

UNDERGRADUATE HANDBOOK

2026-27

School of History

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St Gobnait window, Honan Chapel, UCC

Welcome

Dr Damian Bracken
Head of the School of History



Welcome to the School of History, a cornerstone of research and teaching in the Humanities at University College Cork. Whether you are new to the School, a returning student, or want to learn more about the School and its activities, you'll find information on the pages of this handbook to guide you through the academic year.

History has been taught at UCC since its foundation and the School has grown into one of the largest in terms of student enrolment in the University with a proud tradition of ground-breaking research and award-winning staff publications. The School plays a leading role in research into Ireland's past, and has research and teaching strengths in gender history, environmental history, continental European, US, and international history. We are a community of over twenty specialists whose expertise spans a broad chronological range from the ancient world to the contemporary, and we are ready to support our students on their journey of discovery into the past. Feel free to contact a staff member if you have any questions about undergraduate courses or if you have an interest in pursuing postgraduate options – we are always happy to help!

Our staff are experts in their fields and are committed to research-led teaching. As a student, you will work directly on the sources (archival material, digital media, manuscripts, and visual sources) that historians use to interpret and write about the past. The curriculum is designed to give you the historical depth needed to engage in study of the past. But the curriculum is wide and offers many optional courses allowing you to focus on the historical topics and periods that you find most compelling – you really can follow your interests and specialise in the History that fascinates you. You can explore the transformation of societies and the profound changes in attitudes in areas including politics, identity, culture, religion, sport, medicine, gender, the economy, warfare, and the media. You can learn how people in the past lived their lives, made sense of their world, and how they met the challenges they faced.

As an undergraduate, you will experience learning about the past in a variety of contexts: from large classes that give you a sense of belonging to a community of learners who share your passion for History,

to small groups of students working individually with a lecturer as you research for your final-year dissertation. You'll find that your best work is done on the subjects that interest you most, and that journey of discovery leading to the dissertation is particularly rewarding. Many of our students have built on that work to produce pioneering research.

In these days of 'alternative' facts and powerful technologies like AI that threaten the autonomy of the individual, now is a good time to study History, a discipline that inculcates analytical rigour and the skills that hone your ability to weigh up the evidence and to make an independent judgment, and these are skills that set you up to embark on a range of careers in our globalised and complex world.

Your journey into the past should prepare you for an exciting future and we in the School of History are privileged to set you out on that road.

Dr Damian Bracken
September 2026

Why Study History? –

Starting with the all-important ability to think for yourself, the School of History trains you to gather, sift and interpret information and evidence 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 times. These are life and work skills that grant you the ability to make a valuable contribution in the academic arena, in the workplace, in the local community or the wider world. History is highly marketable and adaptable to the needs of the contemporary world.

Business and government want our high quality and rounded history graduates who are adept at evaluating evidence and wide reading. IBEC and multinationals have repeatedly stated that broadly informed, independent-minded and articulate history and humanities graduates are in short supply. They are oversupplied with narrowly trained and overspecialised ones.

Be assured studying history repays the investment, and it also keeps your future career options open. Our graduates are flexible and analytical. UCC history graduates have a very healthy employment record and are successful in the public and private sectors, at home and abroad. They are not afraid of challenges. Their drive and dynamism ensure that many rise to the top in many fields (business, broadcasting, government, politics, administration, education, aid work, consultancy, IT, diplomacy, academia, law etc.). Their

creativity and ability to handle pressurised work environments and large volumes of information are second to none. Some samples of our past graduates are highlighted at:

https://www.ucc.ie/en/history/careers/graduateprofiles/

Many students want to study history because they enjoyed this subject at secondary school or were inspired by good teachers or by their reading. 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 foster in all our students the highly sought skills of a historian and to offer you access to a broad and exciting choice of specialist studies.



Teaching

Teaching takes place in lectures, seminars, case studies, small groups and tutorials.

Core modules explore broad historical developments from the medieval to the present and are taken by all students. They introduce students to essential methodologies in the study of History.

Options are offered in all years and students can choose from a wide variety. They allow students to follow their interests by focusing on particular themes and periods.

Case studies are offered in second year. Working in small groups, students explore how historians debate key historical topics.

Seminars are offered in third year. Working on original documentary evidence in small discussion groups, students research their individual topic leading to the writing of their final-year dissertation.

Tutorials are offered in some modules, particularly those with a large enrolment. They give students additional support and provide a forum for discussion of the course material.

Awards & Prizes

The John A. Murphy Prize in Irish History
Professor John A. Murphy (1927-2022) was on the Staff of the College for more than 30 years and retired from the Chair of History in 1990. The prize is awarded to the student who receives the highest mark in the BA dissertation on a topic in Irish History. This year the prize is awarded to Saoirse Geaney.

The Gabriel Doherty Prize in History
This is a special prize to mark the tragic passing of former member of staff, Gabriel Doherty. This year the prize is awarded to Caoimhe Reddington.

The Leanora Hanrahan Prize in History
It is presented to the student who receives the highest mark in a history module in First Arts. This year's prize winner is Michael Ahern.

The John B. O'Brien Annual Prize in History
This prize is awarded to the student who receives the highest examination result in Australian, Economic or Local History. The prize was won this year by Emma Hurley.

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 to Oliwia Wyka for writing best research paper in History in the BA Examination. .

The Dermot Keogh Prize in Irish History
This prize is awarded to writer of the best undergraduate dissertation or extended essay on either Irish diplomatic history or the history of Church-State relations in Ireland in Third Arts. This year's winner is Aisling Conway.

The Polish Ambassador Prize in Polish History
Awarded to the student who produces the best undergraduate dissertation in Polish History in the Third Year Seminar, this year's prize winner is David Cronin.

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. To mark Dr O'Reilly's profound contribution to teaching and research in the School of History, this prize is awarded jointly to Ellie McCarthy and Noelle McCarthy whose seminar dissertations were judged to be the best BA's in Medieval History.

The J.J. Lee History Prize in History
This prize, in honour of Professor Joe Lee, former Head of History at UCC, is awarded on an occasional basis for outstanding performance by a single-honours History student (awarded overall First Class Honours). This year it is awarded jointly to Conor Keary and Ciara Needham.

The Chris Williams Prize in International History
This is a special prize is awarded in memory of Professor Chris Williams. This prize, awarded for the best BA dissertation in international history, this year goes to Sandra Cantó García.

The Ken Nicholls Prize in History
This prize is awarded to the best written assignment in Early Modern History, also achieving at least First Class Honours. The winner this year is Jake O'Mahony.

The Tom Dunne Prize in History
This prize is awarded in memory of Professor Tom Dunne, former Dean of Arts, who taught for many years in the School. It is awarded for the best dissertation in Art and Cultural History, and this year is awarded to Fiona Desmond.

The Sr Margaret Mac Curtain Prize in History
Awarded in memory of a pioneer of Irish women's History for an outstanding overall performance in Third-Arts History, the prize is jointly awarded to Constance Douchet and Maggie Ní Dhubhsláine.

Students of the Year (History):
The School celebrates its outstanding students who performed with consistent excellence in all their History courses. These students are:

I Year: Roger Guinart Ribalta
II Year: Tadgh Holland
III Year: Emma Hurley



Group picture of prize recipients at the School of History prize-giving ceremony 2026, Aula Maxima, UCC. The prizes were awarded on the basis of performance in the previous academic year, 2024-25.



John B. O'Brien Prize recipient Kirsten Szmidt with her mother (left) and Professor Catherine O'Brien (right) at the prize-giving ceremony in February 2026.



J.J. Lee Prize recipient, Claire Reilly (left) with her mother at the prize-giving ceremony in 2026.



Alan McCarthy Memorial Prize recipient Ferdia Foley with his family (front) and members of the McCarthy family (back row) at the prize-giving ceremony in 2026.



European Studies Prize recipient Kieran hand with his parents at the prize-giving ceremony in 2026.

First Year

Year Coordinator:
Dr Diarmuid Scully – d.scully@ucc.ie

1st Year Timetable + Useful Information:
https://www.ucc.ie/en/history/undergraduate/firstyearhistory/



US Navy aircraft dropping bombs on Hokadate, Japan, in July 1945

The first year is the student's foundation, giving historical depth and introducing the skills, methodologies and techniques of historical research. There are two core modules in the first semester and a choice of options in the second.

