

# UNDERGRADUATE HANDBOOK

2024-2025

# School of History

# Table of Contents

**Welcome -..... 3**

**Why Study History? – ..... 5**

Teaching ..... 6

**Awards & Prizes ..... 7**

**First Year ..... 10**

**Second Year ..... 14**

Single Subject ..... 15

Major Subject ..... 15

Core Modules: ..... 15

Joint Subject ..... 15

Minor Subject ..... 16

Required Courses ..... 16

Options ..... 20

**Third Year ..... 25**

Core Modules: ..... 26

Option Modules: ..... 26

Single Subject: ..... 26

Major Subject: ..... 26

Joint Subject: ..... 26

Minor Subject ..... 27

HI3200 Seminars –..... 28

Seminar Allocation ..... 28

Seminar Assessment ..... 29

Seminar Topics ..... 29

The Rules ..... 34

Option Assessment Requirements..... 34

Semester One: Autumn Options - September 2024. 35

Semester Two: Spring Options – January 2025 ..... 38

HI3302: Special Research Project ..... 40

Choice of Modules ..... 41

**Academic Misconduct & Plagiarism..... 42**

**Repeat Students..... 43**

**Students with Special Needs..... 43**

**Postgraduate Studies ..... 44**

**The Historians and their Research Interests 45**

**Academic Staff Contact Information ..... 48**

**Administrative Staff..... 49**

Social Media .....49

# Welcome -

## *Dr Hiram Morgan*

It is a delight to welcome our new students to the School of History and extend a warm welcome back to our returning students. This is a large, vibrant and dynamic School. We endeavour to provide a **stimulating** learning environment that rewards and engages you.

In this brochure, you will find the details of the diverse range of courses on offer, the contact details for staff, and links to further information and services.

Please remember to follow us on **Facebook** and **Twitter** at

- <https://www.facebook.com/historyuc> and
- @UCCHistory.

The booklet will help you make the choices you want and guide you through the degree's structure and requirements. Please make sure to **contact** and email staff, or set up a meeting during Office Hours of staff, but please stay in touch. We are an open and **welcoming** School which values each of you. Generally, all you need to do is email the relevant colleagues or set up a meeting with them during their scheduled office hours and they will clarify any issues you may have.

We have an **outstanding range** of academic and administrative staff who are prepared to discuss issues, module or

option choices, or the content of the history you choose to study.

All staff have **office hours**, and you should make full use of them to assist your formal studies; your engagement with the programme and the community of UCC historians is crucial to your success. One-to-one **staff-student meetings** are scheduled during office hours with staff.



Our staff are experts in their respective fields; collectively and individually, we have a vigorous research and publication record, a **reputation** for teaching excellence and a thorough engagement in the community and international academic events.

We are committed to research-led teaching based not only on the expertise of the academics but also on providing you with **opportunities** to engage directly with research and to become authors of your historical projects from the first year through to the third year dissertation.

## 4 | SCHOOL OF HISTORY

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

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

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

Apart from the **diverse** range of teaching and learning, we also inculcate a range of **skills** and attributes that will help you with your **employability**.

Let me draw your attention to a couple of essentials:

You will learn in classes in university lecture halls that cover the core curriculum. The smaller options will be delivered through traditional lectures and seminars. General lecture recording has been dispensed with.

### Structure of the Academic Year

#### **Semester 1:**

**09 September 2024** is the general start date for the main cohort of returning students (with the usual alternative or early starts in some programmes) with 12 teaching weeks.

#### **Semester 2:**

**13 January 2025** - General start date for all students with 12 teaching weeks.

### Assessments and Canvas

All **assessments** will be **submitted** in typewritten format online to the UCC's Virtual Learning Environment, **Canvas**. Canvas will be a key learning and teaching resource for you in the period ahead.

I hope you enjoy your year, studies, and research, and I look forward to meeting you.

*Dr Hiram Morgan, Sept' 2024*

[h.morgan@ucc.ie](mailto:h.morgan@ucc.ie)



## 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 and uncertain times. These are life and work skills that grant you the ability to make a valuable contribution wherever you choose - in the academic arena, in the workplace, in the local community or the wider world. History is highly **marketable** and **adaptable** to the needs 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 of our graduates **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 is 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.

