UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH

DEPARTMENT OF HISTORY
ROINN NA STAIRE



POSTGRADUATE HANDBOOK 2022-23

This booklet applies to the academic year 2022-23.
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.
Please refer to:
University Handbook of Academic Regulations and the University Student Handbook –
https://www.ul.ie/academic-registry/current-students/policies-procedures-handbooks-0

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 2022-23.

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Front: 'The Union - no grumbling', [*c.*1800] by an anonymous printer possibly Alexander McDonald.
Back: Eviction notice from Elizabeth Graham and Elizabeth Graham Jun. to William Johnston, Andraid, Drummaul, Co. Antrim, 1848.

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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 administrator 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
Faculty and staff



HEAD OF DEPARTMENT

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

Senior Lecturer in History; Course Director, M.A. Local History

Email: david.fleming@ul.ie

Room C1075; Ext 3795

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



SENIOR ADMINISTRATOR

Emma T Foley

Tel: 353-61-202280

Email: emma.t.foley@ul.ie or history@ul.ie

Room: C1076



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

Associate Professor in History; Course Director, M.A. History of Family

Email: ciara.breathnach@ul.ie (currently on leave AY2022/23)

Room: C1073; Ext 3166

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



Aaron Donaghy, B.A. (N.U.I.), M.A. (N.U.I.), Ph.D. (N.U.I.), FRHistS

Lecturer in Modern History

Email: aaron.donaghy@ul.ie

Room C1090; Ext 7897

Research Interests: *U.S. foreign relations; twentieth-century international history; the Cold War.*



Richard Kirwan, B.A. (T.C.D.), Ph.D. (T.C.D.)

Lecturer in History

Email: richard.kirwan@ul.ie

Room: C1074; Ext 2928

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



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

Lecturer in History; Director, Centre for Early Modern Studies

Email: **alistair.malcolm@ul.ie**

Room: C1088; Ext 2604

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



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; Course Director M.A. Public History and Cultural Heritage

Email: **karol.mullaneydignam@ul.ie**

Room C1091; Ext 2199

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



Rachel Murphy, M.A. (Oxon), M.A. (U.L.), Ph.D. (N.U.I.), H.Dip. GIS (N.U.I), P.G.Cert. Teaching and Learning in Higher Education (N.U.I)

Associate Teacher in History of Family

Email: **rachelA.murphy@ul.ie**

Room: C1073; Ext 3166

Research interests: *Irish history (long nineteenth century); history of family; landed estates; local history; urban history; digital and spatial humanities.*



Niamh NicGhabhann, B.A. (T.C.D.), Ph.D. (T.C.D)

Senior Lecturer in History; Course Director, M.A. History

Email: niamh.nicghabhann@ul.ie

Room: C1087; Ext 2798

Research interests: *Irish art and architectural histories; ecclesiastical architecture; antiquarianism; aspects of arts/heritage management and cultural policy.*



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

Senior Lecturer in History

Email: ruan.odonnell@ul.ie

Room: C1089; Ext 3148

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



Catriona Paul, M.A. (Edin.), M.Phil. (Glas.), PGCE (Dur.), Ph.D. (Dundee)

Teaching Assistant in History

Email: Catriona.Paul@ul.ie.

Research interests: *American and international history; human-animal histories*, *environmental history*.



Jan Plamper, B.A. (Brandeis), M.A. (U.C. Berkeley), Ph.D. (U.C. Berkeley)

Professor of History

(on leave)

Email: jan.plamper@ul.ie

Research interests: Emotions and the senses; *symbolic politics/visual history; migration; modern Russia and Europe*.



Bronagh McShane

Teaching Assistant in History

Email: Bronagh.McShane@ul.ie

Research interests: *Early modern Irish women in religious orders*.

GEOGRAPHY



Sara Hannafin, B.A. (Wales), P.G.C.E. (Bristol), M.A. (N.U.I.)

Lecturer in Geography

Email: sara.hannafin@ul.ie

Room: C1092; Ext TBA

Research interests: *Irish migration and return, second-generation migrants, emotion for place and home, geography in education*.



Breandan MacGhabhann, B.A. (T.C.D.), M.Sc. (N.U.I.), Ph.D (N.U.I.)

Lecturer in Geography

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Room: C1092; Ext 3524

Research interests: *Interaction of the biosphere and environmental change; modern urban ecosystem services; GIS and remote sensing.*



Catherine Porter, B.Sc. (U.U.), Pg.Dip. (U.U.), Ph.D. (Q.U.B.), PGCHET (Q.U.B.), FHEA

Lecturer in Geography

Email: catherine.porter@ul.ie

Room: BM020; Ext:

Research interests: *Human geography, digital and spatial humanities; geographic information systems; history of cartography, early modern Britain and Ireland.*



Yvonne Ryan-Fogarty, B.Sc. (U.L.), Ph.D. (U.L.)

