



**UNDERGRADUATE  
HANDBOOK  
2018-2019**

**School of  
History**

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# Welcome

*Professor David Ryan*

I would like to welcome our new students to the School of History and indeed to extend a warm welcome back to our returning students in years two and above. You are entering or continuing to study, read and research in a vibrant School, one of the largest in the College of Arts, Celtic Studies and Social Sciences. We endeavour to provide you with a stimulating learning environment that will be rewarding and engaging.

In this brochure you will find the details of the diverse range of courses on offer and the contacts for staff, and links to further information and services. Please also remember to follow us on Facebook and Twitter at <https://www.facebook.com/historyucc> and @UCCHistory.

The booklet will help you make the choices you want and guide you through the structure and the requirements of the degree. Please make sure to make contact with staff and stay in touch. Do not hesitate to contact me if you have any questions.

We have an outstanding range of academic and administrative staff who are prepared to discuss issues, module or option choices or indeed the content of the history you choose to study. All staff have office hours and you should make full use of them to complement your formal studies; your engagement with the programme and the community of historians is crucial to your success. Our staff are experts in their respective fields, collectively and individually we have a strong research and publication record, a reputation for teaching excellence and a thorough engagement in the community and international academic events.



We are committed to research led teaching based not only on the expertise of the academics but also on providing you with opportunities to engage directly with research and to become authors of your own historical projects from first year through to the third year dissertation. You will be taught in classes of different sizes from large lecture halls that cover the core curriculum to the smaller options that will be delivered through lectures, seminars, tutorials, on-line discussion and eLearning or technology enhanced learning. The School has a number of 'blended' learning options and online facilities; we are engaged with the Digital Humanities. Apart from the diverse range of teaching and learning we also inculcate a range of skills and attributes that will help you with your employability. Work

Placement is an option within the School.

As an undergraduate you will also have the opportunity to specialise in the area or period that suits your interests most. This brochure outlines the range offered within the school from the Medieval, Early Modern, Modern Irish and European to the International. Please read further details on the staff pages.

You will have the opportunity to practise the craft of history through various forms of writing and communication from essays to examination, reports to presentations, discussion groups to wiki entries. You will learn to handle archival material, digital sources, manuscripts and visual sources, to form arguments, gather and interpret evidence, read and evaluate secondary sources.

We attract a diverse range of students within the School from the local to global. We welcome traditional and non-traditional students. We welcome students in significant numbers from a variety of partner European universities through the Socrates programme and a range of North American states through the Semester/Year Abroad programme. The cultural exchange deeply enriches the School. Academic and administrative staff are happy to answer any questions you may have or to provide you with any further information you may need. In the first instance please contact School of History administrator: Ms Charlotte Holland at [c.holland@ucc.ie](mailto:c.holland@ucc.ie).

I hope that you enjoy your year, your studies and research and I look forward to meeting you over the semester.

Professor David Ryan, September 2018

[David.Ryan@ucc.ie](mailto:David.Ryan@ucc.ie)

# Why Study History?

Starting with the all-important ability to think for oneself, the School of History trains students to gather and interpret information and evidence so as to arrive at an informed and critical understanding of the world. Learning how to analyse available data and interrogate different points of view are skills vital for historians and essential for any citizen in today's challenging and uncertain times. These are life and work skills that help our graduates to make a valuable contribution wherever they choose - in the academic arena, in the workplace or in the local community and the wider world.

Many students want to study history because they have enjoyed this subject at secondary school, or have been inspired by good teachers or by their own readings. But it is NOT a requirement for you to have previously studied history before becoming a student here.

The School of History syllabus aims to train all our students in the basic skills of an historian and to offer you access to a broad and exciting choice of specialist studies. Our purpose is to teach a balanced appreciation of the genesis of your own society within a wide range of contexts whether local, regional, national or international. Our teaching uses themes and structures, arguments, interpretations and analyses – emphasising comparative approaches wherever appropriate. Students can learn about various types of history – social and economic history, modern diplomacy, political ideologies, the history of law, art, religion, women and government, business and much else besides – all teaching based on the specialist knowledge gained by our highly-qualified academic staff through their own

research. Lectures are supplemented by smaller group tutorials where students can develop and display their own analytical talents, both in discussions and in writing.

Modules explore broad historical developments from medieval times to the present with special reference to their European and Irish contexts. In addition, students can choose from a variety of specialist options which range in time from the pre-Viking period to the present; in place, from Europe to Asia and the Americas; and in theme, from economic development and international relations to ideologies, cultures, social structures, politics and religion.

UCC history graduates have a good employment record and many have been highly successful in both the public and private sectors, at home and abroad. We aim to help students learn to be innovative, imaginative, able to take the initiative and to work in teams – all abilities you will need to be effective in life and at work whether as a diplomat, journalist, political commentator, administrator, academic researcher, heritage expert, manager, consultant or business strategist. In general, our graduates and post graduates develop the adaptability and flexibility of mind so necessary to survive and prosper in today's challenging world with global employment opportunities.

## Teaching

Teaching takes place in lectures, seminars and small groups. Lectures give you the foundations of knowledge and guidance in interpretation. Small group teaching enables you to discuss historical topics in detail and to develop your skills in writing and analysis. Seminars are used to teach you to look more closely at evidence and arguments, and to refine your thinking and communication skills at

an advanced level.

## Awards & Prizes, 2017-2018

### The John A. Murphy Prize in Irish History

Professor John A. Murphy was on the Staff of the College for more than 30 years and retired from the Chair of History in 1990. He developed his subject to a position of eminence, both nationally and internationally. To mark Professor Murphy's long association with UCC, a prize fund has been instituted for the annual award of 'The John A. Murphy Prize in Irish History'. The prize is awarded to the student who receives the highest mark in the BA dissertation on a topic in Irish History. The award is made only to a student who attains First Class Honours in the dissertation. This year the Prize was awarded to Pádraig Manning.

### Leanora Hanrahan Prize in History

It is presented to the student who receives the highest mark in History in First Arts. This year it was awarded to Sarah Cremin.

### The John B. O'Brien Annual Prize in History

This is awarded to the student who receives the highest examination result in Australian, Economic or Local History. This year's winner was Colin Ruane.

### The James and Mary Hogan Prize in History

The prize is presented by the family and friends of James Hogan, Professor of History at UCC (1920--63, in memory of James Hogan and his wife, Mary, who worked in UCC library. It is awarded for the best research paper in History in the BA Examination. The qualities sought in this paper will be original research and

interpretation, combined with broad and mature historical thought. This year it was awarded to Jenny Laffan.

### The Dermot Keogh Prize in Irish History

This prize will be awarded to the student of the School of History UCC who produces the best undergraduate dissertation or long essay on either Irish diplomatic history or the history of Church-State relations in Ireland in Third Arts. This year's winner was Elizabeth Walsh.

### The Polish Ambassador Prize in Polish History

This Prize is awarded to the student who produces the best undergraduate dissertation in Polish History in the Third Year Seminar. This year the Prize was awarded to Louise Howe.

### The Jennifer O'Reilly Prize in Medieval History

The late Dr Jennifer O'Reilly, MRIA, FSA, taught Medieval History in University College Cork from 1975 to her retirement in 2008. After her retirement, she continued to teach History of Art in UCC. Her generous spirit and passion for her subject inspired affection and respect in all her students. Her contribution to scholarship was immense and recognised internationally in the fields of history, art history and iconography, theology, patristics, and manuscript studies.

To mark Dr O'Reilly's profound contribution to teaching and research in the School of History, University College Cork, a prize fund has been instituted for the annual award of "The Jennifer O'Reilly Prize in Medieval History". The prize will be awarded in the first instance for the best BA seminar dissertation in Medieval History, which achieves at least First Class Honours. In the event of no candidate reaching the required standard in the BA Seminar dissertation in

Medieval History, the prize will be awarded for the best written assignment in Third Year Medieval History (3,000 words or above), which achieves at least First Class Honours. This year the Prize was awarded to Ana Harrington.



*Prize recipient Eugenia Hanley with Professor Emeritus John A. Murphy at the ceremony.*

### **The J.J. Lee History Prize**

This prize, in honour of Professor Joe Lee, former Head of History at UCC, will be awarded on an occasional basis for an outstanding performance by a single-honours History student (awarded overall First Class Honours). Alternatively it may be awarded on the same basis to the highest ranked Major Honours student achieving an overall First Class Honour or to the Joint Honours student with the most First Class Honours in Third Arts as appropriate. This year the Prize was awarded to Maeve Towey.

### **Students of the Year (History):**

I Year: Isabel Buckley

II Year: Melissa Shiels

III Year: Pádraig Manning

These are prizes for the best overall performance by a History student in each of the three years.

Higher Diploma in Arts (History): Adelle Helen

### **Students of the Year (European Studies)**

Year: tbc

Year: tbc

IV year: tbc

# First Year

Coordinator: Dr D Scully, [D.Scully@ucc.ie](mailto:D.Scully@ucc.ie)



*US Navy aircraft dropping bombs on Hokodate, Japan, in July 1945*

The First Arts course consists of lectures on aspects of the early and modern history of Europe in general and of Ireland in particular. It aims to help students develop the practical (and highly transferable skills of retrieving information, analysing evidence and communicating your findings, both orally and in writing. No prior experience of having studied history is necessary.

## Structure

The 1st year acts as a foundation, introducing students to the skills and techniques of historical research. There are two lectures a week in the first core module (HI1003) in Semester 1 and two lectures a week in the second core module (HI1002) in Semester 2. Students are also required to select an option (HI1004-HI1012) from either Semester 1 or Semester 2. The class is also divided into small discussion-based tutorials which meet regularly. Arrangements for these tutorials are made at the beginning of each Semester and lists of times, places and groups are posted on School notice boards.

In **Semester 1** (September) all students take one compulsory course: HI1003 East and West: The Origins of European Identity.

In **Semester 2** (January) all students take one compulsory course: HI1002: The Making of Modern Ireland.

Students must also choose one of the following six options: HI1004 First Year Inquiry Based Research Project (taught in Semester 1); or HI1005 Pilgrims & Crusaders (taught in Semester 1); or HI1006 US History since 1865 (taught in Semester 2); or HI1007 Anti-Semitism in Europe from the Middle Ages to the Holocaust (taught in Semester 1); or

HI1008 The Age of Extremes: Early Twentieth-Century Europe in Global Perspective (taught in Semester 2); or HI1012 Women in Europe since 1800 (taught in Semester 2).

## Semester 1

### The East and West: the Origins of European Identity

*Dr Damian Bracken & Dr Diarmuid Scully*

The module acts as a foundation level course, introducing students to the skills and techniques of historical research in general, and medieval Europe in particular.

Students are required to choose one option and can select this from either Semester 1 or Semester 2. The following are the options on offer in Semester 1:

### HI1004 First Year Inquiry Based Research Project

*Staff.*

The module is centred on student research from the First Year. There are a number of important learning outcomes that relate to the production of knowledge which students should begin to acquire at an early stage. In this module we will use an inquiry based learning process. Students will identify (and photograph) one historical object in Cork or from their home environment. Students will then be coached on constructing a number of research questions throughout the research process of 12 weeks. In conjunction with a group of researchers and the supervision of History staff, students will research and write an essay and wiki entry on the object. Staff guidance and research experience will be thoroughly integrated, yet the student will be the creator of knowledge on this local artefact.