There are two lectures a week in the first core module **HI1003** in Semester 1. In **HI1015**, the second core module, students are divided into small groups that meet once a week. Students will be notified of their allocated **HI1015** time and location on canvas during the first week. Attendance at your allocated time is essential from week two. Students are also required to select an option (i.e. **HI1002, HI1006, HI1012 or HI1014**) for Semester 2.
NOTE: There are no First-Year Option modules on offer in Semester 1.

Tutorials: For modules HI1002, HI1003, HI1006 and HI1012, students meet in small discussion-based tutorials. Arrangements for these tutorials are made at the beginning of each Semester and sign-up sheets, and final class lists are posted on Canvas.

In **Semester 1** (September) all students take **HI1003** *East and West: identities, communities & transformations in the medieval world* and **HI1015** *The Craft of History.*

In **Semester 2** (January) students choose one of the following four options: **HI1002** *Modern Ireland: Culture, Politics & Society* (Sem 2); or **HI1006** *US History since 1865* (Sem 2); or **HI1012** *Women in Europe since 1800* (Sem 2); or **HI1014** *Aspects of the Atlantic Slave Trade, 1440-1833* (Sem 2).

Semester One

For **Semester One** you **must** take**:**

HI1003 East and West: identities, communities & transformations in the medieval world
Dr Damian Bracken
The module acts as a foundation level course, introducing students to the skills and techniques of historical research in general, with particular reference to the medieval Western and Islamic worlds.

HI1015 - The Craft of History
Dr Maeve O'Riordan & Dr Jay Roszman
This module explores the discipline of history. Through collaborative learning, this module will teach students how to identify, locate, and analyse primary and secondary sources, how to reference others' work through citations and bibliographies, how to contribute to historical discussion, and how to structure and produce historical arguments using primary and secondary sources.

NOTE: Students will be notified of their allocated HI1015 time, semester & location on Canvas during the first week of term.

Semester Two

For **Semester Two** you must choose **one** of the following **four** options:

HI1002 Modern Ireland: Culture, Politics and Society
Dr Oisín Wall
The module acts as a foundation level course, introducing students to the broad developments of modern Irish history, from the 1850s to the 1990s.

HI1006 US History since 1865
Dr Sarah Thelen and Dr John Borgonovo

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.

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

HI1014 Aspects of the Atlantic Slave Trade, 1440-1833
Dr David Edwards
This module is intended to introduce first-year students to the complex history of the Atlantic Slave Trade and enable a better understanding of its legacy, from its emergence during the European 'Age of Discovery' in the fifteenth century until its gradual abolition after 1807.



Examinations and Assessments

HI1002: 1½ hr exam in Summer 2027: (60 marks); 1 x 2,000-word document study (40 marks) to be submitted on a date prescribed by the School:

HI1003: 1½ hr exam in Winter 2026: (70 marks); 1 x 2,000-word essay to be submitted on a date prescribed by the School: (30 marks).

HI1006: 1 x 2,000-word project: (50 marks); 1 x 1,000-word assignment: (25 marks); 1 x 750-word assignment: (15 marks); Attendance & Participation: (10 marks). Assignments to be submitted on a date prescribed by the School

HI1012: Quiz(zes): (50 marks); Assignment – Team-based learning application exercises: (50 marks). Assignments to be submitted on a date prescribed by the School.

HI1014: 1½ hr exam in Summer 2027 (80 marks); 1 x 1,000 word essay: (20 marks) to be submitted on a date prescribed by the School.

HI1015: 1 x 1,500-word essay (50 marks); Portfolio - Source Analysis & Project x 1000 words (50 marks). Assignments to be submitted on a date prescribed by the School.

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 and should note any requirements for the study of Irish History specifically.

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 repeat 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, 5% of the total marks available shall be deducted from the mark achieved. Where work is submitted up to and including 14 days late, 10% 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.

Second Year

Year Coordinator:
Mr Rory O'Dwyer – r.odwyer@ucc.ie

2nd Year Timetable + Useful Information:
https://www.ucc.ie/en/history/undergraduate/secondyearhistory/



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

The Second Arts programme in History builds on the foundations laid in the First Arts course while foregrounding issues of interpretation and perspective in the writing of history.

The core module, **HI2110: Sex, Gender and Power in History** (Semester 1), introduces themes of power and gender that are central to all modern historical studies. All students, except those taking 10 credits, are automatically enrolled in this module. (Semester 2).

All students, except those taking 20 credits, are enrolled in **HI2105: Case Studies in Research Skills and Historiography** (Semester 2), in which students are placed in small groups to study how a particular topic of their choice has been interpreted and debated by leading historians. Students will be presented with a list of available topics and invited to indicate their preferences in the course of semester one, and they will then be assigned to a particular class group within the Case Study module.

The remainder of the programme is created by the students themselves choosing from a list of option courses that the department offers, each worth 5 credits. There is an excellent range of choice open to Second-Year students, depending on how many overall credits of History they choose to pursue as part of their Arts degree. The only restriction upon entry into individual option courses is timetabling - it is up to students to ensure that they do not choose option courses that clash with core modules in their other subject. History students going for the 40 and 50 Credit choice have the opportunity to pursue a five-credit supervised Project (**HI2104**).

IMPORTANT:

Second-year marks count towards one third of your final degree, i.e. the sum total of your second year marks will be multiplied by 0.33 and then added to the sum total of your final-year marks multiplied by 0.67 in order to reach an overall figure for your final degree mark.

Assignment Submission Dates:

HI2110: 1 x Written Exam Winter 2026; 1 x Quiz(zes); 1 x Assignment (application exercises) ***Check Canvas for submission times & dates***.

HI2105: 1 x Oral Presentation; 1 x 3000-word Critique to be submitted by **Thursday 22nd April 2027 @ 11.59pm.**

HI2104: 1 x 5000-word Supervised Project on an agreed topic; *draft to be submitted by* **11.59 pm, Friday, 22 January 2027,** *completed project will be submitted in typescript to Canvas by* **before 11.59 pm, Friday, 5 March 2027.**

1st Semester Options: Mid term & end of term assignments/essays: ***Check Canvas for submission times & dates.***

2nd Semester Options: Mid term & end of term assignments/essays: ***Check Canvas for submission times & dates.***

What modules must I take?

A clear and concise review of the modules you must take, and of your options, in second year is available online in the Academic Programme Catalogue available at this link: https://ucc-ie-public.courseleaf.com/programmes/bahi/#programmerequirementstext



Required Courses

HI2110 Sex, Gender and Power in History (Sem 1)

Dr Maeve O'Riordan

The module explores three themes (sex, gender, power) over the *longue durée*. We use case studies to examine how ideas of sex and gender were framed in different historical periods. Primary sources are foregrounded, asking big questions about the meaning and deployment of power in history. *(Examined by 1 x 1½ hr exam in Winter 2026 (60 Marks); 1 x Quiz(zes) - Quizzes (20 Marks); Assignment Application exercises (20 Marks). All CA elements to be submitted on dates prescribed by the School).*

HI2105 Case Studies in Research Skills (Semester Two)

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 a 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 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.

Registration of Case Studies (HI2105)

The structure of second year in general, and of the Case Study in particular, will be discussed in the first lecture of the core survey module HI2110 (Sex, Gender and Power in History). That lecture occurs in **BOOLE 2 from 2 - 3 pm on Tuesday, 08 September 2026.** The registration process for the Case Studies (all of which take place in second semester) will be explained in this class, but the registration itself will not take place until later in first semester, on a date to be confirmed in due course**.**

Case Studies to be offered in 26-27

Ian Milligan, The Transformation of Historical Research in the Digital Age (Cambridge University Press, 2022).

Prof. Ciara Breathnach

In this book Milligan traces how the digitisation of historical sources has irrevocably changed the way in which historians work. He outlines the problems associated with doing history in a digital research environment and cautions against complacency on the part of practitioners across the historical sciences. Digitisation raises several methodological issues and has implications for research on gendered, class and 'history from below', in this Case Study we will explore the opportunities and limitations of working in what Milligan terms 'digital abundance'.