Lecturer in Physical Geography

Email: yvonne.ryan@ul.ie Room: C1092: Ext:

Research Interests: *Environmental assessment; industrial ecology; material flow analysis; ecological footprint; backcasting and ecological economics.*

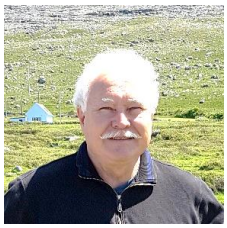
Visiting Faculty



Robert Collins, B.A. (U.L.), Ph.D. (U.L.)

Email: Robert.collins@ul.ie

Research interests: *Modern Irish, American and European history; The study of Irish-United States Relations and the Irish Diaspora; Peace and Conflict Studies.*



Gregory Finnegan, B.A. (Carleton), M.A. (Carleton), Ph.D. (York University, Toronto)

Email: gregory.finnegan@ul.ie

Research interests: *Historical & political geography, colonialism, Canadian Indigenous business and labour markets, Innovation and economic development*



Stephen Griffin, B.A. (U.L.), M.A. (U.L.), Ph.D. (U.L.)

Email: stephen.griffin@ul.ie

Research interests: *Plantations of Ireland; Socio-economic, political and cultural history of nineteenth-century Ireland; Early twentieth-century Ireland.*



Seán Whitney, B.A. (U.L.), M.A. (U.L.), Ph.D. (U.L.)

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Research interests: *Plantations of Ireland; socio-economic, political and cultural history of nineteenth-century Ireland; early twentieth-century Ireland.*

Maelle Le Roux
Email **: maelle.leroux@ul.ie**

Martin Walsh
Email: **martin.walsh@ul.ie**

Adjunct Professors of History

Former Holders

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

2017-22: Dr Jyoti Atwal, Associate Professor, Centre for Historical Studies, School of Social Sciences, Jawaharlal Nehru University, New Delhi, India

Honorary Fellows

Professor Pierce Grace
History of medicine, disease and healthcare in Ireland.

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

Professor Anthony McElligott, MRIA, FRHistS

Emeritus Professor of History
Germany in the twentieth century, including urban politics, cultural history; Holocaust in the Eastern Aegean.

Dr Kirsten Mulrennan
Archivistics; medical history, including psychiatric history and sensitive archival records; archival literacy, education and outreach; digital humanities and digital scholarship.

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, MRIA
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

[◊ indicates leave of absence]

Student	Topic	Supervisors
Shareef Ali	'What was the British policy towards the Kurdish National Movement in Iraq 1961-70?	R Mazza/ A Malcolm
Nora Almowanie	'The political career of Captain William Shakespear and his role in the Arabian Peninsula 1909-15'	R Mazza
Rachel Beck	'Illustrating nineteenth-century (Limerick) histories: exploring the public history potential of graphic narratives	K. Mullaney-Dignam
Stuart Clancy	'Tuberculosis, digital humanities and disease mapping, Ireland 1864-1922'	C Breathnach
John Joe Conwell	'Applying the law: the 2nd Marquis of Clanrickard and agrarian agitation 1870-1915'	D Fleming/ K Mullaney-Dignam
Helene Haak	'Poverty, childhood, parenthood and the family in the Irish Free State, 1922-49'	C Breathnach
Anna Maria Hajba	'Women in nineteenth-century architecture: a case study of Caroline, Countess of Dunraven, 1790-1870'	N NicGhabhann
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
Rafflesia Khan	'Death and burial data, 1864-1922'	T Margaria (Lero)/ C Breathnach
Lisa Mc Geeney	'The Clare County Nursery, 1922-32'	D Fleming
Seán McKillen ◊	'The SDLP and the Sunningdale Agreement'	R O'Donnell
Brian Madigan	'The origins of the Good Friday Agreement'	R O'Donnell
Gerald Maher	'Irish republicans and the radicalisation of Irish-American nationalism, 1916-23'	R O'Donnell
Kara O Brien	'History, metaphor, and meaning in Irish traditional hunting songs'	S. Joyce (IWAMD)/K. Mullaney-Dignam
Ciara Sheehan	'Student deviance in the Holy Roman Empire: the shifting attitudes and responses to *Deposition* and *Pennalismus* in early modern German universities'	R Kirwan
Peter Stapleton ◊	'The transition from civil rights movement to an armed offensive in Northern Ireland'	R O'Donnell
Ian Walsh	'Dublin City Coroner's Court, 1891 to 1900 as spectacle'	C Breathnach
Barbara Watts	'Searching for Celtic cousins: Welsh, Irish and Scottish immigrant worker experience in Alberta, Canada, 1870-1920'	C Breathnach

FUNDED RESEARCH

Irish Research Council

Death and burial data Ireland, 1864-1922

Principal investigator: Ciara Breathanch, 2018-23.