The wiki entry will be integrated into an evolving digital map.

### HI1005 Pilgrims and Crusaders

*Dr Malgorzata Krasnodebska-D'Aughton & Dr Diarmuid Scully*

The module acts as an introduction to the skills and techniques of historical research in medieval history, in particular, culture contact and identify formation.

### HI1007 Anti-Semitism in Europe from the Middle Ages to the Holocaust

*Dr D Klein*

This module acts as a foundation level course, introducing students to the skills and techniques of historical research in general and of the historiography anti-Semitism in particular.

## Semester 2

For Semester 2 you must take:

### HI1002 The Making of Modern Ireland

*Dr Donal Ó Drisceoil*

The module acts as a foundation level course, introducing students to the broad developments of modern Irish history, from the 1850s to the 1990s.

and choose one of the following three options if you have not already selected HI1004, HI1005 or HI1007 in Semester 1:

### HI1006 US History since 1865

*Staff*

‘US History since 1865’ will provide first year students with an introduction to the key events, ideas, and movements that shaped US history from the years 1865 to 2008. It will explore the relationships between culture and politics, foreign and domestic policies, and how the United States interacted with the world around it. This course will move from an examination of post-Civil War Reconstruction and the socio-economic transformations of westward expansion and industrialization, to the transition from isolationism to super-power from World War I to the Cold War, to consider the ‘unipolar moment’ when, after the collapse of the Soviet Union, the US seemingly stood alone in the world in terms of its power and prestige. Key areas: Reconstruction; industrialization; immigration; expansion and Empire; World War II, the Cold War and the emergence of a superpower; the struggle for Civil Rights; dissent and protest movements; the post-Cold War world: the unipolar moment and the debate over American decline.

### HI1008 The Age of Extremes: Early Twentieth- Century Europe in Global Perspective

*Dr Mervyn O’Driscoll & Staff*

This module will focus on the ideas, influences, institutions, and individuals of the era, and explore the connections between events within Europe and the world outside. Key topics will include imperialism, nationalism, revolution, Marxism, authoritarianism, militarism, democracy, emancipation, World Wars, civil wars, interventions, markets, and modernity.

### HI1012 Women in Europe since 1800

*Dr Maeve O’Riordan*

An introduction to the key movements that impacted on the history of women on the European continent since 1800. Students will examine the life-cycle of women across different time periods, geographical areas and social classes to develop an understanding of the factors impacting on the female experience. Topics will include: industrialisation, women and war, women and modernisation, education, reproduction, employment, representation of women and feminism.

## Examinations and Assessments

**HI1002:** 1 x 2000-word essay to be submitted on a date prescribed by the School: 50 marks; 1 x 2000-word document study to be submitted on a date prescribed by the School: 50 marks)

**HI1003:** 1½ hr exam in Winter 2018: 60; marks; 1 x 2,000-word essay to be submitted on a date prescribed by the School: 40 marks

**HI1004:** 1 x 2,500-word essay to be submitted on a date prescribed by the School: 60 marks; 1 x 1,000 wiki entry: 20 marks; 1 x 5 slide Power-Point: 10 marks; tutorial and group participation: 10 marks

**HI1005:** 1½ hr exam in Winter 2018: 60 marks; 1 x 2,000-word essay to be submitted on a date prescribed by the School: 40 marks

**HI1006:** 1 x 2,500-word essay to be submitted on a date prescribed by the School: 60 marks; 1 x 1,500-word reflection on 'major problem' in US history: 20 marks; 1 x 750-word review of a book or other scholarly publication: 10 marks; seminar participation: 10 marks

**HI1007:** 1½ hr exam in Winter 2018: 70 marks; 1 x 1,500-word essay to be submitted on a date prescribed by the School: 30 marks

**HI1008:** 1½ hr exam in Summer 2019: 70 marks; in- class test: 30 marks

**HI1012:** 1 x 2,500-word essay to be submitted on a date prescribed by the School: 60 marks, 2 x 1,000-word document analysis (1 review of primary source document: 20 marks and 1 journal article review: 20 marks

Students are required to attain a minimum of 40% in each module in First Year. Students who do not achieve this mark may repeat the examination in the autumn. The maximum mark obtainable in this examination is 40%. A pass mark in any element of Continuous Assessment is carried forward to the autumn. Any failed or non-submitted essays, as prescribed by the School, must be submitted on a date prescribed by the School.

### Penalties (for late submission of Course/ Project Work etc.):

Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved. Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark achieved. Work submitted 15 days late or more shall be assigned a mark of zero. A penalty exemption scheme is in operation. Please see UCC History's website for details and documentation

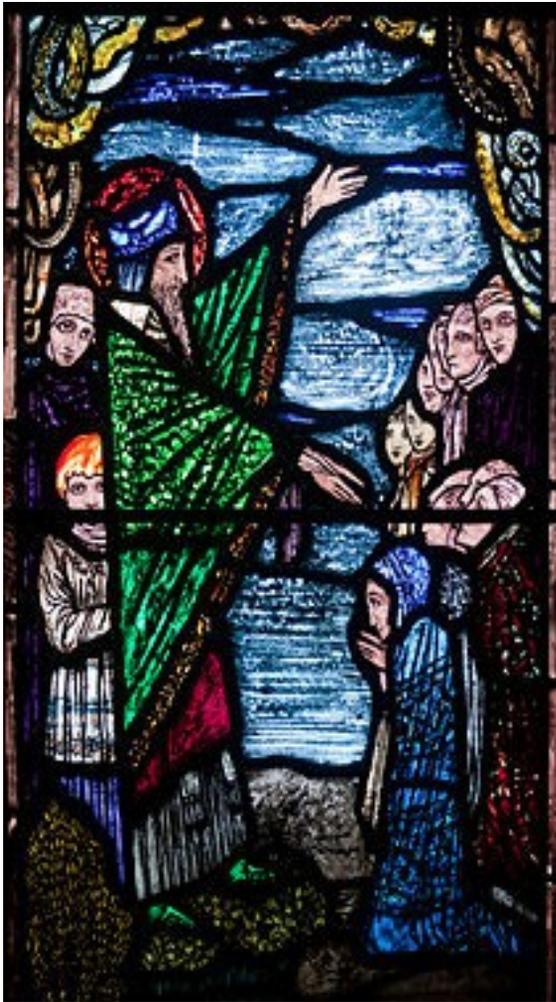
### Intending History Teachers

**If you are thinking of a second-level teaching career in history, you should consult the Teaching Council of Ireland website to ensure that the degree path you choose fulfils the requirements to teach History in Irish schools.**

# Second Year

Coordinators: Dr Clare O'Halloran  
- c ohalloran@ucc.ie;

Dr Jason Harris - j.harris@ucc.ie



*Harry Clarke depiction of St Patrick, St. Michael's Church, Ballinasloe, 1925*

The Second Arts programme builds on the foundations laid in the First Arts course.

The core survey courses provide a broad frame-work to study the Early Modern and Modern periods: HI2108 From Reformation to Enlightenment: Europe, Ireland and the Wider World I; and HI2109 The Global Renaissance, 1300- 1600; and HI2103 Europe, Ireland and the Wider World II.

The Case Study in Research Skills (HI2105), which all single, major, joint honours and minor (10 credits) students must complete in Semester 1, focuses on historical methodology and is designed to foster essential research skills.

There is a great range of choice open to Second Year students in terms of how you choose to mix History and your other subject, with the option of taking 10, 20, 30, 40 or 50 Credits of History. History students going for the 40 and 50 Credit choice have the opportunity to pursue a five-credit supervised Project (HI2104).

## Submission Dates:

HI2109: mid-term assignment to be submitted by 3.00 pm on Friday, 2 November 2018.

HI2108: mid-term assignment to be submitted by 3.00 pm on Wednesday, 13 March 2019.

HI2105: Critique to be submitted by 3.00 pm on Friday, 30 November 2018.

HI2104: Project to be submitted by 3.00 pm on Friday, 22 February 2019.

HI2103: mid-term assignment to be submitted by 3.00 pm on Wednesday, 13 March 2019.

1st Semester Options: mid-term assignment to be submitted by 3.00 pm on Thursday, 25 October 2018. Long essay to be submitted by 3.00 pm on Friday, 14 December 2018.

2nd Semester Options: mid-term assignment to be submitted by 3.00 pm on Thursday, 28 February 2019. Long essay to be submitted by 3.00 pm on Wednesday, 17 April 2019.

### Single Subject

Students take 50 History Credits:

HI2104 (5 credits)

HI2105 (5 credits)

HI2109 (5 credits) and either

HI2103 (5 credits) or HI2108 (5 credits)

Plus six choices from the following 18 options:

HI2003, HI2014, HI2017, HI2022, HI2025,

HI2031, HI2036, HI2038, HI2043, HI2044,

HI2045, HI2046, HI2047, HI2048, HI2049,

HI2103, HI2108, GR2018 (5 credits per module)

### Major Subject

Students take 40 History Credits:

HI2104 (5 credits)

HI2105 (5 credits)

HI2109 (5 credits) and either

HI2103 (5 credits) or HI2108 (5 credits)

Plus four choices from the following 18

options: HI2003, HI2014, HI2017, HI2022,

HI2025, HI2031, HI2036, HI2038, HI2043,

HI2044, HI2045, HI2046, HI2047, HI2048,

HI2049, HI2103, HI2108, GR2018 (5 credits per module)

### Joint Subject

Students take 30 History Credits: HI2105 (5 credits)

HI2109 (5 credits)

and either HI2103 (5 credits) or

HI2108 (5 credits)

Plus three choices from the following 17 options: HI2003, HI2014, HI2017, HI2022, HI2025, HI2031, HI2036, HI2038, HI2043, HI2044, HI2045, HI2046, HI2047, HI2048, HI2049, HI2103, HI2108 (5 credits per module)

### Minor Subject

Students taking 10 History Credits:

HI2105 (5 credits)

Plus one choice from the following 15

options: HI2003, HI2014, HI2017, HI2022,

HI2025, HI2031, HI2036, HI2038, HI2043,

HI2044, HI2045, HI2046, HI2047, HI2048,

HI2049 (5 credits per module)

Students taking 20 History Credits:

HI2109 (5 credits)

and either

HI2103 (5 credits) or HI2108 (5 credits)

Plus two choices from the following 17

options: HI2003, HI2014, HI2017, HI2022,

HI2025, HI2031, HI2036, HI2038, HI2043,

HI2044, HI2045, HI2046, HI2047, HI2048,

HI2049, HI2103, HI2108 (5 credits per

module)

HI2104 is a supervised Special Research Project of 5,000 words

HI2105 Case Studies in Research Skills is examined by assessment and oral presentation.

## Required Courses

### HI2109 The Global Renaissance, 1300-1600 (Semester 1)

The course surveys the development of the European Renaissance in a global context from the Black Death to the age of Reform. It discusses the impact of the decline of the Mongol Empire and the rise of European powers and the Ottoman Empire after the demographic catastrophe of 1348, examining the causes and consequences of the Age of Discovery and the emergence of European overseas empires in Africa, Asia and the Americas. It traces the impact of the Renaissance on social, political, religious and cultural life, before examining its transformation and eventual decline in the context of the European Reformation. (Dr David Edwards, Dr Jason Harris & Dr Clare O'Halloran)

(Examined by 1½ hr exam in Winter 2018: 70 marks; 1 x 2,000-word essay to be submitted on a date prescribed by the School: 30 marks.)