- Our purpose is to teach a **balanced** appreciation of the genesis of society within a wide range of **contexts**, whether local, regional, national or international.
- Our teaching uses themes and structures, arguments, interpretations and analyses – emphasising **comparative** approaches wherever appropriate.
- Students learn about various types of history – social and economic history, modern diplomacy, political ideologies, the history of law, art, religion, women and government, business and much else besides.

- **Specialist knowledge** gained by our highly-qualified academic staff through their research, informs our teaching. Many of them are national and international leaders in their fields.

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

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

We aim to help students to

- be innovative and imaginative
- take the initiative
- work in teams
- be evidence-led
- be articulate and confident communicators

These are all abilities you will be useful in life and at work, whether as a manager, politician, diplomat, journalist, political commentator, administrator, academic researcher, heritage expert, consultant, entrepreneur, public servant or business strategist.

In general, our graduates and postgraduates acquire the adaptability and flexibility of mind that is necessary to survive and prosper.

### Teaching

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

- Lectures give you the foundations of knowledge and guidance in interpretation. They cover larger themes and historical periods.
- Tutorials support large lecture modules (especially cores and survey modules). They enable you to discuss historical topics and controversies in small groups in ways that are not possible in large lectures.
- Small groups, case studies and seminars with lecturers in first, second and third years respectively teach you to look closely at evidence and arguments. They will refine your thinking, develop your source criticism skills and foster your communication and debating skills

## **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 prize will be awarded to Diane Sheehy at the next School of History prize-giving ceremony, based on an outstanding performance in the 2023-2024 academic year.

### **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 prize will be awarded to Sara Liani at the next prize-giving ceremony, based on outstanding performance in the 2023-2024 academic year.

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

This is awarded to the student who receives the highest examination result in Australian, Economic or Local History. This prize will be awarded to Katie Hickey at the next prize-giving ceremony, based on outstanding performance in the 2023-2024 academic year.

### **The James and Mary Hogan Prize in History**

The prize is presented by the family and friends of James Hogan, Professor of History at UCC (1920 – 63), in memory of James Hogan and his wife, Mary, who worked in UCC library. It is awarded for the best research paper in History in the BA Examination. This prize will be awarded to James Manus at the next prize-giving ceremony, based on outstanding performance in the 2023-2024 academic year.

### **The Dermot Keogh Prize in Irish History**

This prize will be awarded to the student of the School of History UCC who produces the best

undergraduate dissertation or extended essay on either Irish diplomatic history or the history of Church-State relations in Ireland in Third Arts. This prize will be awarded to Fiona Hyde, based on outstanding performance in the 2023-2024 academic year.

### **The Polish Ambassador Prize in Polish History**

This Prize is awarded to the student who produces the best undergraduate dissertation in Polish History in the Third Year Seminar. This prize will be awarded to Conor Hogan at the next prize-giving ceremony, based on outstanding performance in the 2023-2024 academic year.

### **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 will be awarded for the best BA seminar dissertation in Medieval History. The prize will be awarded to Shane O'Sullivan at the next prize-giving ceremony, based on outstanding performance in the 2023-2024 academic year.

### **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 prize will be awarded to Patricia O'Keefe at the next School of History prize-giving ceremony for her outstanding performance in the 2023-2024 academic year.

**The Chris Williams Prize in History** – This prize has been inaugurated to mark the tragic passing of Professor Chris Williams last March

## 8 | SCHOOL OF HISTORY

2024. This prize is being awarded for the best BA dissertation in British history. The prize will be awarded to Alisha Heffernan at the next School of History prize-giving ceremony for her outstanding performance in the 2023-2024 academic year.

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

I Year: Maria Scanlan

II Year: Freyja Hellebust

III Year: Donal O'Connell

These are prizes for the best overall performance by a History student in each of the three years. Similar awards are offered for European Studies and History of Art students, though the prize recipients have yet to be decided.



*Group picture of prize recipients at the School of History prize-giving ceremony 2024, Aula Maxima, UCC. The prizes were awarded on the basis of performance in the previous academic year, 2022-23.*



*Dermot Keogh Prize Recipient, Thérèse Keniry, with (left to right) Andrew McCarthy, Ann Keogh, Aoife Keogh, Niall Keogh, and Finola Doyle-O'Neill at the prize-giving ceremony in February 2024*



*Emily Calton O'Keeffe (left) receiving prize from Katherine McGarry, Director of European Studies.*





*Prize recipient Kate Creedon (centre) with Dr Finola Doyle-O'Neill and the Polish Ambassador to Ireland, Arkady Rzegocki, at the prize-giving ceremony in 2024.*