Death and Burial Data: Ireland 1864-1922 project (DBDIrl) is funded under the Irish Research Council Laureate Awards 2017/32. DBDIrl applies novel computer science applications to historical civil registration (CR) death registration data in order to create new knowledge.

Research Team

IRC Laureate Fellow	Dr R Murphy	2020-22
IRC Laureate Scholar IRCLA/2017/32	S Clancy	2019-22
IRC Laureate Scholar IRCLA/2017/32	R Khan	2020-23
IRC Laureate Scholar IRCLA/2017/32	I Walsh	2019-22
IRC Laureate Awards (IRCLA)/ 2017/32	Dr C Breathnach	2017/32

Fulbright Awards

D Fleming	University of Montana	2015-16
R O'Donnell	University of Montana	2017-18
C Breathnach	New York University	2022-3

Malcontents: Order and disorder in the early modern world of learning

This project investigates the history of intellectual and social deviance in the early modern world of learning with a focus on the universities of the Holy Roman Empire and the Low Countries.

Project Team

Principal Investigator:	Dr Richard Kirwan
PhD Scholar:	Ciara Sheehan
Post-doctoral Fellow:	To be appointed in 2023

ACADEMIC CALENDAR 2022-3

5 September 2022	Start of Autumn Semester lectures
25 November 2022	End of Autumn Semester lectures
23 January 2023	Start of Spring Semester lectures
22 April 2023	End of Spring Semester lectures
3 April 2023	Student Easter Break
18 August 2023	Latest date for dissertation submission
1 December 2023	Winter Examination Board
16-19 January 2023	Winter Conferring Ceremonies

Supervision period

Academic supervisors are not normally available for particular periods of the summer owing to annual leave. Please ensure that you are aware of these times and avoid contacting supervisors when on leave.

TAUGHT POSTGRADUATE PROGRAMMES

M.A. History

Course Director: Dr Niamh NicGhabhann
External Examiner: Professor John McCafferty, University College Dublin

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. Students who participate in the programme will develop their research skills but also deepen their knowledge of substantive and theoretical areas of historical study, guided by the presence of faculty with expertise in the late medieval, early modern and modern histories of local, Irish and European societies.

Students take two core modules and two electives in the Autumn semester. In the Spring semester, students take three core modules and one elective. 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
HI6211 Historical research in practice I (3 credits)

Choose two electives from the following:

HI6191 Graduate seminar in Irish cultural history
HI6121 Art and power in the age of the Tudors and Stuarts
HI6061 Linking families to communities

Spring Semester

Core modules

HI6002 History research seminar
HI6312 Historical research in practice II (3 credits)
HI6222 Directed reading in history

Choose one elective from the following:

HI6062 People on the move: studying migration.
HI6792 Public history internship
HI6302 The Long War in Ireland, 1968-98

HI6043 Dissertation (no less than 15,000 words, no more than 21,000) (30 credits)

Optional 3-credit module: MU6071 Beginners' Latin

M.A. Local History

Course Director: Dr David Fleming
External Examiner: Dr Sarah Roddy, Maynooth University

People living and working in a particular locality in the past provide the focus of this programme. Its aim is to develop a range of research skills to further historical understanding of local and regional societies. Students learn about the range of primary sources available for advanced historical research, and identify pertinent questions in order to tease out the complexities of the past. Besides traditional sources, students learn how oral history and folklore can be used effectively to tell the story of people's lives in their localities. By the end of the programme students will have acquired all the skills necessary to produce a professional piece of local history to publication standard.

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 University of Limerick. 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
GA5104 The excluded voice? Methods and cases in oral history and *béaloideas*
HI5111 Computing, databases and quantitative research methods

Spring Semester - first year

GY5103 Reading the landscape: sources and methods in historical research
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; Associate Teacher: Dr Rachel Murphy
External Examiner: Dr Andrew Sneddon, University of Ulster

The aims of the programme are to provide students with an opportunity to obtain formal training in the methodologies and concepts in the history of family and to support each student's personal quest for intellectual autonomy. On the completion of the programme a successful participant will have acquired knowledge of a range of key issues in the history of political, social and economic development particularly as it might be applied to history of family in community, local, regional, national and transnational contexts; 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; and developed the skills necessary to present the results of historical research to publication standard.

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

Full-time 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)

Electives *Choose two electives:*
HI6061 Linking families to communities
HI6191 Graduate seminar in Irish cultural history
HI6121 Art and power in the age of the Tudors and Stuarts

Spring Semester

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

Electives *Choose one elective from the following (NB: all elective offerings are subject to change)*
HI6062 People on the move: studying migration.
HI6192 Irish diaspora: a social and cultural history

Summer Semester

HI6003 Dissertation 2 (no less than 15,000 words, no more than 21,000) (30 credits)

Part-time Programme

As above but HI6003 Dissertation 2 is completed in year two.