### HI2108 From Reformation to Enlightenment: Europe, Ireland and the Wider World I (Semester 2)

The course surveys the major developments in the history of Europe and the European world from the Reformation to the Enlightenment, and places Irish history within this broader context. It discusses the growth of Protestantism and the spur this gave to Catholic Reform; the emergence of confessionalised states at a time of mounting royal absolutism; as well as the growing global impact of Europe's overseas empires. (Dr David Edwards, Dr Clare O'Halloran, Dr Hiram Morgan)

(Examined by 1½ hr exam in Summer 2019: 70 marks; 1 x 2,000-word essay to be submitted on a date prescribed by the School: 30 marks.)

### HI2103 Europe, Ireland and the Wider World II (Semester 2)

The course will survey the major developments in modern history from the American and French Revolutions through the major changes in politics and society in the Nineteenth Century (Dr Andrew McCarthy & Dr Detmar Klein)

(Examined by 1½ hr exam in Summer 2019: 70 marks; 1 x 2,000-word essay to be submitted on a date prescribed by the School: 30 marks)

## HI2105 Case Studies in Research Skills (Semester 1)

Students are assigned to a small group for intensive tuition in historical sources and methods. Courses consist of the close study of a major book or books and/or of the work of a major historian, and/or a set of sources. Writing and presentational skills are taught through detailed study of historical writings and sources. Use of evidence is taught through analysis of historical source criticism. Historiographical perspective is developed through locating the historian(s)/book(s)/sources in their full historiographical context. This course is assessed by an in-class oral presentation: 20 marks and a 3,000-word critique: 80 marks. It is obligatory to (a) attend at least two-thirds of scheduled case study classes and (b) give an oral presentation to the class on the case study. Both of these requirements are a pre-requisite for the submission and marking of the critique. Students who fail to fulfil either of these requirements will be required to repeat the assessment in the autumn with their overall mark capped at 40%.

### *Case Study Allocation*

Student numbers in each of the case studies are limited. Places are allocated on the basis of the best fit between student preferences and the number of available slots, except that students with 1st class History Honours from First Year may be given preference. Some ex quota places may be reserved for visiting students.

*The following is a list of the Case Studies to be offered in 2018-2019*

**Dr Jérôme aan de Wiel: Anthony Glees, *The Stasi Files; East Germany's Secret Operations against Britain* (The Free Press, 2004)**

This case-study focuses on Anthony Glees' book, *The Stasi Files*, published in 2003 and which generated some controversy. The research methodology and the findings of this historian regarding the Stasi are analysed in detail. Parallel to that a study of the Stasi and its activities is offered notably by showing short DVDs on Stasi operations, techniques and approaches, and the issue of keeping files of a former totalitarian state and releasing them to researchers and members of the public. Primary sources such as the Stasi file of an East German student provided by the BStU (the archive of the former Stasi in Berlin) are examined.

**Dr Andy Bielenberg: Peter Hart, *The IRA and its enemies, violence and community in Cork 1916-1923* (Oxford University Press, 1998)**

This book was first published in 1998 in the aftermath of the Northern conflict. Although it received a number of glowing reviews from the historical establishment, it subsequently became one of the most controversial works within Irish historiography. This case study critically examines the approach, methodology, structure and conclusions of the book, also exploring the reception of the book in academic and public discourse

**Dr Detmar Klein: *Being Jewish in Nazi Germany: the Diaries of Victor Klemperer***

The Klemperer diaries give a fascinating and moving insight into daily life in Nazi Germany and into the world of thoughts and emotions of

a German-Jewish university professor (and his 'Aryan' wife) in Dresden who survived the Holocaust. The course covers the diary entries from early 1933 until the end of 1941.

**Dr Malgorzata Krasnodebska-D'Aughton: John V. Tolan, Saint Francis and the Sultan: The Curious History of a Christian-Muslim Encounter (Oxford: OUP, 2009)**

In September 1219, during the Fifth Crusade, Francis of Assisi went to Egypt to preach to Sultan al-Malik al-Kâmil. This case study focuses on John Tolan's analysis of the event and its depiction in text and image. The book looks at changing views of the actual event and as the result, the changes in the Western attitudes towards Islam over the eight hundred years. The book study will be accompanied by study trips to Special Collection and the present-day church of St Francis in Cork.

**Dr Hiram Morgan: Tadhg Ó Cianáin, The Flight of the Earls**

This case study looks at the one of the major events in Irish history – the Flight of the Earls to continent in 1607 and their subsequent journey to exile in Rome. It will seek to explain the causes why the Gaelic leaders O'Neill, O'Donnell and others left, the reception they received in Europe and the results of their exile both for Ireland and their newly-adopted countries. Students will use contemporary writings to contextualize these developments and the principal one, the famous account by Tadhg Ó Cianáin, will be easily accessed online.

**Dr Andrew McCarthy: Deborah Lipstadt, Denying The Holocaust (Free Press, New York, 1993)**

This study focuses on Deborah E. Lipstadt, *Denying the Holocaust: the growing assault on truth and memory* and Richard J. Evans, *Lying about Hitler*. It examines the controversy following the publication of Lipstadt's work, engaging with the law suit initiated by David Irving and the fallout from the verdict in that case.

Other works considered are Daniel Goldhagen's *Hitler's Willing Executioners* and *A Moral Reckoning*, with further reading arising from the controversies in these works. The study will also examine texts on the role of Pope Pius XII and the controversies surrounding his pontifacy.

**Dr Donal Ó Drisceoil: J.J. Lee, Ireland, 1912-85: Politics and Society (Cambridge, University Press, 1989)**

The objective of this course is to develop historical thinking and writing skills through the close examination of J.J. Lee's *Ireland 1912-1985: Politics and Society* (1989) – described by one reviewer as 'one of the most energetic and sustained intellectual responses to the crisis of Irish society'. Written during the dark days of the Northern troubles and deep economic recession in the South, the book seeks to find the explanations for Ireland's predicament in its recent history. This case study will look at how Lee approaches this task, incorporating analysis of his theoretical approach, his methodology, his use of sources and his writing style, and will compare the author's approach to that of other historians seeking to answer the same historical questions.

**Mr Rory O'Dwyer: Diarmuid Ferriter, Judging Dev: a reassessment of the life and legacy of**

**Eamon de Valera (RIA, Dublin, 2007)**

This case study will involve a close study of a relatively recent and popular study of the life and legacy of Éamon de Valera. Students will assist in locating the book, the subject and the author in historiographical context. In this process various aspects of writing and presentational skills, use of evidence and historical source criticism will be discussed.

**Dr Clare O'Halloran: Historians and their sources: The Irish Rebellion of 1641**

This Case Study concerns the notorious 1641 Rebellion in Ireland, and has a particular focus on the changing ways that historians have approached it, right from its immediate aftermath to the contemporary scholarly attention now being paid to it. Students will read and analyse a range of documents and accounts, ranging from the testimony of victims (digitised and to be found at <http://1641.tcd.ie/>) to interpretations, both old and new, of the rebellion by historians.

**Dr Maeve O'Riordan: The Decline of the Big House: Researching the Irish Ascendancy**

Terence Dooley's *Decline of the Big House: A Study of Irish Landed Families, 1860-1960* is still the leading work on the landed class in Ireland, nearly twenty years after it was first published. This case study will carry out an in-depth analysis of this work and expose students to the skills needed to research the ascendancy class in Ireland. Historical perspective will be developed by locating this work in its historiographical context; from the sympathetic memoirs to the popular memorialisation of Big Houses in popular culture during the twenty-first century. This case study would be of especial value to anyone interested in the social history of Ireland

during the nineteenth and early twentieth centuries and to those interested in the place of the country house in Ireland today.

**Dr Jay Roszman: Daniel O'Connell's World: the Making of the Liberator**

This case study examines the life of one of Ireland's most influential and complicated personalities – Daniel O'Connell. Known lovingly to millions as 'the Emancipator', O'Connell was the driving force behind political reform that fundamentally changed the nature of British and Irish life; he also killed a man in a duel, allegedly fathered multiple illegitimate children, and was a devout Catholic. How do we make sense of his seeming contradiction? Through reading primary and secondary sources this case study will challenge students to understand O'Connell's political, social, and cultural world in the early nineteenth century, and explore how historians have made sense of O'Connell's paradoxical character and his influence on the development of Irish nationalism.

**Dr Diarmuid Scully: LGBT Identities in Modern Ireland: Sources, Contexts, Interpretations**

The study of LGBT Irish identities is an emergent research area with huge potential for historians. Modern Ireland has seen many transformations, but few as dramatic as the change in the perception and status of LGBT people. Our sources include activists' testimonies and LGBT rights promotional materials, media reports, personal accounts and creative productions. We will locate these sources in their historical contexts and examine how - and to what extent - Irish LGBT issues have been analysed by historians. Among the topics for module discussion: accessing and

interpreting the LGBT past; representations of LGBT identities in the media and the arts; narrating and interpreting the LGBT rights struggle in Ireland.

## Options

Options are designed to give students an opportunity to look in depth at different facets of social, cultural, and political history over a period by focusing on various aspects already introduced in the core survey courses

Joint honours students choose three

Single honours students choose six

Major students choose four 10-credit

Minor students choose one

Students taking 20 credits choose two

Option Registration forms will be handed out in the first core lecture. You must register your choice of options by completing the form and returning it to the Senior Executive Assistant, 5 Perrott Avenue, College Road, by 12 noon on Thursday, 13 September 2018.

## Second Year Options 2018-2019

### HI2003 Culture and Power: Renaissance Intellectual History 1450-1650

Dr Hiram Morgan

This module seeks to provide a deeper insight into the Renaissance and Reformation period by looking at examples of art, literature, architecture, music and science Topics include: the iconography of piety; the new information technology of printing (which facilitated not only diffusion of knowledge but also questioning of received knowledge); new learning and new theologies; the similarities in

the Protestant and Catholic Reformations (attacking popular culture, enforcing social control, domesticating women; the consolidation of anciens regimes.

(Examined by 1½ hr exam in Summer 2019: 80 marks; mid-term assessment: 20 marks)

### HI2014 Women in Early Modern Europe 1500-1800

Dr Clare O'Halloran

This module will examine aspects of the lives of women of all classes in the context of major socio-economic, political and cultural changes of the early modern period. Particular attention will be paid to key areas such as work, marriage, childbirth, education and changing notions of the 'ideal woman'.

(Examined by 1½ hr exam in Summer 2019: 80 marks; 1 x 1,500-word essay to be submitted on a date prescribed by the School: 20 marks)

### HI2017 Geography and Imagination in Antiquity and the Middle Ages

Dr Diarmuid Scully

This module examines real and imagined places, landscapes, seascapes, peoples, monsters and animals in Medieval texts and images It explores Western ideas about world-geography up to and including Christopher Columbus and looks at speculation concerning remote and unknown places and their inhabitants. The course will further consider the geography of Heaven, Hell and Purgatory in the Medieval imagination

(Examined by 1½ hr exam in Winter 2018: 70 marks; 1 x 2,000-word essay to be submitted on a date prescribed by the School: 30 marks.

