitted directly to the module lecturer or supervisor via post, in person or e-mail (if so instructed). Please refer to the module outline for further information.

A student is required to submit one hard bound (library) and two soft bound copies of the **dissertation** to the Department of History (Room C1076) by the date specified. An electronic version of the dissertation should be emailed to your supervisor.

The University cannot accept responsibility for a lost or undelivered assignment. Neither coursework nor dissertation may be accepted after the submission date except in the case of certified illness or in the case of family bereavement. All coursework and submitted copies of the dissertation will be retained for inspection by University examiners and will not be returned: students are therefore advised to retain copies for their own personal use and if necessary should retain original photographs and other source material.

Students are advised that dissertations may be digitised and made available electronically through the University's Institutional Repository. An embargo limiting public access for a period not exceeding five years may be sought from the Graduate School at [www.graduateschool.ul.ie](http://www.graduateschool.ul.ie).

**Previous research, publication and copyright**

A student may include in a dissertation any material arising from research conducted as part of the programme (which may have been independently published prior to submission), making sure that it is fully and clearly referenced. Work published or submitted for publication prior to the start of the programme may be included in the dissertation, provided that it is clearly acknowledged. A candidate must not submit material that has or is being submitted for a degree in another university. Course Boards encourage the publication of research material but require that in the case of material not yet examined that a student should first seek formal approval for publication from the relevant Course Director.

Material submitted for publication following its acceptance by the Board of Examiners should fully acknowledge the role of the University of Limerick in promoting and sponsoring the research from which the publication derives. Copyright in the dissertation rests with the student and then the graduate.

## GUIDELINES FOR STRUCTURING THE M.A. DISSERTATION

### Abstract

*There is a University requirement to provide an abstract of no more than 300 words (or one page). A copy should be bound in before any part of the main text and a second copy loosely inserted. The abstract should summarise the research question, the sources used, the evidence presented and the main findings.*

### Chapter I: Introduction

*A review of what others have written on the issue, leading to a formulation of a research question that has not yet been dealt with by any other scholar in a satisfactory way. Include a brief survey of primary sources used, description of dissertation structure.*

### Subsequent Chapters

*The body of the dissertation should present the results of a close examination of the primary and secondary sources assembled as relevant to the central research question. It should comprise a logical sequence of components directly relevant to the research question, either thematically or chronologically or a combination of these. The number of chapters will be determined by the principal thematic or chronological components. Avoid the temptation to include separate chapters on minor, tangential issues. By giving any such material a separate chapter will confer parity with material of much greater significance. In the case of relatively lengthy chapters, relevant sub-themes may be dealt with in specific sub-sections.*

### Concluding chapter

*This should set out concisely the principal significant findings of the research. It should therefore avoid presenting new material, or repeating or summarising what has already been written in the body of the dissertation and summarised in the abstract. Instead it should focus sharply on the essence of the conclusions that may be drawn.*

### Bibliography

*The listing of all sources, both primary and secondary whether referred to directly or otherwise should be in accordance with the rubric set out by the Irish Committee of Historical Sciences. The length of bibliographies varies considerably depending on the topic and the nature and availability of sources. As a rough guide allow between 1,000 and 2,500 words, that is anything from two to five pages.*

## APPENDIX: EXAMPLES OF COVER AND TITLE PAGES

### Sample cover sheet for coursework assignment

Student's name: Mary Smith

ID number: 1683457

Course title: M.A. (History)

Module code and title: HI6001 Concepts, sources and methods in modern History

Course lecturer: Dr Tom Smyth

Date submitted: 28 February 2018

Title: The new historicism and its critics

### Sample front cover of dissertation

<p>Kinship and politics in Limerick 1740-1840</p> <p>Patricia Murphy</p> <p>Word Count: 20,011</p> <p>M.A. (History of Family)</p> <p>2018</p>
--

### Sample spine of dissertation

P. A. Murphy	2018	M.A.
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**Sample title page of dissertation**

Church and society in Kildare 1400-1600

by

Patricia A. Murphy

Word Count: 19,927

Dissertation completed under the supervision of  
Dr M. Smyth  
in partial fulfilment of the requirements of the degree of  
M.A. (Local History)  
of the  
University of Limerick, August 2018

***Hurra, Hurra!***  
**Tipperary is Free.**

THE  
**Coalition  
Defeated.**

THE MAN OF THE  
**PEOPLE'S CHOICE**  
IS RETURNED,

**WYSE,**

By the Coalition termed  
“The Beaten Candidate,”  
**IS THE SUCCESSFUL ONE.**

*Tipperary has Surpassed Clare,*

**BRAVE, NOBLE  
Freeholders**

*You have immortalized your County and Yourself!*

**WYSE** is the Man of your Choice; he will never  
betray you.

**Gross Poll Last Day.**

Wyse,	-	577
Prittie,	-	757
Hutchinson,	-	537

**Glorious Majority,**

**40**