M.A. History of Family (Online)

Course Director: Dr Ciara Breathnach; Associate Teacher: Dr Rachel Murphy

Lectures will be delivered via online conferencing and podcast, while online support and supervision will be given via email. Lectures will be supported with online tutorials, e-tivities and dedicated online resources.

Full-time Programme

Autumn Semester
(all modules are 9 credits unless stated otherwise)

Core modules
HI6301 Introduction to the history of the family
HI6321 MA research methodology (3 credits)

Students will take the following online electives:
HI6351 Linking families to communities
HI6191 Graduate seminar in Irish cultural history

Spring Semester
(all modules are 9 credits unless stated otherwise)

Core modules
HI6322 History research seminar
HI6342 Dissertation 1
HI6332 Dissertation writing in history of family (3 credits)

Choose one elective from the following: (NB: all elective offerings are subject to change)
HI6352 People on the move: studying migration.
HI6192 Irish diaspora: a social and cultural history

Summer Semester

HI6341 Dissertation 2 (no less than 15,000 words, no more than 21,000) (30 credits)

Part-time Programme

As above but HI6341 Dissertation 2 is completed in year two.

M.A. Public History and Cultural Heritage

Course Director: Dr Karol Mullaney-Dignam
External Examiner: Dr Dr Edward Madigan, Royal Holloway, University of London

The Public History and Cultural Heritage MA programme is offered as a one-year full-time or two-year part-time online/blended postgraduate degree. The aim is to provide a structured academic approach to the study and practice of history in public settings. The programme equips students with knowledge and transferrable skills needed to understand and practice history in the public domain, in 'real world' settings outside of academia. It combines conceptual, methodological and practice-based modules, engaging with contemporary issues in public history and cultural heritage. The programme also includes training on academic, practical, and ethical aspects of historical research and presentation.

While graduates of this MA are well placed to pursue a multiplicity of career pathways, the programme will prove to be of particular value to those who wish to pursue a career in public history and cultural heritage, in the GLAM (Galleries, Libraries, Archives, Museums) sector, or as freelance historians working on local community history and heritage projects. It is also valued by practitioners of public history who seek theoretical and methodological upskilling, and those wishing to pursue doctoral research in this area.

FULL-TIME PROGRAMME (one year)

Autumn Semester
(all modules are 9 credits unless stated otherwise)

4 modules
HI6201 Introduction to public history: theory & practice
HI6171 Digital public history: culture and communication
HI6191 Graduate seminar in Irish cultural history
HI6211 Historical Research in Practice 1 (3 credits)

Spring Semester

4 modules
HI6792 Public history internship
[*This module may be taken by current public history practitioners as a work-based reflective practice*]
HI6222 Directed reading in history
HI6002 MA History research seminar
HI6312 Historical Research in Practice 2 (3 credits)

Summer Semester

HI6033 Dissertation (15,000-20,000 words) (30 credits)
[*or exit for the Graduate Diploma in Public History and Cultural Heritage (60 credits)*]

Part-time Programme (two years)

(all modules are 9 credits unless stated otherwise)

Autumn Semester Year 1

(all modules are 9 credits unless stated otherwise)

Core modules

HI6201 Introduction to public history: theory and practice
HI6171 Digital public history: culture and communication

Spring Semester Year 1

Core modules

HI6792 Public history internship
[*Can be taken by current public history practitioners as a work-based reflective practice*]
HI6222 Directed reading in history

Autumn Semester Year 2

Core modules

HI6191 Graduate seminar in Irish cultural history
HI6211 Historical Research in Practice 1 (3 credits)

Spring Semester Year 2

Core modules

HI6002 MA History research seminar
HI6312 Historical Research in Practice 2 (3 credits)

Summer Semester Year 2

HI6033 Dissertation (15,000-20,000 words) (30 credits)
[*or exit for the Graduate Diploma in Public History and Cultural Heritage (60 credits)*]

Both the one year full-time and two year part-time MA provide an exit award of Graduate Diploma in Public History and Cultural Heritage for students who meet the academic requirements of the taught programme (60 ECTS) and choose not proceed to the dissertation (30 ECTS).

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 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. Progression panels are usually convened in Week 10 of the autumn semester. 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 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 does not 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 Graduate and Professional Studies. 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. For more information please consult the *Handbook of Academic Regulations and Procedures*.

MODULE CODES, SYLLABI 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.
Department of History, Mary Immaculate College

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.
Department of History, Mary Immaculate College

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.
Dr Aaron Donaghy

HI6211 and HI6312 Historical research in practice I and II
These modules introduce students to historical research as practiced by professional historians. By auditing, participating in and reflecting on the Limerick History Research Seminar, and, where relevant, the Research Seminar of the Centre for Early Modern Studies, students will gain insight into the practical considerations, research techniques, historiographical concerns, and analytical approaches that inform the research projects of the professional historians invited to present research papers. The module exposes students to the challenges of historical research particularly in relation to project design, primary source analysis, and the presentation of research findings.
Dr Alistair Malcolm

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 Public History and Cultural Heritage. 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
Dr Niamh NicGabhann, Dr Karol Mullaney-Dignam, Dr Rachel Murphy.