### HI2022 The History of the Media in Ireland

Dr Finola Doyle-O'Neill

This module explores the history of the print media, the development of local radio and the evolution of a national television station. This module will develop an analysis of the relationships of these different media with the political and social institutions of our time, and the implications of these relationships for modern Ireland.

(Examined by 1½ hr exam in Summer 2019: 80 marks; Writing a History/Broadcast/Historical 2,000-word Book Review: 20 marks))

### **HI2025 The Vikings**

Mr John Ware

The general history of the Vikings outside their Scandinavian homeland and especially their activities in the West; the impact of the Vikings on Britain and Ireland; the political and economic results of that impact, and the consequence of cultural interaction between the Vikings and their hosts, especially in the later Viking period.

(Examined by 1½ hr exam in Summer 2019: 80 marks; 1 x 1,500-word essay to be submitted on a date prescribed by the School: 20 marks)

### **HI2031 Ireland and Rome: history, culture and contact**

Dr Damian Bracken & Prof. Brendan Dooley

Using textual and visual sources and a study-visit to the city itself, this course will investigate key elements and turning points in Rome's history as a cultural, political and spiritual world-capital. It will examine Rome's impact on the wider world and, in particular, consider its relationship with Ireland.

(Examined by mid-term assessment, to be completed by a date prescribed by the School: 50 marks; Field Report to be submitted on a date prescribed by the School: 50 marks)

### **HI2036 Sport and Society in Modern Ireland** Mr Gabriel Doherty

This module investigates the evolution of sporting practices and organisations in Ireland from the second half of the nineteenth century to date. It focuses in particular (but not exclusively) on the major sporting codes on the island, with special emphasis upon their structures of governance, evolution in playing styles, and their social, political, cultural and economic ethos, placing these developments within the context of wider changes in Irish society.

(Examined by 1½ hr exam in Summer 2019: 80 marks; mid-term assessment to be submitted on a date prescribed by the School: 20 marks)

### **HI2038 The Tudors and Ireland**

Dr David Edwards

This module examines the various ways in which the Tudor monarchs attempted to incorporate Ireland into a more centralised English state, experimenting with strategies of aristocratic 'self-rule', administrative reform, colonisation, military occupation, and conquest. Special emphasis will be placed on Ireland as a security problem in English foreign policy, and how this was exacerbated first by ethnic and cultural differences (English vs Gaelic) and later by religious discord (Protestant vs Catholic).

(Examined by 1½ hr exam in Summer 2019: 80 marks; 1,500-word essay to be submitted on a date prescribed by the School: 20 marks)

### **HI2043 Digital History**

Dr Michael Cosgrave

This module will introduce students to the practice of 'Digital History' - history using

contemporary digital tools. It will survey the development of digital history, introduce students to the capture of historical data in digital forms, and apply some basic digital methods to conduct simple analyses of digital sources. The course will look at current international approaches and projects, and explore how they might be applied to local primary data. In the course students will begin to develop skills in online and collaborative work which are an important part of the contemporary practice of digital history, and build the foundations for their own digital personal learning environments.

(Examined by a portfolio of individual and group creation of digital historical archives, analysis of digital sources, presentation of results of analysis of digital sources, use of digital tools to locate, evaluate and manage research, active participation in online networks and class discussion forums, documented in reflective writing by blogging, equivalent to about 5,000 words in total)

### **HI2044 Crime and Media in Ireland**

Dr Finola Doyle-O'Neill

Newspaper reportage of crime; the broadcast media and emotive reporting; the role of the Garda Press Office; US and Irish TV Crime dramas; Missing Persons reportage; Media ownership and white collar/blue collar crime; the rise of the crime correspondent in both the print and broadcast media

(Examined by 1½ hr exam in Summer 2019: 80 marks; 1,500-word assignment to be submitted on a date prescribed by the lecturer: 20 marks)

### **HI2045 Crime, Violence, and Revolutionary Ireland, 1913-1925**

Dr John Borgonovo

Ireland experienced a judiciary and policing vacuum during the revolutionary period This course examines the collapse of the British police and court systems, and attempts by the IRA and Irish Free State to replace them. Different manifestations of the breakdown of law and order will be studied, such as land seizures, rural terrorism, sectarian violence, armed robberies, labour strife, sexual violence, and urban crime. These developments will be placed in their social, political, and economic contexts. The participation of policing authorities and armed forces in such 'lawlessness' will also be considered, as will the violent and non-violent responses to the legal vacuum by state actors and elements of civil society.

(Examined by 1,500-word essay to be submitted on a date prescribed by the School: 30 marks; 3,000-word essay to be submitted on a date prescribed by the School: 70 marks)

### **HI2046 Policing and Popular Justice in Ireland, 1803-1960**

Dr John Borgonovo

This course investigates community policing by state and non-state forces in both pre- and post-independence Ireland. Government policing is compared with different forms of 'people's justice' visible during the same period. These include agrarianism, vigilantism, boycotts and other violent and non-violent expressions

(Examined by 1,500-word essay to be submitted on a date prescribed by the School: 30 marks; 3,000-word essay to be submitted on a date prescribed by the School: 70 marks)

### **HI2047 Hitler, Nazism and the Holocaust**

Dr Detmar Klein

This course looks at Hitler's and National

Socialism's ideology and explores its practical implications in the Third Reich, notably the persecution of the Jews and the Holocaust. It introduces students to some of the relevant debates in this context.

Examined by 1½ hr exam in Winter 2018: 80 marks; in-class test on a date prescribed by the School: 20 marks)

**HI2048 1989 Revolutions: Poland and East Central Europe - Transition to Democracy**  
Dr Bozena Cierlik

The module will examine the process of transition from communism to democracy in East Central Europe and global significance of 1989 revolutions. It will provide analysis of the core issues that shaped the region's politics: regime change, creation of civil society, economic reforms and the changing nature of the post-communist system. It will study different paths to democracy using case studies of Poland, Czechoslovakia, Hungary and Yugoslavia. It will invite reflection on the nature of politics in ECE and the future of liberal values at the end of the 20th century.

(Examined by 2,000-word document analysis: 30 marks; 3,000-word essay to be submitted on a date prescribed by the School: 70 marks)

**HI2049 The Great Famine: its Making, Meaning and Memory**  
Dr Jay Roszman

Arguably, no events had a greater impact on Irish history than the Great Famine. This module explores the social and economic conditions that led to famine, the way the Famine unfolded in Ireland, state and individual responses to the crisis, the experience of eviction and emigration, and the way the Famine's memory shaped Irish identity and nationalism in the latter half of the nineteenth

century.

(Examined by 1½ hr exam in Summer 2019: 80 marks; in-class test on a date prescribed by the School: 20 marks)

**GR2018 Roman Imperial History: AD 14-68**  
Dr David Woods

A survey of the major political developments from death of Augustus in AD 14 until the death of Domitian in AD 96, including a detailed analysis of the reliability of Tacitus and Suetonius as historical sources with special focus upon the reigns of Caligula (AD 37-41) and Nero (AD 54-68).

(Examined by 1½ hr exam in Summer 2019: 75 marks; 1 x 2,000-word essay: 25 marks.

## HI2104: Special Research Project

All second-year Single-honours and 40-credit Major students must complete a 5,000-word, supervised project, worth 5 credits. You may choose your supervisor from among History staff, subject to availability, suitability and a maximum number of projects per supervisor. You must select your topic in consultation with your supervisor. There has to be written approval of the title by the supervisor before the project can be marked. Students should maintain regular contact with their supervisor when doing their research project.

Your project title, duly approved by your supervisor, must be registered with the Senior Executive Assistant, 5 Perrott Avenue, College Road, before 3.00 pm, Friday, 5 October 2018.

You are required to submit a draft of the project to your supervisor (via email and to Turnitin) by Friday, 4 January 2019 and arrange to meet for formal feedback.

Your completed project must be in typescript and must be submitted before 3.00 pm, on Friday, 22 February 2019 to the Senior Executive Assistant, School of History, 5 Perrott Avenue, College Road. You will be given a dated and officially stamped receipt on handing in your work. This receipt, and only this receipt, will be accepted as proof that the student has submitted his/her project. Students should therefore take particular care of all such receipts.

### **Penalties (for late submission of Course/ Project Work etc.):**

Where work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved. Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark achieved. Work submitted 15 days late or more shall be assigned a mark of zero. A penalty exemption scheme is in operation. Please see UCC History's website for details and documentation.

# Third Year

Coordinator - Dr. Andrew McCarthy -  
[a.mccarthy@ucc.ie](mailto:a.mccarthy@ucc.ie)



*Dublin tenement residents, 1901*

The Third Year programme is designed to bring students' historical understanding, knowledge and skills to a higher level, building on the foundations laid in First and Second Year

The core course, HI3001 Historical Debate is taken by all Single, Major, Joint and 20-credit students. Following a critique of the nature of historical debate, this module will examine a number of major debates, relating mainly, but not necessarily exclusively, to Irish and international history.

(Examined by 2,000-word mid-term assignment: 40 marks; 3,000-word essay to be submitted on a date prescribed by the School: 60 marks)

The Seminar, HI3200, offers students the opportunity to undertake a significant piece of research and writing in the context of skill-based, small-group learning.

The wide range of Options available gives you the freedom to shape your final year's work to suit your individual interests.

All third-year Single-honours and 40-credit Major students must complete HI3302 Special Research Project.

## Submission Dates:

HI3001: mid-term assignment to be submitted by 3.00 pm on Friday, 19 October 2018; long essay to be submitted by 3.00 pm on Monday, 10 December 2018

1st Semester Options: mid-term assignment to be submitted by 3.00 pm on Friday, 26 October 2018; long essay to be submitted by 3.00 pm on Friday, 14 December 2018  
 HI3302: project to be submitted by 3.00 pm on Friday,

22 February 2019

2nd Semester Options: mid-term assignment to be submitted by 3.00 pm on Friday, 1 March 2019; long essay to be submitted by 3.00 pm on Friday, 20 April 2019

HI3200: Draft seminar dissertations to be submitted to relevant lecturer in the week beginning 18 March 2019. Seminar dissertation to be submitted by 3.00 pm on Thursday, 25 April 2019

### Single subject

Students take 50 Credits:

HI3001 (5 credits)

HI3200 (10 credits)

HI3302 (5 credits)

plus six options from the following 27: HI2045, HI2046, HI3024, HI3026, HI3028, HI3033, HI3043, HI3044, HI3045, HI3051, HI3052, HI3082, HI3095, HI3116, HI3120, HI3122, HI3124, HI3125, HI3127, HI3133, HI3134, HI3135, HI3136, ES4027, ES4029, GR3011, GR3022 (5 credits per option)

Three options must be taken in Semester 1 and three options in Semester 2

Note: Students who took HI2045 or HI2046 in Second Year cannot select the same module(s) in Third Year

### Major Subject

Students take 40 Credits:

HI3001 (5 credits)

HI3200 (10 credits)

HI3302 (5 credits)

plus four options from the following 27: HI2045, HI2046, HI3024, HI3026, HI3028, HI3033, HI3043, HI3044, HI3045, HI3051, HI3052, HI3082, HI3095, HI3116, HI3120, HI3122, HI3124, HI3125, HI3127, HI3133, HI3134, HI3135, HI3136, ES4027, ES4029, GR3011, GR3022 (5 credits per option)