Corruption and government in Early Modern Ireland – understanding the career of Richard Boyle, 1st Earl of Cork

Dr David Edwards

According to his Memoir, Richard Boyle arrived in Ireland from Kent in the summer of 1588 with less than £30 in cash, some flashy clothes and a jewelled ring. In the final years of his life, circa 1641, he was

reputed the richest subject of the Crown in Ireland, England and Scotland, with an annual rental income of many thousands of pounds from his estates spread across sixteen Irish counties, as well as other industrial and commercial revenues. What his Memoir does not address, though, is how he made his first fortune, in the 1590s and early 1600s, as a middle ranking government official taking bribes and lining his pockets in Dublin and Munster. Nor does it address the number of times he was arrested and jailed for his activities or provide a plausible explanation for how he wriggled free of his accusers and went on to create a private landed empire. This case study will examine what historians have discovered about the extent of corruption in Irish - and wider English - government at the time of Boyle's emergence and how he and others transitioned from late Elizabethan backroom clerks to Early Stuart dynasts and governors. Focusing especially on a seminal study of Boyle written by Terence Ranger in 1957, it will also investigate how a close reading of the evidence for Boyle's ascent challenges prevailing views of the nature of English rule in Ireland during an era of conquest and colonization.

Debating the Witch Trials: Boyer & Nissenbaum, Salem Possessed.

Dr Jason Harris

The witch trials that took place in New England in 1692 were dramatic, puzzling, and tragic. They have also resulted in over three centuries of debate that has helped to shape how the history of such events is written. In this case study, we will examine the most influential modern account of the trials, written at the height of new experiments in radical social history in the wake of the student uprisings of 1968. We will dig into the trial records and other contemporary sources in order to examine how the authors built their analysis, and we will look at how subsequent scholars have questioned key parts of their argument.

C. Ó Clabaigh, The Franciscans in Ireland 1400-1534. (From Reform to Reformation, Dublin 2002.)

Dr Małgorzata Krasnodebska - D'Aughton

The Franciscan Order was one of the most influential forces in medieval and early modern Irish society. The period between 1400 and 1534, dealt with in the book, was marked by the remarkable flowering of the Order. The course analyses the book from a historiographical and methodological perspective. It critically looks at the author's handling of the material, his use and interpretation of primary sources as well as the composition of that material into a scholarly narrative. It includes the hands-on study of primary sources in Special Collections, combined with an introduction to digital projects related to the topic of late medieval Irish monasticism.

Being Jewish in Nazi Germany: the Diaries of Victor Klemperer

Dr Detmar Klein (Case Study No. 1)

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.

Nazi Propaganda

Dr Detmar Klein (Case Study No. 2)

This Case Study deals with various aspects of Nazi propaganda.

The main textbook is David Welch, The Third Reich: Politics and Propaganda (2nd edn, 2002), accompanied by the analysis of a wide variety of primary sources (such as the compilation of sources in John Laver, History at Sources: Nazi Germany 1933-45; and the internet-based German Propaganda Archive).

Michael Franczak, Global Inequality and American Foreign Policy in the 1970s (Cornell University Press, 2022).

Dr Jonas Kreienbaum

The Case Study engages with Michael Franczak's 2022 *Global Inequality and American Foreign Policy in the 1970s*. In this book Franczak scrutinizes the "Third World's" call for more global equality through the establishment of a New International Economic Order and the US response to this challenge. Banking on OPEC's newfound oil power in the wake of the 1973/74 oil crisis, postcolonial states demanded fundamental changes to the old order they perceived as "neocolonial". In the end, Franczak argues, the challenge from the South led to a consolidation of US hegemony over the global economy in the 1980s. During the seminar, we will critically discuss the author's main line of argument, comparing it with key texts from the new wave of scholarship on the North-South dialogue of the 1970s and selected primary sources.

Britons: Forging the Empire 1701-1837, Linda Colley (Yale University Press, 1992)

Dr Harrie Neal

This case study engages with Linda Colley's influential 1992 study of the emergence of British patriotism in the eighteenth century. Part of a wave of interest in examining the history of 'identities', Colley argued that popular sentiment for Britain and its growing empire followed the Acts of Union between England and Scotland in 1706 and 1707, which united the two nations as one sovereign state. Grounded in fears of Catholic infringements on Protestant liberty and French invasion, the version of British patriotism portrayed in Britons played an important role in popularising imperial expansion, garnering support for foreign wars, and instilling a profit-driven mentality that would lead to industrial revolution. The book has since provoked enduring questions by historians about the illusive nature of English nationalism, the influence of eighteenth-century British patriotism in Ulster, and the character and significance of popular patriotism in British colonies. In each seminar we will explore the book's main arguments and key terms alongside other critical scholarship and primary sources on alternative identities, including those in Ireland, France and America.

Tom Dunne, Rebellions: memoir, memory and 1798 (Lilliput Press, Dublin, 2004).

Mr Rory O'Dwyer

This case study will involve a close study of this book, a blend of history, historiography and memoir. Students will assist in locating

the book, the 1798 Rebellion, 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. It will also include engagement with a range of primary source material of the 1798 period, which relates directly to the book.

Researching the Big House and its people.

Dr Maeve O'Riordan

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 through hands-on work with primary sources. 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.

LGBT Identities in Modern Ireland: Sources, Contexts, Interpretations

Dr Diarmuid Scully

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.

Aoife Breathnach, Becoming Conspicuous: Irish Travellers, Society and the State 1922-70 (University College Dublin Press, Dublin, 2006).

Dr Oisín Wall

As Ireland's only indigenous ethnic minority, Travellers have played an integral part of Irish history. However, there has been almost no academic history written about the community. Becoming Conspicuous was the first book on Travellers' history in Ireland. Through this book, the case study will explore the limited literature on Traveller History in Ireland and will ask why so little has been written and what might be done to address that.

J.B. Bury, History of the Papacy in the 19th century. Liberty and authority in the Catholic Church (Macmillan, London, 1930)

Dr Gordon Warren

This case study focuses on the work of a very prominent Irish medieval historian, J.B. Bury, with particular reference to one of his

most significant works of modern history, that sought to depict the background to the declaration of the doctrine of Papal Infallibility in 1870. It will discuss Bury's general historical views, the position of the work in question within the context of his broader writings, and the extent to which the book has influenced subsequent scholarship on the question.

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 four
- Single honours students choose six
- Major students choose four
- Minor students choose one
- Students taking 20 credits choose two

Second Year Options 2026-27

Semester One

HI2003 Culture and Power: Renaissance Intellectual History 1450-1650 (5 credits)
Boyd Brogan

This module seeks 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 Winter 2026: (80 marks); 1,500 mid-term assessment (20 marks) to be submitted on a date prescribed by the School.)

HI2025 The Vikings (5 credits)
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 Winter 2026 (80 marks); 1,500-word essay (20 marks), to be submitted on a date prescribed by the School.)*

HI2031 Ireland and Rome: History, Culture, and Contact (Sem 1 & 2) (5 credits)
Dr Damian Bracken

Using textual and visual sources and a study-visit to the city itself, this course will investigate the 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. This module includes an obligatory study tour to Rome. **NB** Places are limited. Advice on how to register will be presented in the first lecture at **9am Thursday 10 September in room G01, Askive, Donovan's Road**.
(Examined by 1 x Oral in situ presentation on study tour – 30 mins in pairs (50 Marks); 3000-word essay (50 marks), to be completed on a date prescribed by the School.)

HI2038 The Tudors and Ireland (5 credits)
Dr David Edwards

This module examines the various ways in which the Tudor and Early Stuart 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 Winter 2026 (80 marks); 1,500-word essay (20 marks) to be submitted on a date prescribed by the School.)

HI2051 The First World War, 1914-1918; International Relations, Politics and Society (5 credits)
Dr Jérôme aan de Wiel

This course looks at the First World War and explores a variety of angles to convey a mature comprehension of a conflict that radically changed the course of the twentieth century, the effects of which are still felt today. It introduces the students to some of the ongoing historiographical debates.
(Examined by 1½ hr exam in Winter 2026 (70 marks); 1 x 2,000-word essay (30 marks) to be submitted on a date prescribed by the School of History.)

HI2054 Drink, Drugs, and Modern Ireland (5 credits)
Dr Oisín Wall
From secret poitín stills to ecstasy-fuelled raves, intoxication has long played a vital part in Irish culture and subcultures. This module uses a variety of drugs, from alcohol to heroin, to explore different histories of Irish culture and subcultures. It asks important questions about the social role of intoxication, its use to include or exclude certain people, and its changing meaning in the public discourse.
(Examined by 1 x 3,000 Word Essay (60 marks); 1 x Portfolio - 1500-words: Learning journal (900 words), primary source selection & analysis (600 words) (40 marks); assignments to be submitted on a date prescribed by the School of History.)