HI6222 Directed reading in history
This module takes the form of a directed reading project. It is designed to facilitate the development of skills of historical analysis through the concentrated study of a specific topic that aligns with the research expertise of faculty. It serves as a structured means through which students develop the historical knowledge needed to pursue extended research and writing projects, particularly the dissertation. Each student is guided in their directed reading project by their dissertation supervisor.
Dr Aaron Donaghy

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 Rachel Murphy

HI6191 Graduate seminar in Irish cultural history
Concepts of cultural history and the development of Irish society, 1922-2002; ideas, images and symbols provided Irish society in the creation of national identity, national aspirations and ambitions after 1960; cultural theories: popular/low versus elite/high culture, masculine versus feminine, public versus private; class, religion, gender, urban/rural, modernisation, language.
Dr Karol Mullaney-Dignam

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 Rachel Murphy

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.
Dr Rachel Murphy

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

HI6121 Art and power in the age of the Tudors and Stuarts
The accession of Elizabeth I 1558; Puritan responses to the Anglican church settlement; gender and family at the Elizabethan Court; the Union of the Crowns; Cecil, Carr and Buckingham - the minister favourite in Jacobean government; royal marriage policy under the Stuarts; Van Dyke, Inigo Jones and the public face of the Monarchy; art collecting by the English and Scottish aristocracy; the Laudian reform movement; Parliament, Civil War and the Commonwealth sale, 1649; Quakers, Baptists and Fifth Monacrchy Men; the Cromwellian Protectorate and Stuart Restoration; the Cavalier Parliament and the persecution of dissenters; mistresses and bastards at the court of Charles II; Wren, Hawksmoor and the reconstruction of London after the Great Fire; the Glorious Revolution of 1688 and its repercussions in Scotland and Ireland; John Locke and the origins of constitutional government; foreign war and the rage of faction in the reign of Queen Anne.
Dr Alistair Malcolm

HI6201 Introduction to public history
Definition and origins; contemporary issues and debates; role of academia in the community. historic sites and monuments, historic houses, memorialisation, commemoration, exhibits, historic preservation, heritage, and community; ethical issues around the presentation and consumption of history in the public sphere; conduct of public history; media, digitisation and technology.
Dr Karol Mullaney-Dignam

HI6302 The 'Long War' in Ireland, 1968-98
Development of the Republican Movement in Ireland and abroad; civil rights agitation in context; constitutional opportunities and challenges; counterinsurgency; Ireland and the Cold War and related matters. Irish, British and North American primary sources; internment without trial, 'Bloody Sunday': Widgery and Saville reports, Sunningdale Agreement, 'Ulsterisation', Hunger strikes, 'The American Connection', abstentionism and the rise of Sinn Fein, 'Armed Struggle', Collusion, Section 31 and the 'Broadcast Ban', Peace Processes and the Good Friday Agreement; the roles of the Irish, British and American governments and the European Court of Human Rights.
Dr Ruan O'Donnell

HI6212 The evolution of the Irish town, 1609-1960
Definitions: town, village, settlement, suburb and countryside; space and topography; the evolution of the Irish town to 1607: markets, religion and defence; colonisation; economic factors; social attitudes and suburbia; 'improvement' and eighteenth-century concepts of towns and cities; the emergence of the modern state and the expanding functions of towns and cities; industrialisation; mentality and the culture of the town and city; public and private space; ownership: elites, middle class and the property-less.
Dr David Fleming

HI6171 Digital public history: culture and communication
This module introduces students to theories and practices for using digital tools, networks, and media in public history. Students study the ways that History is deployed in the digital age, experiment with digital media, and reflect on and discuss their insights. The module does not require specialised technical skills; the focus will be on digital culture and communication in public history. Topics may include: online content creation and curation; social media strategies, information design; inclusion and accessibility; crowdsourcing and citizen scholarship.
Dr Niamh NicGhabhann

GY5103 Reading the landscape: sources and methods in historical research
Landscape as both a historical record and a result of historical process; 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.
Dr Tomas Mac Conmara

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 (MIC) to stimulate engagement and enhance the environment for intellectual exchange between its members. The Centre serves as a platform to support individual funding applications as well as competing for grants in its own right. The Centre runs a programme of research seminars, lectures, and workshops. These provide a setting for debate and discussion of research in progress as well as opportunities for specialist training for undergraduate and postgraduate students. The Centre also seeks to maximise engagement by faculty and students with the Bolton Collection of early printed books and other institutional collections.
Website: https://ulsites.ul.ie/cems/; email: earlymodernstudies@ul.ie