At least one option must be taken in Semester 1 and at least one option must be taken in Semester 2

Note: Students who took HI2045 or HI2046 in Second Year cannot select the same module(s) in Third Year

### Joint Subject

Students take 30 Credits: HI3001 (5 credits)  
HI3200 (10 credits)

plus three options from the following 25: HI2045, HI2046, HI3024, HI3026, HI3028, HI3033, HI3043, HI3044, HI3045, HI3051, HI3052, HI3082, HI3095, HI3116, HI3120, HI3122, HI3124, HI3125, HI3127, HI3133, HI3134, HI3135, HI3136, ES4027, ES4029 (5 credits per option)

At least one option must be taken in each Semester

Note: Students who took HI2045 or HI2046 in Second Year cannot select the same module(s) in Third Year

**Minor Subject**

Students take 10 Credits:

Two options from the following 25: HI2045, HI2046, HI3024, HI3026, HI3028, HI3033, HI3043, HI3044, HI3045, HI3051, HI3052, HI3082, HI3095, HI3116, HI3120, HI3122, HI3124, HI3125, HI3127, HI3133, HI3134, HI3135, HI3136, ES4027, ES4029 (5 credits per option)

Students take 20 credits:

HI3001 (5 credits)

HI3200 (10 credits)

plus one option from the following 25: HI2045, HI2046, HI3024, HI3026, HI3028, HI3033, HI3043, HI3044, HI3045, HI3051, HI3052, HI3082, HI3095, HI3116, HI3120, HI3122, HI3124, HI3125, HI3127, HI3133, HI3134, HI3135, HI3136, ES4027, ES4029 (5 credits per option)

Note: Students who took HI2045 or HI2046 in Second Year cannot select the same module(s) in Third Year

## HI3200 Seminars

All Single, Major, Joint, and 20-credit students must take one seminar from those on offer. The topics of the seminars are described below and the 8,000-word dissertation to be presented must be related to the subjects discussed in the seminars. The choice of subject for the dissertation must be made with the agreement of the relevant lecturer(s). Assessment is by an in-class oral presentation and your dissertation. It is obligatory to (a) attend at least two-thirds of scheduled seminar classes and (b) give an oral presentation to the class on the research project. Both of these requirements are a pre-requisite for the submission and marking of the seminar dissertation. Students who fail to fulfil either of these requirements will be required to repeat the assessment in the autumn with their overall mark capped at 40%. If you are contemplating undertaking postgraduate research, the result awarded for this seminar module will be deemed especially important when deciding your suitability for admission to any postgraduate programme or research work.

### Seminar Allocation

Student numbers in each of the seminars are limited, with equal numbers in each. Places are allocated on the basis of the best fit between student preferences and the number of available slots, although single honours students and those with 1st class History honours from Second Year will be given priority, where possible. Some ex quota places may be reserved for visiting students in at least the third year of their degree. Seminar Registration forms will be handed out in the first lecture. You must register your choice of seminars and options by completing the form and returning it

to the Senior Executive Assistant, 5 Perrott Avenue, College Road by 12 noon on Thursday 13 September 2018.

### Seminar Assessment

The student must make an in-class oral presentation and complete and present an 8,000-word, typewritten dissertation on a research topic that has been agreed in advance with the relevant lecturer(s). It is obligatory to (a) attend at least two-thirds of scheduled seminar classes and (b) give an oral presentation to the class. Both of these requirements are a prerequisite for the submission and marking of the dissertation. 20% of the final mark is awarded for participation in the seminar. 80% of the final mark is awarded for the dissertation.

A draft version of the dissertation must be submitted to your seminar lecturer(s) in the week beginning Monday, 18 March 2019. The final date for the submission of dissertations is before 3.00 pm Thursday, 25 April 2019 to the Senior Executive Assistant, School of History, 5 Perrott Avenue, College Road. You will be given a dated and officially stamped receipt on handing in your work. This receipt, and only this receipt, will be accepted as proof that the student has submitted his/her dissertation. Students should therefore take particular care of all such receipts.

## Seminar Topics, 2018-2019

### Communications, Culture and Identity in Ireland from 1922 to 2002

Dr Finola Doyle-O'Neill

This course will examine literary and mass media representations of Irishness as historical sources. Press, radio and television coverage of key events in Irish history during the period 1922-2002, will be assessed as historical forces which shaped Ireland's culture and identity.

Topics include: Press and radio coverage of the 1932 Eucharistic Congress; de Valera and the media; the cultural role of The Bell; Archbishop McQuaid and RTÉ; the changing cultural role of the office of the President; The Troubles and Irish media; Celtic Tiger culture; myth and memory; sports and Irish culture.

### Pen, Paper and Politics: Cartoons and Caricature in Britain, 1789-1945

Prof. Chris Williams

From the late eighteenth century, the development of print media accessible to a popular audience, alongside the rise of widespread engagement with issues of representation, democracy and patriotism, revolutionised politically focused caricature in Britain. From 1789 until the end of the Second World War, via media including woodcuts, offprints, pamphlets, prints, magazines and newspapers, political messages were communicated visually to an ever-larger public. Political cartooning became a regular presence in the editorial commentary offered by newspapers, and, from the late Victorian era onwards, prominent politicians engaged in a dialectical relationship with their most renowned portrayals. This course examines

the history of political cartooning in Britain by focusing on key cartoonists and critical episodes and issues in British political history. It engages with a wide range of conceptual and comparative literature and accesses repositories of cartoons available digitally. Students will work directly with original images in developing their own interpretations of the interrelationship of political cartooning and political discourse in modern Britain.

### A Cultural History of Genius: Women, Madness and Computers in Representations of the Game of Chess

Dr Jason Harris

Do the brains of men and women work differently? Is there a connection between madness and creativity? How have debates about these ideas evolved since the Renaissance? And how did socialism transform these debates in the twentieth century? The history of sport and pastimes is a useful lens through which to view the evolving culture of Europe and America in the modern age. This module uses a case study of the history of chess to trace developments in ideas of genius and intellect over the course of the last five hundred years. Classes will examine changing notions of the relationship between madness and creativity, mind and body, gender and intellect, as well as exploring the use of chess as propaganda during the Cold War and in recent debates about artificial intelligence. No prior knowledge of the rules of chess is required. Classes will also include discussion of changing notions of creativity in music and the arts more generally, and will draw upon film, theatre and painting in addition to written sources. This module is for students who want to explore alternative ways of writing cultural history through comparative case

studies of popular culture.

### **British government policy and the Irish struggle for independence, 1918-22**

Mr Gabriel Doherty

This seminar examines, using original Cabinet documents, the policy of the British Government towards Ireland from the general election of December 1918 to the formal establishment of the Irish Free State in December 1922. It will examine the evolution of that policy in all its aspects, with particular reference to a number of themes, including the formulation and implementation of the 1920 Government of Ireland Act and relations with the Government of Northern Ireland established by the provisions of same, its military actions during the War of Independence (covering such matters as, amongst others, the creation and deployment of the Black and Tans and Auxiliaries, the policy of official reprisals, and the recourse to martial law over much of the country), its response to the development of a 'counter state' under the auspices of Dáil Éireann, the decision to enter into negotiations with Irish republicans in the Summer of 1921, the signing of the Anglo-Irish Treaty in December 1922, and its response to the decline into, and outbreak of, civil war in 1922.

### **God's Playground or the World's Headache? History of Poland from 1918**

Dr Bozena Cierlik

The aim of this seminar is to explore social, economic, cultural, institutional, military, personal and dynamic political factors which are pertinent to understand history of modern Poland.

For much of the modern history Poles asked

themselves how Poland could be restored to its former independent condition and more importantly what kind of country Poland ought to be. The first question was answered by the outcome of WWI and WWII but the second question still remains. The seminar will examine Poland's political transformation from the time of the re-emergence of the independent state in 1918, through to the Second World War, the communist period and the transition to pluralism. It will discuss the role of external influences and of foreign powers in this process. A selection of primary sources as well as visual material will be used to explore different themes in Polish history.

### **Health and Politics in Independent Ireland**

Dr Andrew McCarthy

This seminar will examine aspects of medicine and politics in Ireland from Independence until the 1980s, with the emergence of the HSE as an epilogue. The focus is on the evolution of structures and institutions of public health, examining the development of the public health apparatus, its branches in local, regional and national development. The initial approach will centre on a chronological overview of the evolution of services, followed by a thematic focus on general areas of funding, preventive services and mental health, engaging with wide-ranging issues in public and private controversies concerning matters such as epidemics and immunization. The seminar will be based on a mixture of primary and secondary materials. It will be driven by general and specialized secondary readings (many of which will be in Blackboard) and will draw on a variety of primary materials, ranging from official reports – such as Chief Medical Officer Reports, Mental Health Reports, Hospital Reports, Departmental of Health Reports

(many in UCC holdings) – public and private holdings, print media, primary legislation and parliamentary debates to examine issues at local, regional and national level.

### **The Irish Diaspora in Comparative Perspective**

Mr Rory O'Dwyer

Irish emigration to the USA, Britain and the British Empire will be considered from the perspective of social, economic, political, and cultural history. The causes and consequences of emigration will be examined in an Irish context and in each of the major destination countries.

There will be a focus on various topics, such as newspapers and the diaspora, Famine emigration, the industrial migrant experience, Irish missionary activity, the military tradition, sport and the diaspora etc. The Irish emigrant experience in other lesser known destinations will also be explored where there is good research potential. Students will be encouraged to avail of the excellent resources for a diaspora study within the Special Collections Library in UCC, along with other valuable archival centres and on-line resources. The period mainly covered in the course will be the nineteenth and twentieth centuries.

### **Irish Women and Society, 1800-1937**

Dr Clare O'Halloran & Dr Maeve O'Riordan

This seminar explores the experiences of women across a period of great social and political change in Ireland, during which women's opportunities for participating in public life increased markedly. Themes covered include marriage, family, sexuality, work, education, charity and voluntary work, feminism, and political participation. The

emphasis in the seminar is on using a wide variety of primary source material, some of it unpublished and available in the Boole Library archives, with the aim of helping students to prepare their dissertations. It should appeal especially to those who are interested in understanding the position of women in Irish society today.

### **Land-owners and law-makers': Land and Irish Nationalism During the Long Nineteenth Century**

Dr Jay Roszman

Outside the GPO on Easter Monday 1916, Pádraig Pearse boldly declared 'the right of the people of Ireland to the ownership of Ireland' to uninterested onlookers. Pearse and his fellow revolutionaries claimed the right to ownership of Ireland based on the sacrifice of past generations who asserted 'their right to national freedom', often with violence. This seminar traces the development of Irish nationalism across the nineteenth century, its inherent tension between constitutionalism and violence, and its relationship to land ownership. Focussing specifically on issues related to the control over land, the seminar will explore how Irish men and women understood what constituted the Irish nation and the means by which to achieve it. The following will be explored: agrarian secret societies; O'Connell and Young Ireland's campaign for Repeal; the tenant rights movement; land ownership legislation in Parliament; the Land Wars; the Ranch Wars; and nationalism and land ownership in the lead up to the Revolution.