*Group picture of European Studies prize recipients and their guests with Finola Doyle O'Neill and Katherine McGarry at the ceremony.*



*Luke O'Donohue (left) receiving the Jennifer O'Reilly Prize in Medieval History from Dr Diarmuid Scully at the ceremony in February 2024.*



*Mary Wallace (left) receiving History of Art Student of the Year Prize from Dr Sabine Kriebel at the ceremony in February 2024.*

# First Year

Dr Diarmuid Scully - [d.scully@ucc.ie](mailto:d.scully@ucc.ie)  
and Dr Detmar Klein - [d.klein@ucc.ie](mailto:d.klein@ucc.ie)

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



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

The First Arts programme consists of lectures on aspects of the early and modern history of Europe and America, and of Ireland in particular. It aims to help students develop the practical (and highly **transferable skills** of retrieving information, analysing evidence and communicating findings, both orally and in

writing). No prior experience of having studied history is necessary.

## Structure

The First year acts as a foundation, introducing students to the skills and techniques of historical research. There are two core modules in first year history in the first semester and a choice of several options in the second semester.

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 groups of twenty and meet their lecturers once a week. Students will be notified of their allocated **HI1015** time and location on canvas during the first week of term. Attendance at your allocated time is essential from week two. Students are also required to select an option (such as **HI1002**, **HI1006**, etc.) from Semester 2. NOTE: There are no first year options on offer in Semester 1.

The classes are divided into small discussion-based tutorials which meet regularly. Arrangements for these tutorials are made at the beginning of each Semester and lists of times, places and groups are posted on School notice boards and Canvas.

In **Semester 1** (September) all students take one compulsory course: **HI1003**: East and West: identities, communities & transformations in the medieval world.

Students must also take the following module in **Semester 1** (September) **HI1015** The Craft of History.



In **Semester 2** (January) students must also choose one of the following four options: **HI1002** Modern Ireland: Culture, Politics & Society (Sem 2); or **HI1006** US History since 1865 (Sem 2); or **HI1007** Anti-Semitism in Europe from the Middle Ages to the Holocaust (Sem 2); or **HI1012** Women in Europe since 1800 (Sem 2); or **HI1014** Aspects of the Atlantic Slave Trade, 1440-1833 (Sem 2).

### **Semester 1**

For **Semester 1** you **must** take:

**HI1003** East and West: identities, communities & transformations in the medieval world

*Dr Damian Bracken*

The module introduces students to key concepts and developments in the Western and Islamic worlds from Late Antiquity to the First Crusade.

**HI1015** - The Craft of History

*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 2**

For Semester 2 you must choose one of the following five option modules:

**HI1002 Modern Ireland: Culture, Politics and Society (5)**

*Dr Donal O'Drisceoil*

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

**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.

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

*Dr Detmar Klein*

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

### **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 1st 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:** 1 x 2,000 word essay (50 marks); 1 x 2,000 word document study (50 marks). Assignments to be submitted on a date prescribed by the School:

**HI1003:** 1½ hr exam in Winter 2024: (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 essay: (50 marks); 1 x 1,500 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

**HI1007:** 48hr online Take-Home-Exam: (70 marks); 1 x 1,500-word essay to be submitted on a date prescribed by the School: (30 marks).

**HI1012:** 1 x 2,500 word essay (60 marks); 1 x online quiz (20 marks); 1 x groupwork: (20 marks). Assignments should be submitted on a date prescribed by the School.

**HI1014:** 1½ hr exam in Winter 2024 (80 marks); 1 x 1,000 word essay to be submitted on a date prescribed by the School (20 marks).

**HI1015:** 1 x 1,500-word essay (50 marks); Source analysis assignment (25 marks); Group project (25 marks). Assignments must 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.