HI2055 Penal Laws, Enlightenment and Revolution in Eighteenth-Century Ireland (5 credits)
Dr Harrie Neal
The eighteenth century is often thought of as a peaceful era in Ireland. Following the wars and plantations of the seventeenth century, which saw the transfer of land and power to an Anglo-Irish minority and the dispossession of a Catholic majority under the penal law code, domestic tensions bubbled throughout the period. They would

culminate in the brutality and bloodshed of the 1798 rebellion.
(Examined by 1 x Portfolio, 1500 word written assignment (50 marks); 1 x Groupwork project (50 marks); assignments to be submitted on a date prescribed by the School of History.)

Semester Two

HI2022 The History of the Media in Ireland (5 credits)
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 2026: (80 marks); 1,500 mid-term Book Review assessment (20 marks), to be submitted on a date prescribed by the School.)

HI2036 Sport and Society in Modern Ireland (5 credits)
Dr Donal McAnallen
This module investigates the evolution of sporting practices and organisations in Ireland from the second half of the nineteenth century to date. It focusses 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 2027: (80 marks); 1,500 Book Review (20 marks) to be submitted on a date prescribed by the School.)

HI2041 US Foreign Policy and the Cold War, 1943-1991(5 credits)
Prof David Ryan

The module will examine the formation of US foreign policy from the origins of the Cold War through to the fall of the Berlin Wall and the collapse of the Soviet Union. It will examine the division of Europe and the superpower diplomacy that attended the bipolar configuration of power. It will also examine the formation of alliances from the Rio Pact, NATO and SEATO. It will study the evolution of the Cold War from the European centre out towards the Third World.
(Examined by 1 x 3,000-word Essay (70 marks); 1 x 2,000-word Document Analysis (30 marks); both assignments to be submitted on dates prescribed by the School.)

HI2044 Crime and Media in Ireland (5 credits)
Dr Finola Doyle-O'Neill

Newspaper reportage of crime: 'if it bleeds-it leads' - the broadcast media and emotive reporting; the role of the Garda Press Office; the history of the Criminal Assets Bureau: US and Irish TV Crime dramas; Missing Persons reportage; Media portrayal of the female offender; 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 2027: (80 marks); 1,500-word essay (20 marks), to be submitted on a date prescribed by the School.)

HI2045 Crime, Violence, and Revolutionary Ireland, 1913-1925 (5 credits)
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.
(Examined by 1 x 1,500-word essay (30 marks); 1 x 3,000-word essay (70 marks); both assignments to be submitted on dates prescribed by the School.)

HI2046 Policing and Popular Justice in Ireland, 1803-1940 (5 credits)
Dr John Borgonovo

This option 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. It also explores different manifestations of social control, including such areas as alcohol consumption, schooling, sexual relations, and parenting.
(Examined by 1 x 1,500-word essay (30 marks); 1 x 3,000-word essay (70 marks); both essays to be submitted on dates prescribed by the School.)

HI2048 1989 Revolutions: Poland and East Central Europe - Transition to Democracy (5 credits)
Dr Bozena Cierlik

The module will examine the process of transition from communism to democracy in East Central Europe and the global significance of the 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.
(Examined by 1 x 3,000-word essay (70 marks); 1 x 1,500 word document analysis (30 marks); both assignments to be submitted on dates prescribed by the School.)

HI2049 The Great Famine: its Making, Meaning and Memory (5 credits)
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 2027 (50 marks); 1 x *In-class Test – Primary Source Analysis (20 marks); 3 x Canvas*

Based Quizzes (30 marks); all assignments to be submitted on dates prescribed by the School.)

HI2050 History of the Irish Family (5 credits)
Dr Maeve O'Riordan
Second-year students will engage with the theory and practice of writing the history of the family. Topics will include: the life-cycle, the state and the family, and the history of emotions.
(Examined by 1 x 2,000-word written portfolio assignment (50 marks); 1 x Group Project (50 marks); both assignments to be submitted on dates prescribed by the School.)

HI2103 The long nineteenth century: Europe, Ireland and the Wider World II (5 credits)
Dr Andrew McCarthy
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.
(Examined by 1 x 2,000-word essay (40 marks) to be submitted in S2 on a date prescribed by the School; 1 x 90-minutes In-Class test (60 Marks).

HI2199 Anti-Semitism in Europe from the Middle Ages to the Holocaust (5 credits)
Dr Detmar Klein
The module introduces students to the historiography of anti-Semitism, with a view of the longue durée, covering the perseverance of the phenomenon of anti Semitism with its variants throughout the centuries from the beginning of the medieval period to the mid-20th century. The course uses a variety of primary sources to illustrate this topic.
(Examined by: 1 x 1,500 word essay (30 Marks); 1 x 48 hour online Take-Home-Exam (70 Marks); assignments to be submitted on a date prescribed by the School.)

HI2204 From Bretton Woods to Neoliberal Globalization. The History of the Global Economic Order Since 1944 (5 credits)
Dr Jonas Kreienbaum
When delegations from 44 Allied Nations met at Bretton Woods in July 1944 to discuss the rules of the future global economic and financial order, many regions of the world were underrepresented (or not represented at all) because they were still part of Western colonial empires. Soon socialist states opted out of the Bretton Woods order establishing their own economic and trading system.
(Examined by: 1,500 word book review (20 Marks); 1 x 48 hour online Take-Home Exam (80 Marks); all to be submitted on dates prescribed by the School.

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 will select your topic in consultation with your supervisor. Written approval of the title by the supervisor will be required before the project can be marked. Students will maintain regular contact with their supervisor when doing their research project.

Dr Andrew McCarthy (a.mccarthy@ucc.ie) will coordinate arrangements for HI2104 via Canvas and email. He will pre-record a Panopto video for Canvas explaining the Special Research Project and how to progress it. That will be in the Canvas Module from early September. From **1 to 2 pm on Thursday, 17 September 2026, in BHSC_G05** there will be an advisory session with Questions and Answers. It will cover much of the same ground as the introductory video, with opportunity for students to raise questions.

One-to-One MS Teams Meetings can be facilitated by arrangement for students who cannot attend Campus.

Your project title, duly approved by your supervisor, must be registered online via Canvas upload before **11.59 pm, Friday, 09 October 2026.** You will submit a draft of the project to your supervisor (via email) by **11.59 pm, Friday, 22 January 2027,** and arrange to meet for formal feedback. Your completed project will be submitted in typescript to Canvas **before 11.59 pm, Friday, 05 March 2027.**

PX3001 PROFESSIONAL WORK EXPERIENCE

PX3001 is an accredited professional work experience module that allows CACSSS students to explore and develop their career interests.
This optional module can be taken in any year of your undergraduate degree, prior to the second semester of your final year.
Preparatory training is provided, including advice and guidance on CV writing and interview skills workshops. Students that successfully complete PX3001 will have an extra 5 credits awarded to them as a diploma supplement outside of their degree. Participating in and completing PX3001 will mean that you will be better prepared for the transition to the workplace when you graduate your degree.
For further information, please contact the PX3001 Manager, Amy Mc Mullan: amy.mcmullan@ucc.ie

Third Year

Year Coordinator:
Dr John Borgonovo - j.borgonovo@ucc.ie

3rd Year Timetable + Useful Information:
https://www.ucc.ie/en/history/undergraduate/thirdyearhistory/



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 Seminar, **HI3200**, is the core module for Third Year and offers students the opportunity to undertake a significant piece of research and writing in the context of skill-based, small-group learning.

Similar to the seminar, our range of **10-credit options** are designed to allow students to work in smaller groups and to spend more time exploring particular topics. These classes will involve more active learning and a wider variety of assessments and will typically consist of one lecture per week and one seminar. To ensure that these classes can run effectively, numbers in each of them will be capped, with a maximum of 23 students in each class.

Finally, the wide range of **5-credit options** available gives you the freedom to shape your final year's work to suit your individual interests.

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

Assignment Submission Dates:

HI3200: Draft seminar dissertations to be emailed to relevant lecturer by **11.59 pm, Monday, 15 March 2027.**

HI3200: Final Seminar dissertation to be submitted online to Canvas by **11.59 pm, Wednesday 21 April 2027.**

HI3302: 1 x 5000-word Supervised Project on an agreed topic; *draft to be submitted by* **11.59 pm, Friday, 22 January 2027** *and completed project will be submitted in typescript to Canvas by* **11.59 pm Friday, 5 March 2027.**

1st Semester Options: Mid term & end of term assignments/essays: ***Check Canvas for submission times & dates.***

2nd Semester Options: Mid term & end of term assignments/essays: ***Check Canvas for submission times & dates.***



What modules must I take?