### **Murder and Intrigue in Sixteenth-century Ireland**

Dr David Edwards

Historical research is all about detective work. This seminar investigates the history of Later Medieval Ireland (1350 to 1610) through a series of mysteries that have troubled historians for a long time. Examining episodes of assassination and massacre, forgery and theft, it will challenge students to solve the puzzles by scrutinising the surviving documentary evidence. In the process, the seminar will reveal much about the political and social realities of 15th century and 16th century Ireland, as the case studies touch upon a wide range of issues - from sex and family life to class and status, from crime and punishment to warfare and diplomacy.

### **Ireland and Empire: Irish involvement in Imperialism overseas, 1600-1949**

Dr Hiram Morgan

This seminar explores the paradox of how the Irish, a colonised race, took advantage of British and other imperial projects to become actors on the global stage. It will examine from a political and theoretical perspective Irish activity in the Caribbean, North and South America, Southern Africa, India, China, Australia and New Zealand – not only how the Irish aided imperial powers in suppressing indigenous opposition as soldiers and administrators but also how Irish radicals eventually found common cause with native peoples as opponents of colonialism. This seminar is not a study of the Irish diaspora as such but it will give plenty of scope for dissertations from a wide range of periods and places

### **War and Revolution in Cork 1914-1923**

Dr Andy Bielenberg

This course will examine the revolutionary events of these years specifically in County

Cork, focusing in particular on the significant historiography which has developed around the topic, from Tom Barry's biographical account of the War of Independence to more recent works by Peter Hart and John Borgonovo. The First World War, the War of Independence and the Civil War collectively reshaped Irish society. This case study of one county will have an inter-disciplinary focus and will utilise perspectives from local history, social history, economic history, military history and political history.

### **Radical Politics in 20th century Ireland**

Dr Donal Ó Drisceoil

This seminar examines a variety of radical political ideas, movements and individuals that have challenged the status quo in Ireland, from the radical ferment of the first decades of the 20th century to the conservative consensus of the 1990s. As well as addressing core questions - such as the reasons for the failure of the Irish left, the conservatism of Irish political culture, and the persistence of militant republicanism – it will also explore the often colourful history of radical groups and currents from across the political spectrum, including the co-operative movement, first and second-wave feminism, socialist republicanism and the Blueshirts.

## Third Year Options

### The Rules

The options on offer for 2018/2019 are listed below. Some are taken in Semester 1 and some in Semester 2. There are conditions regulating students' choice of options, i.e. the number of options you must choose in each Semester.

Single honours take six options, three options must be taken in Semester 1, three options from Semester 2.

Major Honours students take four options, at least one option must be taken in Semester 1 and at least one option in Semester 2.

Joint honours students take three options, at least one option must be taken in each Semester.

20-credit students take one option.

10-credit students take two options.

It is vital that students be aware of these rules before making and registering their choices. Students should also ensure their choice of options is accurately registered in the Student Records and Examinations Office before Friday, 21 September 2018.

### Option Assessment Requirements

There are varying methods of assessment of each module. Please ensure to read the details

**The final submission date** for any option assessment essay is before 3.00 pm Friday, 14 December 2018 to the Senior Executive Assistant, School of History, 5 Perrott Avenue, College Road.

You will be given a dated and officially stamped receipt on handing in your work. This receipt, and only this receipt, will be accepted as proof that the student has submitted his/her project. Students should therefore take particular care of all such receipts. Please note that all essays must be submitted in person – those submitted by e-mail will not be accepted.

**Registration of Options:** Option Registration forms will be handed out in the first core (HI3001) lecture. You must register your choice of options by completing the form and returning it to the Senior Executive Assistant, 5 Perrott Avenue, College Road, by 12 noon on Thursday 13 September 2018.

**Availability of Options:** Not all options listed in the College Calendar may be available in any given year. Please check carefully the detailed lists for 2018/2019 below and any subsequent announcements posted on departmental notice boards.

**Option Timing:** All options are taught within a single semester Semester 1 begins in September and Semester 2 begins in January. The listing below tells you when each option begins.

## **Semester One: Autumn Options - September 2018**

### **HI2046 Policing and Popular Justice in Ireland, 1803-1960**

Dr John Borgono

This course investigates community policing by state and non-state forces in both pre and post-independence Ireland. Government policing is compared with different forms of 'people's justice' visible during the same period. These include agrarianism, vigilantism, boycotts and other violent and non-violent expressions.

(Examined by 1,500-word essay to be submitted on a date prescribed by the School: 30 marks; 3,000-word essay to be submitted on a date prescribed by the School: 70 marks)

### **HI3024 Northern Ireland**

Mr Gabriel Doherty

This option deals with the history of Northern Ireland from its foundation to the present day. It is designed to introduce students to the principal areas of debate regarding developments within the area, focusing on the social and economic as well as the political and religious dimensions of the region's history.

(Examined by 1 x 4,000-word essay to be submitted on a date prescribed by the School: 80 marks; mid-term assessment: 20 marks)

### **HI3026 Irish Economic and Social History during the Union**

Dr Andy Bielenberg

This option broadly traces social and economic change in Ireland during the period of the Union. Themes examined include the decline of landlordism and the rise of the middle class,

the labour movement, diet, the British Army, religion, print culture, the fishing industry and cultural nationalism, emigration and demography, the transport revolution, poverty, industrial development, World War I and the transition years 1918-1922.

(Examined by 1½ hr exam in Winter 2018: 80 marks; 1,500-word essay to be submitted on a date prescribed by the School: 20 marks)

### **HI3033 Irish Film History**

Dr Finola Doyle-O'Neill

This option will thematically link the recurring narrative motifs in Irish cinema and the cinemas of the Irish Diaspora. The dominant presence of Irish history and politics in cinematic images of Ireland and the Irish will also be assessed.

(Examined by 1½ hr exam in Winter 2018: 80 marks; 1 x 1,500-word essay: 20 marks)

### **HI3044 International Relations**

Dr Mervyn O'Driscoll & Staff

This option surveys the international scene from the breakdown of the wartime alliance and the origins of the Cold War up to the present. Particular attention is paid to select examples of US and Soviet intervention in the Third World. Case studies include the development of the United Nations, decolonisation and revolt in European colonies.

(Examined by 1 x 3,000-word essay: 60 marks; 2,000-word document analysis: 40 marks)

### **HI3045 The Politics of Church and State**

Dr Andrew. McCarthy

This course examines selected themes in the history of church-state relations and focuses on the role of the churches in the political,

social, educational and cultural life of the country. The lectures will also examine the question of tolerance in Irish society with particular reference to case studies.

(Examined by 1 x 3,000-word essay to be submitted on a date prescribed by the School: 70 marks; in-class test: 30 marks)

### **HI3051 Ireland and the Beginnings of Europe** Dr Damian Bracken

The coming of literacy and Christianity brought Ireland into contact with the civilisation of the Mediterranean world. The new learning was rapidly internalised, and resulted in a creative literary culture that contributed significantly to European civilisation. This literature adds a new dimension to our understanding of the early Irish - how they understood their past and reconciled it with the Christian present. It places Irish learning in its proper European context, showing how Irish ideas spread to the Continent, shaping and influencing attitudes there.

(Examined by 1 x 4,000-word essay to be submitted on a date prescribed by the School: 80 marks; 1 x 1,500-word essay to be submitted on a date prescribed by the School: 20 marks)

### **HI3116 Culture and Ideology in Nineteenth-Century Europe** Dr Detmar Klein

This option focuses on French and German history in the “long nineteenth century” (1789 to 1914-18) and looks at select case studies which explore political and cultural ideas and their repercussions in the political arena.

(Examined by 1 x 1,500-word essay to be submitted on a date prescribed by the School:

30 marks; 1 x 4,000-word essay to be submitted on a date prescribed by the School: 70 marks)

### **HI3120 The United States and the Vietnam Wars 1945-1975** Dr David Fitzgerald

This module will investigate the origins, evolution and conclusion of the US involvement in the Vietnam Wars 1945 to 1975. It will examine US co-operation with French occupation, the division of Vietnam in 1954, the growing commitment to South Vietnam. It will analyse US relations with a host of regional and international protagonists. It will analyse US policy, the impact of war in Vietnam, the US and international arena. Finally, it will examine the phased process of Vietnamisation and withdrawal.

(Examined by 1 x 3,000-word essay to be submitted on a date prescribed by the School: 60 marks; document analysis: 25 marks; literature review: 15 marks)

### **HI3122 Art and Religion in the Late Middle Ages**

Dr Malgorzata Krasnodebska D’Aughton & Dr Diarmuid Scully

The module looks at western Late Medieval art as a source in the study of cultural and religious history. By analysing a variety of artefacts (paintings, sculptures, books), the module examines these art works in the context of devotional practices of the period. Topics covered include: art as prayer, mendicant ideologies, public and private devotion, cults of the saints, liturgy, symbolism and iconography.

(Examined by 1 x 4,000-word essay to be

submitted on a date prescribed by the School: 80 marks; mid-term assessment: 20 marks)

### **HI3127 Religion and Magic in Reformation Europe: Witches, Demons, Jews and Heretics**

Dr Jason Harris

Despite the prominence of secular thought in the Renaissance, early-modern Europe was repeatedly swept by rumours and conspiracies about the end of the world. These fuelled increasingly intense and widespread efforts to hunt down witches and heretics or to persecute the Jews, who were believed to be bound by a demonic pact to pervert the Church. The advent of the Reformation served only to magnify the sense that Christendom was under siege and that Armageddon was near. This course examines the increased frequency of exorcisms, witch trials, pogroms and persecutions – and the attempts of church leaders to regulate them – in order to explain the fanaticism of early-modern Europe, its battle with ‘superstition’, and the gradual backlash of scepticism, materialism, and intolerance of religious ‘enthusiasm’ that slowly unfolded into the Enlightenment.

(Examined by 1 x 3,000-word essay: 70 marks; 1 x 1,200-word essay: 30 marks (both to be submitted on dates prescribed by the School))

### **HI3135 The Female Body and British Culture 1800-1918**

Dr Maeve O’Riordan

This module will provide third year students with an opportunity to engage with nineteenth century British history from a new perspective. The female body was discussed, controlled, and admired throughout the long nineteenth century in Britain. Topics will include: fashion,

childbirth, feminism, social class, nationalism, war, prostitution, morality and orientalism.

(Examined by 1 x 3,000-word essay to be submitted on a date prescribed by the School: 50 marks, 1 x group project to produce an exhibition (comprised of group project and individual reflection) to be submitted on a date prescribed by the School: 50 marks).

### **GR3011 Late Roman History, AD 284-395**

Dr David Woods

A survey of the major political developments from the accession of Diocletian in AD 284 until the death of Theodosius I in AD 395, including a detailed analysis of the reliability of Ammianus Marcellinus as a historical source, with special focus upon the reigns of Constantine I (AD 306-37) and Julian the Apostate (AD 360-63).

(Examined by 1½ hr exam to be taken in Winter 2018: 100 marks)

## **Semester Two: Spring Options – January 2019**

### **HI2045 Crime, Violence, and Revolutionary Ireland, 1913-1925**

Dr John Borgonovo

Ireland experienced a judiciary and policing vacuum during the revolutionary period This course examines the collapse of the British police and court systems and attempts by the IRA and Irish Free State to replace them. Different manifestations of the breakdown of law and order will be studied, such as land seizures, rural terrorism, sectarian violence, armed robberies, labour strife, sexual violence, and urban crime. These developments will be placed in their social, political, and economic

contexts. The participation of policing authorities and armed forces in such 'lawlessness' will also be considered, as will the violent and non-violent responses to the legal vacuum by state actors and elements of civil society.