Director: Dr Alistair Malcolm (History, UL)

Mr Ken Bergin (Glucksman Library, UL)

Dr Liam Chambers (History, MIC)

Dr Aengus Finnegan (Irish, UL)

Dr David Fleming (History, UL)

Dr Eleanor Giraud (IWAMD, UL)

Prof. Pierce Grace (GEMS, UL)

Dr Carrie Griffin (English, UL)

Prof. Michael J. Griffin (English, UL)

Dr Stephen Griffin (History, UL)

Dr Richard Kirwan (History, UL)

Dr Christina Morin (English, UL)

Dr Karol Mullaney-Dignam (History, UL)

Dr Breandán Ó Cróinín (Irish, MIC)

Dr Ruán O'Donnell (History, UL)

Prof. Philip O'Regan (Kemmy Business School, UL)

Dr Gordon Ó Riain (Irish, UL)

Dr Catherine Porter (Geography, UL)

Dr Darach Sanfey (French, MIC)

Professor Geraldine Sheridan (Emeritus Professor in French, UL)

Dr Clodagh Tait (History, MIC)

UNIVERSITY OF LIMERICK/MARY IMMACULATE COLLEGE 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 2022-23, seminars are organised by University of Limerick. Further details are provided at the start of each semester. For more information please contact Dr Alistair Malcolm – email: alistair.malcolm@ul.ie

13 September, 5.15 pm Professor Richard Grayson (Goldsmiths, University of London)
'Military history from the street: First World War case studies from Belfast and Dublin.'
Live in-person event, Kate O'Brien Room, UL

6 October, 4 pm Dr Sophie Cooper (Queen's University, Belfast)
'You've got mail: Irish women religious and their transnational networks.'
Live in-person event, Kate O'Brien Room, UL

11 October, 1 pm Bolton-King Lecture co-hosted with the Centre for Early Modern Studies, Limerick
Professor David Dickson (Trinity College Dublin)
'Imagining the street in the eighteenth-century Irish city.'
Live in-person event, the Captain's Room, Hunt Museum, Limerick City.

18 October, 5.15 pm Dr Celeste McNamara (Dublin City University)
'From servitude to sex work: strategies for family management in eighteenth-century Venice.'
Online via MS Teams – link from Dr Malcolm

15 November, 5.15 pm James Akpu (Dublin City University)
'Medicine on the frontline of the Biafra war: the Holy Rosary Sisters and the Nsukka project, 1968-70.'
Online via MS Teams – link from Dr Malcolm

22 November, 5.15 pm Simon Salem (UL/Goldsmiths, University of London)
'Ignorance and surprise: the emotional landscapes of conscript soldiers in late colonial wars (Algeria, Angola, Malaya and Mozambique),1948-74.'
Online via MS Teams – link from Dr Malcolm

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.

FACULTY PROFESSIONAL ACTIVITIES

History faculty participate actively as members of local, national and international historical organisations. These include the Irish Association for Australian Studies, the Irish Historical Society, the Irish Labour History Society, the Eighteenth-Century Ireland Society, the Society for the Study of Nineteenth-Century Ireland, the Irish Association for European Studies, the Group for the Study of Irish Historic Settlement, the Irish Georgian Society, the Irish Economic and Social History Society, the German History Society, Der Verein für Reformationsgeschichte and the Renaissance Society of America.

Dr Ruán O'Donnell is secretary of the Irish Centre for Australian Studies. Dr David Fleming is secretary of the Eighteenth-Century Ireland Society, treasurer of the Group for the Study of Irish Historic Settlement and a former chairman of the Irish Georgian Foundation. Dr Ciara Breathnach is an Irish Research Council Laureate Awardee 2018-23. She currently sits on the Board of the National Library and is a member of the National Archives Advisory Council and the Irish Manuscripts Commission, and is a member of the Association of Medical Humanities Council. She is a former member of Heritage Council, and a former secretary and president of the Society for the Study of Nineteenth-Century Ireland. Dr Richard Kirwan is a member of the Royal Irish Academy's Historical Studies Committee. Dr Karol Mullaney-Dignam is a member of the international Sound Heritage network and leads the Irish Research Council-funded Sound Heritage Ireland project. She has previously worked on public history research and heritage interpretation projects with the Office of Public Works.

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 survey 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 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 Department. Its goal is to provide a forum in which issues can be raised and feedback offered to the Head of 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 programmes; 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. In February 2000 it hosted the fiftieth annual conference of the Irish History Students' Association.

HISTORY STUDIES

History studies is a peer-reviewed publication of postgraduate students at the University of Limerick. First published by the University's History Society in 1999, it continues to be published on an annual basis, and is the only student-managed and published journal in Ireland.