A clear and concise review of the modules you must take, and of your options, in third year is available online in the Academic Programme Catalogue available at this https://ucc-ie-public.courseleaf.com/programmes/bahi/#programmerequirementstext

IMPORTANT:
Re: 10-credit Option Modules
For
Major Subject – 40 credits
And
Single Subject - 50 credits
Disregard footnote 3 in the section of the 2026.27 Academic Programme Calendar. The HI3004; HI3070; HI3077; HI3138; HI3142; HI3145; HI3235 modules will be offered in Semester 1, **and** the HI3141 module will be offered in Semester 2'



HI3200 Research Seminars –

All Single, Major, Joint, and 20-credit students must take one seminar. The topics are described below and the 8,000-word dissertation 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 dissertation. It is obligatory (a) to attend at least two-thirds of scheduled seminar classes and (b) to 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 must 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 seminars are limited. Places are allocated on the basis of the best fit between student preferences and on the number of available places, 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.

HI3200 Seminar Registrations will be online via Seminar Registration App accessible in Canvas-HI3200 Homepage from Monday 7 September 2026. All students are expected to register their class choices by 4pm Thursday 10 September 2026

In addition, from 31 August 2026, a Seminar Handbook and Introductory Video will be accessible from the HI3200 Canvas Homepage. These will also explain how the App is used to make seminar class selections. The Online App will be available from Monday 7 September 2026 until cutoff at 4pm on 10 September 2026. After that cutoff, students registering for seminar classes must submit a registration form to Ms Colette Pettit c.pettit@ucc.ie: this form will be available in the HI3200 Canvas Homepage from 4pm 10 September 2026. For these late registrations, students will be allocated to classes on numbers basis rather than student choice.

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. It is obligatory **(a)** to attend at least two-thirds of scheduled seminar classes and **(b)** to give an oral presentation to the class on the research project. Both requirements are a pre-requisite for the marking of the seminar dissertation. 20% of the final mark is awarded for participation in the seminar. 80% of the final mark is awarded for the dissertation.

HI3200 Submission Dates:

HI3200: Draft seminar dissertations to be emailed to relevant lecturer by **11.59 pm, Monday, 15 March 2027.**

HI3200: Final Seminar dissertation to be submitted online to Canvas by **11.59 pm, Wednesday 21 April 2027.**

Seminar Topics, 2026-27

War and Revolution in Cork 1914-1923
Dr John Borgonovo
The period of 1914-1923 produced upheaval in Ireland generally and Cork specifically. This seminar will examine how county residents experienced the First World War, the 1916 Easter Rising, the Conscription Crisis, the War of Independence, and Irish Civil War. It will discuss many of the events in Cork which have produced major debates in the literature of revolutionary Ireland. Using the case study of a single county, this seminar will deploy an inter-disciplinary focus and perspectives from local history, social history, economic history, military history and political history.

Gender, Medicine and the State in Ireland 1837-1951
Prof Ciara Breathnach
This seminar will provide students with an introduction to major issues, approaches and sources pertaining to the social history of medicine and medicalisation in Ireland from the foundation of the poor law to the aftermath of the 'Mother and Child' debacle in the 1950s. We will discuss plurality in the medical marketplace and the competing influences of traditional medicinal practitioners. Using an array of primary sources from institutions like poor law union hospitals, psychiatric hospitals, coroner's courts and prisons we will examine the extent of Irish medico-legal literacy and how people engaged with 'western medicine' from a gendered perspective.

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.

Murder and Intrigue in Sixteenth-Century Ireland

Dr David Edwards

Historical research is all about detective work. This seminar investigates the history of Renaissance and Early Modern Ireland (1450 to 1640) 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-,16th- and early 17th-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.

'The pursuit of happiness?': A history of rights and liberties in the United States since 1945.

Dr Clodagh Harrington

'Life, liberty and the pursuit of happiness' was the founding creed of the American republic, involving a set of principles as inspirational as they were progressive. For some, this vision became a reality, but in many cases, the political, social and economic security that necessitates the quest for happiness has arguably not always been provided by the government.

This seminar series will explore the struggles for equality in the modern (post World-War Two) United States. Each week, students will engage with a specific civil rights or liberties related theme, using the US constitution along with legal and judicial precedent for scholarly context.

With topics including racial justice, reproductive rights, income inequality, incarceration, gay marriage, immigration, gun ownership and more, classes will support students as they analyse and interpret content, material and themes relating to these crucial components of American political, social and cultural history.

Primary and secondary materials will be utilised and seminars will be interactive, with a specific focus on assisting students with their particular areas of research interest. Relevant methodologies will be discussed and considered in relation to individual requirements. Dissertation good practice will be embedded throughout.

A Global History of Prison Camps from the American Civil War to the War on Terror.

Dr Jonas Kreienbaum

The Polish-British sociologist Zygmunt Bauman famously characterised the 20th century as the 'century of camps'. In his view, camps are no relapse into states of

barbarism that were thought to have long been overcome, but products of modernity. In fact, concentration camps were not an isolated phenomenon confined to the history of the 'Third Reich' but recurring time and again since the late 19th century.

This seminar provides a comparative introduction to the history of various prison camp systems, thereby offering a longitudinal perspective from the prisoner-of-war camps of the American Civil War to Guantanamo in the early 21st century. Along the way we will examine the colonial concentration camps of the turn of the century, camps in the Age of the World Wars, including Nazi camps and the Gulag, as well as the use of mass internment during wars of decolonization. Basing our discussions on recent publications and selected primary sources, three questions form the reference points for the seminar: Are the various prison and concentration camps in fact a uniform, shared phenomenon? Were there (causal) links between the camp systems under investigation? And can these camps truly be described as a defining feature of the past century?

Introduction to Byzantine History: Identity, Power and Continuity
Dr Lusine Margaryan

This course explores the key developments in Byzantine history from the reign of Constantine the Great to the fall of Constantinople in 1453. A central focus will be the evolving identity of the empire's inhabitants, who saw themselves not as "Byzantines" but as Romans, heirs to ancient Rome. Students will examine how this Roman-Christian identity was shaped by political continuity, cultural transformation, and Orthodox Christianity. While theological debates will be touched upon, greater emphasis will be placed on the political role of religion and the institutional power of the Church. Key themes include imperial rule, military change, religious policy, cultural revival, and the role of women in power.

From St Patrick to Alfred the Great: Heroes and Villains in early medieval Britain and Ireland,
Dr Máirín MacCarron

The fifth to ninth centuries was a period of dynamic social, political, cultural and religious change for the populations of the islands of Ireland and Britain. This seminar begins with the withdrawal of the Romans from Britain in the early fifth century, which left a political and military vacuum that was filled by internal dissension and external attacks, including a raiding party which brought St Patrick to Ireland. We will endeavour to separate myth from reality when examining the evidence for figures like St Patrick and King Arthur at the beginning of this period. We will analyse the emergence of a literate society in Ireland by the seventh century, at a time when the new English kingdoms were re-introduced to the wider world through the influence of Christian missionaries from Rome and Gaul, later supported by efforts from Ireland. The module concludes by assessing the impact of the Vikings on these islands, from the raids of the late-eighth century through to the construction

of Viking settlements, and the rearguard actions of kings like Alfred of Wessex (r. 871–899) who earned the epithet 'the Great'.

Ireland in the Age of Revolutions

Dr Harrie Neal

This seminar will explore revolutionary political thought in Ireland during the 'Age of Revolutions', when republican politics swept across America, Europe, and the Caribbean with frequently violent ends. However, the ideas disseminated within radical groups in this period were generally concerned with the transformation of the civic realm based on egalitarian principles. Heavily influenced by continental and transatlantic texts and personal connections to revolutionary figures in Europe and the British empire, much Irish republican and revolutionary writing in the 1790s was part of the political project of the Society of the United Irishmen, which published many of its aims and ideas in newspapers and pamphlets, risking censorship and prosecution for seditious libel. For many writers, upholding the natural 'Rights of Man' also entailed supporting the freedom claims of other groups, including enslaved people, women and animals, which will be a major focus of this course. By critically examining a wide selection of primary materials, including, newspapers, pamphlets, political speeches, novels, poetry, and folklore, this course will address core historiographical questions, including the reasons for the collapse or fragmentation of egalitarian thought in Ireland, particularly in relation to republicanism.