(Examined by 1,500-word essay to be submitted on a date prescribed by the School: 30 marks; 3,000-word essay to be submitted on a date prescribed by the School: 70 marks)

### **HI3028 State and Economy in Independent Ireland 1922-2010**

Dr Andy Bielenberg

This option traces economic transformation and its social impact from Independence down to the present day, focusing on how the state has attempted to influence economic development. The option follows the shift in Ireland's international trading relationship from the inter-war years when trade with Britain predominated, through the growing influences of Europe and the USA since World War II. The option also examines the social impact of industrial development and urbanisation since the 1960s.

(Examined by 1½ hr exam in Summer 2019: 80 marks; 1 x 1,500-word essay to be submitted on a date prescribed by the School: 20 marks)

### **HI3043 Politics, Society and the Irish Novel: from Union to independence**

Mr Rory O'Dwyer

Major Irish writers from union to independence. This option examines novels as historical sources, as well as the social, political and cultural contexts in which they were written. It explores the influences on and objectives of novelists, taking into account intended audiences and readers' reactions. Themes

covered include identity, nationality, conquest, colonisation and dispossession, and history and memory.

(Examined by 1½ hr exam in Summer 2019: 80 marks; 1 x 1,500-word essay to be submitted on a date prescribed by the School: 20 marks)

### **HI3052 From Pagans to Christians**

Dr Damian Bracken

The emergence of Christianity as the religion of early medieval Europe is one of the most significant events in Western civilization. This option examines the reasons put forward for its success, contemporary attitudes to its development and attempts to bridge the gap between the pagan and the Christian. The option will examine how Christianity, moving from its base in the Mediterranean, encountered and won over other societies.

(Examined by 1½ hr exam in Summer 2019: 80 marks; 1 x 1,500-word essay to be submitted on a date prescribed by the School: 20 marks)

### **HI3082 Armadas: The Anglo-Spanish Conflict 1585-1604**

Dr Hiram Morgan

Using a mix of primary and secondary sources this option examines the causes, course and conclusion of the wars between Elizabeth I and Philip of Spain. The Spanish campaign in the Netherlands and English interference in the Indies will be considered as the main causes of conflict. The Armada of 1588 is regarded in popular myth as the end of the Spanish threat against England but in fact the war continued with not only further armadas and counter-armadas but also proxy wars in the Low Countries, France and Ireland. After the Battle of Kinsale in winter 1601-2 came the difficult job of making peace.

(Examined by 1½ hr exam in Summer 2019: 80 marks; mid-term assessment: 20 marks)

### **HI3095 European Imperialism, 1450-1750**

Dr David Edwards

The central theme of world history between 1450 and 1750 is European colonisation of non-European territories. The option will analyse the importance of individual pioneers of empire in the Atlantic, Pacific and Indian oceans (Columbus, Cortes, Drake, etc.) and attempt to measure the impact of the colonies on both colonisers and colonised. Major themes will include the international slave trade, the demographic collapse of the native societies in the Americas and the emergence of separate colonial identities.

(Examined by 1½ hr exam in Summer 2019: 80 marks; 1 x 1,500-word essay to be submitted on a date prescribed by the School: 20 marks)

### **HI3124 Cold War China**

Dr Michael Whelan

This option will examine the interaction between the dynamics of the Cold War and the domestic and international policies pursued in China between 1949 and 1989. Topics to be covered include the Korean War, mass mobilization campaigns, the Taiwan Straits Crises, Soviet interventions in Eastern Europe in 1956 and 1968, the Great Leap Forward, the Sino-Soviet split, the Vietnam War, the Cultural Revolution, Sino-Soviet border conflicts, Sino-American Rapprochement, the rise of Deng Xiaoping, the Third Indochina War, the collapse of communism in Eastern Europe, and the 1989 Tiananmen Incident.

(Examined by 1½ hr exam in Summer 2019: 80 marks; 1 x 1,500-word essay to be submitted on a date prescribed by the School: 20 marks)

### **HI3125 Nuclear Politics and Proliferation**

Dr Mervyn O'Driscoll

The concept of the 'First' and 'Second' nuclear ages are introduced in addition to questions about proliferation's impact on world security, crisis decision making, the bombing of Hiroshima and Nagasaki, deterrence, arms control, civil-military nuclear links, the non-proliferation threats (smuggling and terrorism). Recent and contemporary case studies such as Iraq, Iran and North Korea will be considered.

(Examined by 1½ hr exam in Summer 2019: 80 marks; 1 x 1,500-word essay to be submitted on a date prescribed by the School: 20 marks)

### **HI3133 Digital History**

Dr Michael Cosgrave

This module will introduce students to the practice of 'Digital History' – history using contemporary digital tools. It will survey the development of digital history, introduce students to the capture of historical data in digital forms, and apply some basic digital methods to conduct simple analyses of digital sources. The course will look at current international approaches and projects, and explore how they might be applied to local primary data. Students will begin to develop skills in online and collaborative work which are an important part of the contemporary practice of digital history, and build the foundations for their own digital personal learning environments.

(Examined by a portfolio of individual and group creation of digital historical archives, analysis of digital sources, presentation of results of analysis of digital sources, use of digital tools to locate, evaluate and manage

research, active discussion forums, documented in reflective writing by blogging, equivalent to about 5,000 words in total

### **HI3134 The Culture and Politics of the Big House in Ireland, 1690-1800**

Dr Clare O'Halloran

The Irish Protestant political and social elite presented a facade of stability and permanence during the 18th century, symbolised by the grand and elegant houses that they erected. This module focuses on the challenges and opportunities presented by their position as a tiny but politically all-powerful minority in a country that was overwhelmingly Catholic. Topics include their changing sense of identity and its cultural expression, their relations with government in London and with the rising middle classes who began agitating for a share of political power. The module also includes a field trip to two of their houses.

(Examined by 1 x 4,000-word essay to be submitted on a date prescribed by the School: 80 marks; 1 x 1,500-word essay to be submitted on a date prescribed by the School: 20 marks)

### **HI3136 Ireland and the Imperial World in the Nineteenth Century**

Dr Jay Roszman

Many historians have noted the ways that Ireland inhabited a complicated space within the British Empire – as a nation 'conquered' by Britain that also had access to imperial power structures at the Imperial Parliament and participated in Imperial endeavours. This module examines if and how British imperialism influenced Ireland, the ways Irish historical actors promoted imperialism, and the ways

they resisted imperialism in Ireland and the wider British Empire across the nineteenth century. Further, it traces how historical actors and historians have thought about Ireland within broader imperial frameworks.

(Examined by 1 x 4,000-word essay to be submitted on a date prescribed by the School: 80 marks; 1 x 1,500-word essay to be submitted on a date prescribed by the School: 20 marks)

### **ES4027 Capitalism, Communism and the Cold War: East and West Germany from the 'Hour Zero' to the 1989 Revolution (1945-1990)**

Dr Jerome aan de Wiel

The module examines the formation and development of the two German states between 1945 and 1990, with a particular focus on their ideological characteristics. Relations between state and citizen, with their components of state supervision, conformism, protest and counter-culture, will be studied. A major element of the module is the genesis of intra-German relations and the lead-up to the Fall of the Berlin Wall.

Secret police (Stasi) activities are analysed in detail, with the use of original documents.

(Examined by 1½ hr exam in Summer 2019: 70 marks; 1 x 1,500-word critique/analysis of primary sources to be submitted on a date prescribed by the School: 30 marks)

### **ES4029 The EU Periphery: Minority Issues, Nationalism and Identity Politics**

Dr Jerome aan de Wiel

The module explores fundamental issues concerning Minority Issues, Nationalism and Identity Politics in the EU periphery. Case Studies familiarise students with relevant

contemporary challenges. Participants undertake directed reading of primary and secondary documentation. They develop the ability to critically sift through and analyse contemporary debates affecting the EU periphery.

(Examined by 1½ hr exam in Summer 2019: 70 marks; 1 x 1,500-word essay to be submitted on a date prescribed by the School: 30 marks)

### **GR3022 Byzantium and the Rise of Islam**

Dr D. Woods

A survey of military and political developments from the reign of the emperor Phocas until the aftermath of the second Arab siege of Constantinople.

(Examined by 1½ exam in Summer 2019: 75 marks; 1 x 2,000-word essay: 25 marks)

## **HI3302: Special Research Project**

All Third-year Single-honours and 40-credit Major students must complete a 5,000-word, supervised Project worth 5 credits. You may choose your supervisor, subject to suitability, availability and a maximum number of projects per supervisor. You must select your topic in consultation with your supervisor. There has to be written approval of the title before the project can be marked. Students should maintain regular contact with their supervisor when doing their research project.

Your project title, duly approved by your supervisor, must be registered with the Senior Executive Assistant, 5 Perrott Avenue, College Road, before 3.00 pm, Friday, 5 October 2018.

You are required to submit a draft of the project to your supervisor (via email and to Turnitin) by Friday, 4 January 2019, and arrange to meet for formal feedback.

Your completed project must be in typescript and must be submitted before 3.00 pm, on Friday, 22 February 2019 to the Senior Executive Assistant, School of History, 5 Perrott Avenue, College Road. You will be given a dated and officially stamped receipt on handing in your work. This receipt, and only this receipt, will be accepted as proof that the student has submitted his/her project. Students should therefore take particular care of all such receipts.

## Visiting Students

Ms Katherine McGarry will be available to advise Socrates and ECTS students on all aspects of their work in the School of History and to answer any questions and discuss any concerns that may arise. Visiting students may either attend at Ms McGarry's regular office hours or if these times are not convenient they can contact her by e-mail at k.mcgarry@ucc.ie.

### Choice of Modules

Visiting students who wish to select a case study and/or seminar are required to register for the module(s) by 12.00 noon on Thursday, 13 September 2018 with the Senior Executive Assistant, School of History, 5 Perrott Avenue, College Road. Visiting students and their choices are subject to all the usual conditions regulating the modules which they attend (see the relevant sections of this Handbook).

### HI1115 Introduction to Modern Irish History for Visiting Students

Semester 1 & Semester 2 (Various Staff).

The history of modern Ireland, with a particular focus on the Great Famine (1845-52); politics and culture in post-Famine Ireland, 1870s-1910s; war and revolution in Ireland, 1914-22; civil war, 1922-23; aspects of modern Ireland since independence; Northern Ireland Troubles, 1969-94; food, society and identity in nineteenth- and twentieth-century Ireland.

(Examined by 1 x 1,500-word essay: 50 marks; and an examination that lasts for ninety minutes: 50 marks.)

## Repeat Students

Students are advised to consult the College Calendar and the Book of Modules for details of specific regulations relating to repeating examinations and/or modules. Students are advised that the provision of any non-compulsory module in a particular session cannot be guaranteed. Examinations will not be set in modules that are not on offer in the year.