For more information on the journal as well as submission details see:
https://ulsites.ul.ie/historystudies/history-studies

Editors: Simon Salem

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 and in MIC in Spring 2019. For more details contact the History Society or visit their website at https://ccsihsa.jimdo.com/.

RESOURCES

Glucksman University Library

The Library is one of the most important resources you will use as a postgraduate. 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)
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

Essential *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 Online
Eighteenth-Century Collections Online
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 and Archives

The Special Collections and Archives department contains the University's rare books and manuscripts. The Collections' holdings include over 20,000 volumes and 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).

Department website and social media

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. 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 so do 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 information or ideas from another author's work and failing to acknowledge those ideas in footnotes. Furthermore, the writing of history is a literary exercise whose purpose is to help develop your skills in prose composition. It is therefore also plagiarism to reproduce and present as your own work phrases or passages from another person's writing to which only random alterations have been made, and even if the source is acknowledged in footnotes.

Unacknowledged use of another historian's findings or ideas transgresses the ethics of scholarly work and will be heavily penalised. Copying of sentences or expressions — even if the source is acknowledged — indicates a failure to understand the requirements of academic writing. In either case, such instances will normally be referred to the University Disciplinary Committee. Where the Committee finds that a student has been guilty of plagiarism it can apply the penalty of suspension from the University for a substantial period.

Ethics

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

Grades and recheck system

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

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/m2 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	*Courier*
New Century School Book	*New Century School Book*
Bookman	*Bookman*
Times New Roman	*Times New Roman*
Garamond	*Garamond*

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

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, 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.

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* Public History and Cultural History *or* History of Family) of the University of Limerick (month year)'

See appendix for an example.

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 no 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.

Appendices

These should include supplementary information such as tables of data or transcriptions that support your research and are referenced within the body of the dissertation, but which may break up the flow of the dissertation if placed within it. They should be numbered (either Roman or Arabic numerals) and may also be given a title. Note that not all dissertations will require appendices.

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 the appendix for an 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.

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.*)

Initial capitals should also be used for specific historical events or eras, for example, the Reformation, the Famine and the First World War.
[See section VII of *Irish Historical Studies* '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, 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 % symbol in the text.

Currency

Amounts in euro and cent should normally be indicated in the form €4.15. Amounts of less than one euro may be indicated either as 41*c*. Pounds, shillings and pence should be indicated in the form £5 2*s*. 6*d*. Note that the symbols for shillings and pence (but not for pounds) are italicised and followed by points.

Dates

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

Note also, that decades should be written as in the example below, and that there is no apostrophe before the 's':
'In the 1790s there was an increase in…'

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 the text and which, if included, 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 3rd, change the rd (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:

> [1] R. B. O'Brien (ed.), *Studies in Irish history, 1649-75* (London, 1903).
>
> [2] 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

Reference to a review of a published work

A review of a published work should be constructed as in this example:

> David Fitzpatrick, review of David Gerber, *Authors of Their Lives: The Personal Correspondence of British Immigrants to North America in the Nineteenth Century* in *Journal of British Studies*, 46, 2 (April 2007), pp 429-31.

First and subsequent citations

The first time a work is cited, it is necessary to cite its full title and details. For a second and subsequent references a shortened title should be used. The following work:

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

can be shortened to

> Ford, *The Protestant Reformation*.

It is important that in the event of devising a shortened title, an author should ensure that it is not abbreviated to the point of giving rise to ambiguity. Neither should it duplicate an existing short title.

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 Jun. 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.

Internet sources

Since internet sources can be modified without notice, both the url and date accessed should be included. Where a digital object identifier exists, this should be referenced rather than the url. The website should be referenced as follows: title and date of source, website owner, name of source (url or doi) (date accessed), for example:

> William Denby, Ballymore Demesne, Wexford, Form A, N.A.I., 'Census of Ireland, 1911' (http://www.census.nationalarchives.ie/reels/nai003560691/) (20 Nov. 2017)
>
> Ulster Historical Foundation, 'Distribution of surnames in Ireland in 1890' (http://www.ancestryireland.com/family-records/distribution-of-surnames-in-ireland-1890-mathesons-special-report/) (2 Jan. 2003).

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.

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. See also Hugh Shearman, 'The Citation of British and Irish Parliamentary Papers of the Nineteenth and Twentieth Centuries' in *Irish Historical Studies*, Vol. 4, No. 13 (Mar., 1944), pp 33-37.

Sessional papers

Citations should include (1) the title of the paper, (2) the page in the paper to which reference is desired, (3) the house (H.C. or H.L.), (4) the sessional year, (5) the sessional number in round brackets, (6) the volume number in lower-case roman numerals, (7) the manuscript pagination of the reference in the volume.

If the paper is common to both houses, there will be alternatives for (3), (5), (6) and (7).

Where it is possible to choose between giving a reference to commons papers and one to lords papers, it is better to give the reference to commons papers, since bound sets of these are much more usually available in libraries than sets of lords papers.