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.

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.

Gerald of Wales: Inventing Barbarian Ireland.

Dr Diarmuid Scully

Gerald of Wales's Topography of Ireland (1188) is perhaps the single most controversial book ever written about Ireland. It was the first full-length work written by a foreigner about the island and its geography, flora and fauna, miracles, marvels, inhabitants, history, and culture. Gerald was an advocate of the English conquest and colonisation of Ireland, which he described in his Conquest of Ireland (1189). He depicts the Irish as wild, primitive barbarians living at the ends of the earth: violent, treacherous and sexually deviant, but intelligent and handsome too. Gerald presents Ireland as a land of wonders: human wolves, haunted islands, and magic wells are among the marvels found in his narrative. We will analyse the Topography within the contexts of colonialism and fantasies of remote places, ethnic and gender stereotyping, and beliefs concerning the natural world and the supernatural. We will also explore the interaction between text and image in lavishly illustrated medieval manuscripts of the Topography and Conquest, now digitised and accessible online.

Life on the Edge: Marginalised Histories in Modern Ireland

Dr Oisín Wall

This seminar explores Ireland's social and cultural history from its margins. As historians we often speak about the erasure of marginalised communities from the more-or-less distant past, and the importance of recovering those lost voices. However, this erasure is a process which continues to the present day.

This seminar examines the histories of specific marginalised communities in Ireland, some of whom have been marginalised by their economic circumstances, like homeless people; some by their perceived choices, like intravenous drug users; and others by structural and cultural racism, like Travellers. In the seminar we investigate the construction and intersectionality of this marginalisation, as well as attempts by marginalised communities to express themselves through organisations and protests. To do this we will use a variety of primary sources, from archival documentation to novels and social media conversations. We will trace the histories of protest groups, like the Prisoners' Union and Concerned Parents' Against Drugs; analyse changing public policies like anti-Traveller 'assimilationist' policies and the

move towards psychiatric 'care in the community'; and explore individual experiences of marginalisation expressed in letters written by prisoners in the 1970s and Emma Dabiri's Don't Touch My Hair. Through each history we will ask important ethical questions and discover theoretical and methodological tools, like discourse analysis and history of emotions, that will help you to understand other marginalised histories in the future.

Third Year Options

The Rules

The options on offer for 2025/2026 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 students take at least two options in Semester 1 and take at least two options in 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 10 credit or two 5 credit options. Students also take the core (10 credits).

10-credit students take one 10 credit **or** two 5 credit 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 on the MyStudentAdmin portal before **Friday 18 September 2026.** Check the Confirmation of Registration screen to ensure that your registration is correct.

Option Assessment Requirements

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

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 2026/2027 below and any subsequent announcements posted by the Department.

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 - September 2026

10-Credit Options:

HI3004 East Central Europe in the 20th century. The road to a "Common European Home" (10 credits)
Dr Bozena Cierlik

This module aims to develop students' understanding of the main themes and concepts in East Central European history and will focus on case studies to evaluate key debates in historiography like nationalism, road to independence, WWII and Holocaust, and establishment of communist regimes in ECE. History of ECE, open to influences from East and West, has been filled with struggle for independence and the price paid affected entire generations.
(Examined by 4,000-word research essay: (100 marks); 2,000-word document analysis (60 marks); Attendance & Participation in weekly discussions (40 marks); assignments to be submitted on dates prescribed by the School.)

HI3070 Communications, Culture and Identity in Ireland 1922-2002 (10 credits)
Dr Finola Doyle-O'Neill
Press, radio and television coverage of key events in Ireland's History during the period 1922-2002; Topics include radio and press coverage of the 1932 Eucharistic Congress; de Valera and his curation of Irish media; Archbishop Charles McQuaid and his relationship with RTÉ; 'The Troubles' and Irish newspaper coverage; case studies of prominent figures/ issues in Ireland's social and cultural history including coverage of McGee v Attorney General [1973] and The Kerry Babies Tribunal in 1985.
(Examined by 1 x 4,000-word research project (100 marks); 1 x 2,000-word essay (50 marks); Attendance & Oral Presentation (50 marks). All to be submitted/presented on dates prescribed by the School.)

HI3077 Ireland and the Imperial World in the Long Nineteenth Century (10 credits)
Dr Jay Roszman
This module examines 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. Finally, it concludes by reflecting on the ways imperialism has shaped Irish society in the twenty-first century.
(Examined by 1 x 4,000-word research project (may include oral interview) (100 marks); 1 x Reading responses (40 marks); 1 x Project (40 marks); Attendance & Participation (20 marks). All assignments/participation to be submitted on dates prescribed by the School.)

HI3138 The United States and the Vietnam Wars, 1945-1975 (10 credits)
Dr Sarah Thelen

This module will investigate the origins, evolution and conclusion of the US involvement in the Vietnam Wars, 1945 to 1975. Focusing on the Americanisation of

the war, it will analyse US and Vietnamese policy, and the impact of war on Vietnam, the US and in the international arena. Finally, it will examine American withdrawal, the end of the war and its consequences.
(Examined by 1 x 4,000-word research project (100 marks); Weekly reading responses (60 marks); Attendance & Participation in seminar discussions (40 marks); all assignments/discussions to be submitted on dates prescribed by the School.)

HI3142 Culture and ideology in nineteenth-century Europe (10 credits)
Dr Detmar Klein
This option focuses on (primarily but not exclusively) French and German history in the 'long nineteenth century' (1789-1914/18), investigating the content of major ideologies and of political and cultural ideas and movements and looking at select case studies which explore political and cultural ideas and their impact on politics.
(Examined by 1 x 4,000-word research project (100 marks); 1 x 1,500-word Document / Primary Source analysis (50 marks); 1 x 1,500-word Document / Primary Source analysis (50 marks); all assignments to be submitted on dates prescribed by the School.)

HI3145 Economic, Financial and Social History of Independent Ireland, 1922 to Present (10 credits)
Dr Andrew McCarthy
This option examines the many economic transformations of Ireland since 1922, the eras of protectionism and free trade, the booms and busts, and the social, economic and financial impact into contemporary times. It examines the economic performance (and under-performance) of Ireland's economy, tracing the pathway from dependency on trade with Britain to the open economy since membership of the 'Common Market', with case studies in various sectors such as industry, manufacturing, car assembly, boot making, services and financial services, and the key role of foreign direct investment and the linkage to low corporate taxation policies.
(Examined by 1 x 4,000-word research project (100 marks); 1 x 1,500 - 2000-word Document / Primary Source analysis (60 marks); Attendance & Participation (40 marks); all assignments to be submitted on dates prescribed by the School.)

HI3235 A cultural history of the female body in Britain (1800-1918) (10 credits)
Dr Maeve O'Riordan
Students will engage with primary sources and theory on the body to critically examine the cultural significance of the female body in Britain during the long nineteenth century (1800-1918).
(Examined by Online exhibition, handbook and supporting material (60 marks); Research project (100 marks); Reading reflections (40 marks); Oral Exam, if required; assignments to be submitted on dates prescribed by the School.)

5-Credits Options:

HI3024 Northern Ireland (5 credits)
Dr Michael Whelan

This module 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 1,500-word book review: (20 marks); 4,000-word essay (80 marks); both assignments to be submitted on dates prescribed by the School.)*

HI3033 Irish Film History (5 credits)
Dr Finola Doyle O'Neill

This module 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 2026: (80 marks); 1,500-word essay: (20 marks), to be submitted on a date prescribed by the School.)

HI3045 The Politics of Church and State (5 credits)
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 2,000-word essay (40 marks) to be submitted on a date prescribed by the School); 90-minute In-Class Test (60 marks).)*

HI3082 Armadas: The Anglo-Spanish Conflict 1585-1604 (5 credits)
Boyd Brogan

Using a mix of primary and secondary sources this module 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.
(Examined by 1½ hr written exam in Winter 2026 (80 marks); 1 x 1,500-word primary source analysis (20 marks), to be submitted on a date prescribed by the School.)

HI3095 European Imperialism, 1450-1750 (5 credits)
Dr David Edwards

The central theme of world history between 1450 and 1750 is European colonisation of non-European territories. The module 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.
(Examined by 1½ hr exam in Winter 2026 (80 marks); 1 x 1,500-word essay (20 marks) to be submitted on a date prescribed by the School.)