All work for the deadlines listed below must be submitted to the Senior Executive Assistant, School of History, 5 Perrott Avenue, College Road at which time the student will be given a dated and officially stamped receipt on handing in their work. This receipt, and only this receipt, will be accepted as proof that the student has submitted his/her work. Students should therefore take particular care of all such receipts.

All other students who are required to submit module work or assessments as part of the requirements for repeating modules in the autumn must submit such work by a deadline to be prescribed by the School.

Third-Year students who fail or do not submit the option assessment must submit an assessment essay on a title assigned by the relevant lecturer by a deadline to be prescribed by the School.

Students who fail their dissertation must submit a revised version by a deadline to be prescribed by the School.

Students permitted to defer the submission of a dissertation on medical grounds by Thursday 25 April 2019 must submit the deferred dissertation by a deadline to be specified by the School. This deadline may be modified only on production of a further medical certificate.

Students may submit work or sit examinations only in options for which they are registered with the School of History.

## Students with Special Needs

The School of History's liaison person with the Disability Support Office is Dr Detmar Klein. Students who are not registered with Disability Support are also welcome to contact him by attending in Dr Klein's regular office hours or if these times are not convenient you can contact him by e-mail at [d.klein@ucc.ie](mailto:d.klein@ucc.ie).

## HI0090 Personal Development and Review

This module offers an opportunity to apply the analysis and leadership skills of the historian to an extra-curricular activity. Historical events are driven forward by human action – choices made by historical actors who seek to transform their current context. This module offers undergraduates an opportunity to explore how to apply the skills of the historian to everyday problems and to demonstrate this in a portfolio which will enhance their organisational, leadership and lifelong learning, analytical and problem solving skills. In this module, practical projects – running student societies and events, editing journals and other projects – will be linked to theories and cases of organisation and leadership in history to add theoretical depth to practical projects and equip students with a deeper understanding of action and change in history.

The module runs over the full year and is assessed on the basis of a portfolio of work equivalent to about 6,000 words in extent. This may include initial project proposal, reflective journal, action plan and other materials.

It is only open to a limited number of students.

Interested students in Second or Third year should contact the module coordinator, Dr Mike Cosgrave, to discuss participation.

Please note that this extra-curricular module is worth 5-credits. It does not count towards your degree, but it will appear on your transcript.

# Postgraduate Studies

UCC is a very active centre of graduate research in History. The School of History offers programmes and modules of study leading to MA, MPhil and PhD degrees. Nearly three hundred and fifty MA/MPhil/PhD theses have been successfully completed by History students in the past decade.

Further information, application procedures and regulations are available on the School of History's website:

<https://www.ucc.ie/en/history/graduatestudies/>

Applicants should also read the College Calendar issued for their year of application.

Many books have resulted from postgraduate research in the School, including: John Borghonovo, *The Dynamics of War and Revolution: Cork City, 1916-1918* (Cork 2013); Sarah-Anne Buckley, *The Cruelty Man: Child Welfare, the NSPCC and the State in Ireland* (Manchester 2013); David Fitzgerald, *Learning to Forget: US Counter-insurgency Doctrine* (Stanford 2013); James Ryan, *Lenin's Terror* (London 2012); A. O'Callaghan, *A History of Patrick Street* (Cork, 2010); P Poland, *A History of the Cork Fire Services* (Dublin, 2010); K. McCarthy, *Gold, silver and green: the Irish Olympic journey, 1896-1924* (Cork, 2010); M. Martin, *Freedom to choose: Cork and party politics in Ireland, 1918-1932* (Cork, 2009); D. Whelan, *Conor Cruise O'Brien: Violent Notions* (Dublin, 2009); P. MacCotter, *Medieval Ireland: territorial, political and economic divisions* (Dublin, 2008); A. Nolan, *Joseph Walshe: Irish foreign policy 1922-1946* (Cork, 2008); I.

Kenneally, *The paper wall: newspaper propaganda in Ireland 1919-1921* (Cork, 2008); C. McCarthy, *Cumann na mBan and the Irish revolution* (Cork 2007); M. Nyhan, *Are you still below? A History of the Ford Marina Plant, Cork, 1917-1984* (Cork, 2007); M. Staunton, *Thomas Becket and his Biographers* (London, 2006); N. Keogh, *Con Cremin: Ireland's Wartime Diplomat* (Cork, 2006); P.L. Wylie, *Ireland and the Cold War: Diplomacy and Recognition 1949-63* (Dublin, 2006); T. O'Neill, *The IRA's worst defeat* (Dublin 2006); G. Doherty, *The Irish Ordnance Survey: History, culture and memory* (Dublin, 2006); S. Joy, *The IRA in Kerry, 1916- 1921* (Cork, 2005); Clodagh Tait, *Death, Burial and Commemoration in Ireland, 1550-1650* (Basingstoke, 2002); Donal Ó Drisceoil, *Censorship in Ireland, 1939-1945: neutrality, politics and society* (Cork 1996); Patrick Maume, *'Life that is exile': Daniel Corkery and the search for Irish Ireland* (Belfast 1993); Michelle O'Riordan, *The Gaelic mind and the collapse of the Gaelic world* (Cork 1990); David N. Buckley, *James Fintan Lalor, radical* (Cork 1990); Brian Girvin, *Between two worlds: politics and economy in independent Ireland* (Dublin 1989); Daniel G. Bradley, *Farm labourers: Irish struggle 1900-1976* (Belfast 1988); Benjamin Kline, *Genesis of apartheid: British African policy in the colony of Natal 1845-1893* (London 1988); L.M. Geary, *The plan of campaign, 1886-1891* (Cork 1986); J.P.P. O'Shea, *Post-Famine Ireland: a study of County Tipperary 1850-1891* (Dublin & Atlantic Highlands NJ 1983); Edmund Hogan, *Catholic missionaries in Liberia* (Cork 1981); David Toms, *Soccer in Munster: A Social History, 1877-1937* (Cork, 2015); Michael Cullinane, *Theodore Roosevelt's Ghost: The History and Memory of an American Icon* (Baton Rouge, 2017); Maurice Walsh, *G2. In defence of*

*Ireland: Irish military intelligence 1918–1945* (Cork, 2010); Michael Martin, *Breaking Ranks: the shaping of civil-military relations in Ireland* (Dublin, 2010); Donal Corcoran, *Freedom to achieve freedom, the Irish Free State, 1922–1932* (Dublin, 2013); David Heffernan, *Debating Tudor Policy in Sixteenth Century Ireland* (Manchester UP, 2018); Michael Dwyer, *Strangling Angel: Diphtheria and Childhood Immunization in Ireland* (Liverpool, 2018).

## The Diarmuid Whelan Memorial Lecture

Diarmuid Whelan, who died of cancer at the age of 37 in 2010, was Lecturer in International Politics at UCC. A graduate of UCC, Diarmuid's publications included *Founded on Fear* (2006) – the memoir of Peter Tyrrell, a victim of the industrial schools' system - and an acclaimed intellectual biography, *Conor Cruise O'Brien: Violent Notions* (2009).

Since 2010 the School of History has hosted an annual Diarmuid Whelan Memorial Lecture, devoted, in particular, to intellectual history.

The Diarmuid Whelan/Peter Tyrrell Memorial PhD Scholarship is an annual award to an advanced PhD student at UCC in the field of Modern History, Politics or International Relations.



*Dr Diarmuid Whelan*

# The Historians and their Research Interests

**Jérôme aan de Wiel**, MA, H-Dip, Ph.D (Normandy). Research interests: Twentieth-century Irish and European history (home rule crisis, First World War, Second World War, post-war relief and history of civilians, European integration, Cold War, East Germany, more specifically political, Church, diplomatic, war, espionage and relief history. Andy Bielenberg, MLitt (TCD), PhD (London School of Economics), Junior Fellow (QUB); Committee Member of the Irish Economic and Social History Society. Research interests: 19th and 20th century Irish social and economic history; and war and revolution in Co Cork, 1914-1923.

**Bozena Cierlik**, PhD (NUI). Research interests: Polish history, East Central European history, Polish and East Central European nationalism, Balkan history from WWI, methodology of history; Human Computer Interface (HCI), Usability.

**John Borgonovo**, PhD (NUI). Research interests: Twentieth Century Irish History, Ireland and the 1st World War, the Irish Revolution, 1916-1923.

**Damian Bracken**, PhD (NUI). Research interests: early medieval Irish culture and its contacts with the continent; Hiberno-Latin literature and its relationship with the vernaculars, especially early Irish law; the story of the Fall; computer applications for the humanities.

**Michael B. Cosgrave**, PhD (NUI). Research interests: Military history, peacekeeping, international organisations, history & computing.

**Malgorzata Krasnodebska-D'Aughton**, PhD (NUI). Research interests: Cultural and religious history of the Middle Ages, art and scriptural exegesis, illuminated manuscripts, in particular Insular manuscripts and manuscripts in Polish libraries, material culture of the Irish mendicant orders.

**Gabriel Doherty**, MA (NUI). Research interests: Irish educational system; history of crime in Ireland; concepts of Irish identity.

Michael Dwyer, BA, PhD (NUI). Research interests: Social History of Medicine and Disease, History of Public Health, History of Children, History of Vaccination, 20th Century Irish Social & Medical History, Single Motherhood in 20th Century Ireland.

Finola Doyle O'Neill, HDip Ed, MA, PhD (NUI). Research interests: Irish media history; cultural identity and Irish broadcasting history; Irish identity and Anglo- American hegemony; German media history; cinematic representations of Ireland.

**David Edwards**, B A Mod., PhD (TCD). Research interests: Power, politics and society in Ireland, 1350-1650; religion and sectarianism in the Age of Reformations; migration in Irish and British history c.1450-1650.

*David Fitzgerald*, BA, MA, PhD (NUI). Lecturer in International Politics. Research interests: US foreign and military policy, including counterinsurgency doctrine, and the relationship between the US military and American society and culture.

*Jason Harris*, BA, PhD (TCD). Research interests: Early-modern European religion and science; the history of political thought; 16th century Belgium, the Netherlands and north-west Germany; Irish Renaissance Latin; civic humanism and friendship networks; humanist geography and antiquarianism.

*Detmar Klein*, BA, PhD (University of London). Research interests: 19th and 20th century French and German History; German nationalism; nationalism and regionalism; humour and national identity; Alsace; Franco-German relations; German legal history; history of ideas; Jewish history; racism and anti-Semitism.

*Andrew McCarthy*, MA, PhD (NUI), educated University College Cork, University of Sussex. At various times, worked in financial services for NatWest Stockbrokers and JP Morgan (London); and technical support manager for the US Consumer account for IBM Corp; HEA researcher (UCC); formerly on Committee of Section of History of Medicine of RAMI. Research interests: 20th century Irish financial and administrative history; postwar Irish public health, economic modernisation of Ireland in the 1960s.

*Katherine McGarry*, BA, MA [corresponding to MPhil] (NUI), British Chevening Scholarship, Research Fellow in Political & Social Sciences, EUI (Florence). Research interests: comparative European politics, Mediterranean politics, party

systems, the European Union, the processes of Europeanisation and European integration since 1945.

*Hiram Morgan*, MA (Cambridge) PhD (Cambridge); research posts from British Academy, QUB, St Andrews, University of Ulster and Folger Institute. Founder of History Ireland. Research interest: Early modern Ireland and Europe; state formation; cultural politics; imperialism and historiography.

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