> *Report of the comptroller and auditor general on the account of the commissioners of church temporalities in Ireland for the year ended 31 December 1874, together with the account for the above period and that from 26 July 1869 (the commencement of the commission) to 31 December 1874*, p. 3, H.C. 1875, (252), xx, 135.

Command papers subsequent to 1833

Citations should include (1) the title of the paper, (2) the page in the paper to which reference is desired, (3) the command number in square brackets, (4) the house, (5) the session, (6) the volume number, (7) the manuscript pagination.

If the paper is common to both houses, as was usually the case with command papers in the nineteenth century, there will be alternatives for (4), (6) and (7).

> *Report of the commissioners of church temporalities in Ireland for the year 1875*, p. 3, [C. 1400], H.L. 1876, xx, 53.

Post 1922 Irish official papers

Citations should include give (1) the title of the paper, (2) the page reference, (3) indication of the government by which it was published, (4) indication of the ministry or department from which the paper emanated, if this is not clear from the title, (5) the year of publication, (6) the paper number, with any indication as to house, command, etc. which may accompany it.

Census Reports

See Parliamentary Papers above. The following is an example:

> Census of Ireland, 1901, pt 1, p. 60, H.C., 1902 (68), cxxii, 29.
> Census of Ireland, 1891: province of Leinster, p. 73, H.C., 1890-91 (48), xcv, 184.

Newspapers

The titles of newspapers should always be written in italics, whether in the body of the text or in a footnote. Newspapers should be cited as in the example below (note that there is no need to include the page number):

Irish Times, 6 Oct. 1868.

Films, documentaries and newsreels

Films should be cited as in this example:

> Ken Loach (director), *Jimmy's Hall* (2014)

If a documentary series is available as a broadcast then it should be cited as in this example:

> R.T.É., 'Episode of documentary', Name of documentary series (date broadcast)

Documentaries or newsreels that are accessed online should be cited as in this example:

> British Pathé, 'title of newsreel' (year broadcast) (add in url here) (add date accessed here)

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.

Latinisms

Many books and articles contain Latin terms 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. The use of ibidium and idem is allowed (see below). Avoid use of other Latinisms in footnotes as they often give rise to confusion.

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:

> [1] John Bossy, *The English Catholic community, 1578-1850* (London, 1975), p. 6.
> [2] 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:

> [3] 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:

> [1] John Bossy, *The English Catholic community, 1578-1850* (London, 1975), p. 6.
>
> [2] 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*, lxv (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.

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:

PRIMARY SOURCES

MANUSCRIPTS

British Library, London
Fox papers (Add. Mss47508, 47563)
Pelham papers (Add. Mss 33100-01)

National Archives of Ireland, Dublin
Chief Secretary's Office Registered Papers (CSORP)

National Library of Ireland, Dublin
Bolton papers (Mss 15800-980)
Civil establishment list, 1789 (Ms 4109)

Printed works
Legg, M.-L (ed.), *The Synge letters: Bishop Edward Synge to his daughter Alicia, Roscommon to Dublin, 1746-1752* (Dublin, 1996)

Newspapers
Freeman's Journal
Irish Independent
Irish Times

SECONDARY SOURCES

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).

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 referenced 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 paginations 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 (which will be preserved in the 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.

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 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.

Table of Contents

The table of contents should include the numbers and titles (if applicable) of each chapter within the dissertation, as well as any appendices, and include the corresponding page numbers. It may be followed by a list of tables, figures or illustrations, and a list of abbreviations.

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.

Appendices (if any)

These should include supplementary information such as tables of data or transcriptions that support your research and are referenced within the body of the dissertation, but which may break up the flow of the dissertation if placed within it. They should be numbered (either Roman or Arabic numerals) and may also be given a title.

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.

APPENDICES

Appendix 1: 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:	12 August 2023
Word count:	2,500 words
Title:	The new historicism and its critics

Sample front cover of dissertation

Kinship and politics
in Limerick
1740-1840

Patricia Murphy

M.A. (History of Family)

2023

Sample spine of dissertation

P. A. Murphy	2023	M.A.

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, 12 August 2023

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NOTICE TO QUIT.

Take Notice, That you are hereby required to yield and surrender up to ~~me~~ us, or ~~my~~ our order, on the First — day of November next, the full, quiet, and peaceable Possession of **All that** House and Garden with the appurtenances thereunto belonging

situate, lying, and being in the Townland of Ardreagh Parish of Drummaul — — and County of Antrim, which you hold under ~~me~~ us as Tenant from Year — to Year — or, on the event of your refusal, the necessary proceedings at Law will be taken to compel you, and for all Costs that may be incurred in the mean time.

Dated this 26th day of April — 1848

To John Johnston

AND ALL OTHERS CONCERNED.

Elizabeth Graham
Elizabeth Graham Jour