HI3128 Censorship in Twentieth-Century Ireland (5 credits)
Dr Donal Ó Drisceoil
This course examines key themes and events in the history of twentieth-century Irish censorship, from 1900 to independence and partition, and in the two Irish states after 1922. It covers the two main strands of censorship - cultural/moral and political/security - as they have related to literature and periodicals; film and theatre; and newspapers, radio and television.
(Examined by 1½ hr exam in Winter 2026 (70 marks); 1 x 2,000-word document study (30 marks) to be submitted on a date prescribed by the School.)

Semester Two – January 2027

10-Credit Options:

HI3141 Ritual and Space in the Late Middle Ages (10 credits)
Dr Małgorzata Krasnodębska-D'Aughton
The module looks at western late medieval material culture as a source in the study of history. By analysing artefacts (paintings, sculptures, books) and architecture, the module examines objects in the context of devotional practices of the period. Topics covered include public and private devotion, liminal and transitional spaces, death and commemoration, gender and sanctity, mendicant ideologies, symbolism and iconography.
(Examined by 1 x 4,000-word research project (100 marks); 1 x Document Analysis (60 marks); Student participation & discussion: (40 marks); assignments/discussions to be submitted on dates prescribed by the School.)

5-Credit Options:

HI2046 Policing and Popular Justice in Ireland, 1803-1940 (5 credits)
Dr John Borgonovo

This option 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. It also explores different manifestations of social control, including such areas as alcohol consumption, schooling, sexual relations, and parenting.
(Examined by 1 x 1,500-word essay (30 marks); 1 x 3,000-word essay (70 marks); both essays to be submitted on dates prescribed by the School.)

HI2204 From Bretton Woods to Neoliberal Globalization. The History of the Global Economic Order Since 1944 (5 credits)
Dr Jonas Kreienbaum
When delegations from 44 Allied Nations met at Bretton Woods in July 1944 to discuss the rules of the future global economic and financial order, many regions of the world were underrepresented (or not represented at all) because they were still part of Western colonial empires. Soon socialist states opted out of the Bretton Woods order

establishing their own economic and trading system.
(Examined by 1,500-word Book Review (20 marks); 48-hour online Take-Home Exam (80 marks); both to be submitted on dates prescribed by the School)

HI3043 Politics, Society and the Irish Novel: from union to independence (5 credits)
Mr Rory O'Dwyer

Major Irish writers from union to independence. This module 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 2027: 80 marks; 1 x 1,500-word essay (20 marks) to be submitted on a date prescribed by the School)

HI3052 From Pagans to Christians (5 credits)
Dr Damian Bracken

The emergence of Christianity as the religion of early medieval Europe is one of the most significant events in Western civilisation. This module examines reasons put forward for its success, contemporary attitudes to its development and attempts to bridge the gap between the pagan and the Christian. The module will examine how Christianity, moving from its base in the Mediterranean, encountered and won over other societies.
(*Examined by 1 x 1,500-word essay (20 marks); 1 x 4,000-word essay (80 marks); both assignments to be submitted on dates prescribed by the School.)*

HI3129 US Military Intervention and Memory after the Vietnam War (1975-2017) (5 credits)
Prof David Ryan

The Vietnam War had a profound impact on US society, culture and foreign policy. The course will examine the impact of the Vietnam War on US intervention in regional conflicts since 1968, including the US interventions in Iraq and Afghanistan.
(Examined by 1 x 3,000-word Essay (60 marks); 1 x 1,500-word Portfolio (40 marks); both assignments to be submitted on dates prescribed by the School.)

HI3146 More-than-Human Histories in the Global Enlightenment (5 credits)
Dr Harrie Neal

We will first examine recent historiographical debates about nonhuman agency and more-than-human methodologies, as well as how historians write multispecies histories. Beginning with Keith Thomas' groundbreaking book Man and the Natural World (1983), the module will trace how people thought about and with the natural world as well as how nonhuman nature has shaped human histories.
(Examined by 1 x 1,000-word Procedural Essay (20 marks); 1 x 3000-word Final Essay (80 marks); assignments to be submitted on dates prescribed by the School.)

ES4027 Capitalism, Communism and the Cold War: East and West Germany, 1945-1990 (5 credits)
Dr Detmar Klein & Dr Jérôme 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.
(Examined by 1½ hr exam in Summer 2027 (70 marks); 1 x 1,500-word critique/analysis of primary sources (30 marks); to be submitted on a date prescribed by the School.)

ES4029 The EU Periphery: Minority Issues, Nationalism and Identity Politics (5 credits)
Dr Jérôme 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. *(Examined by 1½ hr exam in Summer 2027 (70 marks); 1 x 1,500-word essay (30 marks); to be submitted on a date prescribed by the School.)*

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.

Dr Andrew McCarthy (a.mccarthy@ucc.ie) will coordinate arrangements for HI3302 via Canvas and email. He will pre-record a Panopto video for Canvas explaining the Special Research Project and how to progress it. That will be in the Canvas Module from early September. From **1 pm - 2 pm on Thursday, 17 September 2026, in BHSC_G05,** there will be an advisory session with Questions and Answers. It will cover much of the same ground as the introductory video, with opportunity for students to raise questions.

One-to-One MS Teams Meetings can be facilitated by arrangement for students who cannot attend Campus.

Your project title, duly approved by your supervisor, must be registered online via Canvas upload before **11.59 pm, Friday, 09 October 2026**. You will submit a draft of the project to your supervisor (via email) by **11.59 pm**, **Friday, 22 January 2027**, and arrange to meet for formal feedback. Your completed project will be submitted in typescript to Canvas before **11.59 pm, Friday, 5 March 2027.**

Visiting Students

Visiting students attending the School of History or European Studies may contact the UCC International Office https://www.ucc.ie/en/international/contactus/ with any queries or concerns related to the Semester or Year Abroad.

Choice of Modules

Visiting Students who wish to select a HI2105 Case Study and/or a HI3200 Research Seminar should note the following:

HI2105 - The structure of second year in general, and of the Case Study in particular, will be discussed in the first lecture of the core survey module **HI2110 in BOOLE_2 from 2 - 3 pm on Tuesday, 08 September 2026.** (see page 20 for further details)

HI3200 - HI3200 Seminar Registrations will be online via Seminar Registration App accessible in Canvas-HI3200 Homepage from **Monday 7 September 2026.**

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 or Semester 2 (Dr Andrew McCarthy).

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 assignment (50 Marks); 1 x Assignment - Take-home exam (50 Marks); to be submitted on dates prescribed by the School.)*



Professor Mary Ryan, UCC (1909-1939).

Academic Misconduct

Generative AI/LLMs:

In accordance with UCC's Academic Integrity Policy, the School of History has chosen to **prohibit completely** the use of Generative AI/LLMs for any assessed work. Generative AI/LLMs (e.g. ChatGPT, Copilot, Gemini) are unable to 'think', 'reason', or 'know' information and instead rely on algorithms to predict language. They often fabricate information that is completely inaccurate and unreliable. The use of Generative AI/LLMs to complete coursework also robs students of the ability to strengthen skills that assessments are meant to develop critical thinking, reasoning, and clear communication.

Any suspected use of Generative AI/LLMs will be referred to the School of History's Academic Integrity Office for review.

Plagiarism:

The School of History treats Plagiarism as a **grave offence**, and it will penalise it accordingly.

UCC Policy states:

Plagiarism is the presentation of someone else's work as your own without appropriate attribution. Whether done deliberately or inadvertently, it is unacceptable, since it is an attempt to claim credit for work not done by you and fails to give credit for the work of others. Plagiarism also includes material derived from Generative AI/LLMs. Plagiarism applies not just to text, but to graphics, tables, formulae, or any representation of ideas in print, electronic or any other media, in addition to computer software and algorithms. Whether deliberate or inadvertent, as in the case of carelessness or poor academic discipline, plagiarism undermines scholarship, is a form of academic misconduct, and conflicts with the ethos of the University. The University takes any form of plagiarism very seriously; it is subject to disciplinary procedures.

The School will investigate and apply penalties and sanctions on all student work suspected of Plagiarism. Serious cases of Plagiarism will be reported to the Exams Office, and the judgement of Plagiarism may be recorded on your record. Therefore, it is in your interests to familiarise yourself thoroughly with what constitutes plagiarism. Consult the relevant policies and discuss the matter with your lecturers and tutors in advance of submissions to avoid problems.

The School has an **Academic Integrity Officer**, Dr Jay Roszman (jay.roszman@ucc.ie), whose role is to implement the policy.

Key Policy Documents

Plagiarism Policy of the School of History: Academic Misconduct

Examinations Policy: Examinations

Academic Integrity for Examinations and Assessments Policy: Academic Integrity for Continuous Assessments

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 must be submitted online to Canvas where they will be checked by Turnitin.

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 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 welcome to contact him by e-mail at d.klein@ucc.ie.



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, MRes, MPhil and PhD degrees. 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: Lusine Margaryan, *Rethinking Armenia in the Middle Ages (*Brepols, 2026*),* Gareth Prendergast, *Clear, Hold, Build: How the Free State Won the Irish Civil War* (Dublin, 2024), Owen Binchy, *Charleville: its Origins and Development* (Cork, 2024), Laurence Jones, *Day Place: 'The most respectable locality in Tralee'* (Dublin, 2023); Alan J. Noonan, *Mining Irish-American Lives*: *Western Communities from 1849 to 1920* (Colorado, 2022), Margaret O'Dwyer, *Principal Houses in the Parish of Barryroe* (Cork, 2022); John O'Donovan, *An Introduction to The Irish Civil War* (Cork, 2022), Michael Hanna, *Denis Brenan Bullen (1802-66) Inspector of Anatomy for the Province of Munster: The controversial career of a Cork surgeon* (Dublin, 2021), Con Kelleher, *Macroom: Sport and Community* (Cork, 2021), Alan McCarthy, *Newspapers and journalism in Cork, 1910-23 : press, politics and revolution* (Dublin, 2020), Liam Cullinane, *Working in Cork: Everyday life in Irish Steel, Sunbeam Wolsey and the Ford Marina Plant, 1917-2001* (Cork, 2020), Geraldine Powell, *A Want of Inhabitants: The Famine in Bantry Union* (Dublin, 2020), Liam Suipéil, *The personality of a coastline* (Waterford, 2019); Michael Dwyer, *Strangling Angel: Diphtheria and Childhood Immunization in Ireland* (Liverpool, 2018). David Heffernan, *Debating Tudor Policy in Sixteenth Century Ireland* (Manchester UP, 2018); William Casey, '*The Cradle of Fenianism': Skibbereen and the Early Fenian Movement, 1850-67* (Cork 2018), Michael Cullinane, *Theodore Roosevelt's Ghost: The History and Memory of an American Icon* (Baton Rouge, 2017); David Toms, *Soccer in Munster: A Social History, 1877-1937* (Cork, 2015); Sally-Ann Treharne, *Reagan and Thatcher's Special Relationship: Latin America and Anglo-American Relations* (Edinburgh, 2015).



The Historians and their Research Interests

***Jérôme aan de Wiel*,** MA, HDip, PhD (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.

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

Boyd Brogan, B. Mus. (UCC), BA (Cambridge), M.St., D.Phil. (Oxford). Research and teaching interests: history of medicine, especially in relation to epilepsy and hysteria, demonic possession, and sex difference, from antiquity to the seventeenth century; early modern/Renaissance culture and politics, including theology, art and literature, international relations, and concepts of race and ethnicity.

***Damian Bracken*,** PhD (NUI). Research interests: early Irish culture and contacts with continental Europe; Hiberno-Latin literature, especially the works of Columbanus and his ideas of authority, identity, and orthodoxy; monasticism; early Ireland, Britain, and Rome.

Ciara Breathnach, MA, PhD (NUI). Research interests: modern Ireland; gender history; social history of health and medicine; death and mortality; prison medicine; public health nursing; history of family; life cycles; migration.

***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.

Eugene Costello,
Eugene Costello BA (NUI) MA (Sheffield) PhD (NUI). Research interests: environmental history of late medieval and early modern Europe; archaeology of marginalised rural communities; history of farming practices, especially the rearing and herding of animals; adaptations to climate change, especially during the Little Ice Age; the role of historical data in present-day landscape management and nature conservation

John Dorney, MA (NUI): Research interests, Irish History, History of the Irish Revolution, The Irish Civil War, Casualties of the Irish revolution. Comparative study of revolutions and civil wars.

Małgorzata Krasnodębska-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.

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

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.

Clodagh Harrington, MA, PhD (London). BA (History) UCC. Research interests: US domestic politics and policy, presidential leadership and legacy.

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.

Jonas Kreienbaum, PhD (HU Berlin), Habilitation (Rostock). Research interests: 20th century economic history, particularly economic crises, colonial history since 1850, decolonization, concentration camps, violence and genocide.

Elizabeth (Liz) Kyte, BA (UKC), MA & PhD Women's Studies (UCC). Background as development educator. Research and teaching interests: women's history, histories of Irish feminism and radicalism. Member of UCC Women's Studies teaching team and WHAI.

Lusine Margaryan, MA, PhD (Yerevan), PhD (Moscow), Postdoctoral Fellow at University College Cork.
Research interests: Medieval Armenian and Irish history in the context of frontier studies; identity formation in imperial borderlands and the role of the Church; Byzantine studies.

Donal McAnallen, BA, PhD (NUI), PGCE. Research interests: 19th- and 20th-century history of Ulster, Ireland and Britain; sport and leisure; the Great Famine; local history; religious history; oral history; Irish language; cultural nationalism; and Ulster-Scots writing.

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.

Harrie Neal, BA, MA, PhD (University of York). Research and teaching interests: Eighteenth-century history and literature in Ireland and Britain, environmental history/humanities, women's philosophy and political thought, animal studies, science and technology studies.

Donal Ó Drisceoil, PhD (NUI). Research interests: 19th and 20th century Irish history; history of the Irish revolution; radical politics; media history, especially censorship; labour history; Cork local history.

Mervyn O'Driscoll**,** BA, MA (NUI), PhD (Cambridge). Research interests: nuclear politics and diplomacy; Irish foreign and security policy since 1916; 20th century Ireland; international history & International Relations; post-1945 Britain and France; European integration history.

Rory O'Dwyer**,** BA, MA (NUI). Research interests: Nineteenth and twentieth century Irish history; the Irish diaspora worldwide - the Irish emigrant experience; the politics of commemoration in modern Ireland; nationalism and cultural identity in Ireland.

Maeve O'Riordan**,** PhD (NUI), Postdoctoral Fellow at the Centre for the Study of Historic Irish Houses and Estates at Maynooth University, and held roles in Women's Studies, UCC, the Irish Research Council and the Higher Education Authority. Research interests: Nineteenth- and twentieth-century Irish and British women's history as well as in country house studies.

Jay Roszman, BA (Gettysburg College), MA (Queen's University Belfast), MA and PhD (Carnegie Mellon University). Research interests: 19th Century Irish and British History, history of the British Empire, Land Issues, Popular Violence, British State Policy, and Historiography.

David Ryan**,** BA (Toronto), PhD (NUI). Research interests: The history of US foreign policy, Central America especially Nicaragua and El Salvador, inter-American relations, the United States and the Middle East, US intervention in regional conflict, Vietnam and US collective memory.

Diarmuid Scully, MA, PhD (NUI). Research interests: Bede, Gerald of Wales, and medieval constructions of Irish

and English identities, their classical and patristic models and early modern impacts. The Hereford world-map,
medieval geographical thought and its Judaeo-Christian and classical inheritance.

Sarah Thelen**,** BA (Bowling Green), MA, PhD (American University). Research interests: American history, US foreign policy, domestic public opinion and war, particularly the intersections of patriotism, nationalism and popular protest.

Oisín Wall, PhD (KCL). Research interests: contemporary Irish history, marginalised communities, the history of drug use, prisoner activism and prison history, history of medicine in Ireland and Britain, mid-twentieth century British history, the history of the counter-culture, and the history of psychiatry.

John Ware, MA (NUI) is a part-time lecturer in the School of History and in Adult Continuing Education. Research interests: Aspects of military history, both medieval and modern.

Gordon Warren, PhD (NUI). Research interests: radical heterodox economic thought in twentieth-century Ireland, with a particular focus on early basic income proposals of the 1930s; economic and intellectual history; intersections of history, economics, and philosophy; political thought; Church/State relations; and early modern intellectual history, particularly the work of Michel de Montaigne.

Michael Whelan**,** BA, MA, PhD (UCC), ACMA is a part-time lecturer. Research interests: Anglo-Irish relations; Northern Ireland and EEC Post 1949 China; the development of the atom bomb, nuclear proliferation.



Honan Chapel, UCC

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