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

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

Where work is submitted up to and including 7 days late, 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

Dr Jason Harris [j.harris@ucc.ie](mailto:j.harris@ucc.ie)

### 2<sup>nd</sup> 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 (c.15 per class) 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 1000 word written exercise; 1 x 2500 word essay; 1 x Quizzes using Team-Based Learning Software. ***Check Canvas for submission times & dates.***

**HI2105:** 1 x 3000 word Critique to be submitted by **3.00pm Thursday 24<sup>th</sup> April 2025.**

**HI2104:** 1 x 5000-word Supervised Project on an agreed topic; ***draft to be submitted by 11.59 pm, Friday, 25<sup>th</sup> January 2025 and completed project will be submitted in typescript to Canvas by 11.59 pm Friday, 7<sup>th</sup> March 2025.***

**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.***

**Single Subject**

**Students take 50 credits as follows – core modules to the value of 15 credits and 35 credits of option modules:**

**Core Modules:**

HI2104, HI2105, HI2110 (5 credits per module)

**Option Modules:**

HI2003, HI2025, HI2031; HI2036, HI2038, HI2041; HI2045, HI2046, HI2047, HI2048, HI2049, HI2050\*; HI2051, HI2103; (5 credits per module)

**Major Subject**

**Students take 40 credits as follows – core modules to the value of 15 credits and 25 credits of option modules:**

**Core Modules:**

HI2104, HI2105, HI2110 (5 credits per module)

**Option Modules:**

HI2003, HI2025, HI2031; HI2036, HI2038, HI2041; HI2045, HI2046, HI2047, HI2048, HI2049, HI2050\*; HI2051, HI2103 (5 credits per module)

**Joint Subject**

**Students take 30 credits as follows – core modules to the value of 10 credits and 20 credits of option modules:**

**Core Modules:**

HI2105, HI2110 (5 credits per module)

**Option Modules:**

HI2003, HI2025, HI2031; HI2036, HI2038, HI2041; HI2045, HI2046, HI2047, HI2048, HI2049, HI2050\*; HI2051, HI2103 (5 credits per module)

**BEd (Hons) (Sports Studies and Physical Education)**

**Students take 25 credits as follows: core modules to the value of 5 credits and 20 credits of option modules:**

### Core Modules:

HI2110 (5 credits per module)

### Option Modules:

HI2003, HI2025, HI2031; HI2036, HI2038, HI2041; HI2045, HI2046, HI2047, HI2048, HI2049, ~~HI2050\*~~; HI2051, HI2103 (5 credits per module)

### Minor Subject

#### **Students take 20 credits as**

**follows** - core modules to the value of 5 credits and 15 credits of option modules:

#### **Core Module:**

HI2110 (5 credits)

#### **Option Modules:**

HI2003, HI2025, HI2031; HI2036, HI2038, HI2041; HI2045, HI2046, HI2047, HI2048, HI2049, ~~HI2050\*~~; HI2051, HI2103 (5 credits per module)

**Students taking 10 History Credits** - core modules to the value of 5 credits and 5 credits of option modules:

#### **Core Module:**

HI2105 (5 credits)

#### **Option Modules:**

HI2003, HI2025, HI2031; HI2036, HI2038, HI2041; HI2045, HI2046, HI2047, HI2048, HI2049, ~~HI2050\*~~; HI2051, HI2103 (5 credits per module)

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

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

**\*NOTE:** Due to unforeseen circumstances module HI2050 will not run in Semester 2.

### Required Courses

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

(Dr Jason Harris)

The module explores three themes (gender, family, power) over the longue durée from the medieval to the modern period and from both European and non-European perspectives. In the first section we focus on sex and gender, providing an overview of the evolution of these ideas across time.

(Examined by: Quizzes using Team-Based Learning Software (20 Marks); 1,000 word written exercise (20 Marks); 1 x 2,500 word essay (60 Marks). All to be submitted on dates prescribed by the School.





## **HI2105 Case Studies in Research Skills (Semester 2)**

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.

## **The following is a list of the Case Studies to be offered in 2024-2025**

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

The Klemperer diaries give a fascinating and moving insight into daily life in Nazi Germany and into the world of thoughts and emotions of a German-Jewish university professor (and his 'Aryan' wife) in Dresden who survived the Holocaust. The course covers the diary entries from early 1933 until the end of 1941.

### **Mr Rory O'Dwyer: The 1916 Rising: Historiography and Commemoration**

This case study will involve a close consideration of the historiography of the 1916 Rising. Various primary and contemporary sources will be evaluated, and we will study the evolving historiography of the Rising, while exploring debates around the Rising and its legacy, alternative viewpoints, etc. We will also analyse the sometimes-major/sometimes-muted efforts to commemorate the Rising as a foundational moment in the establishment of an independent Irish nation, and consider how these commemorations have influenced the history writing on the Rising up to the present day. In this process various aspects of writing and presentational skills, use of evidence and historical source criticism will be discussed.

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

The study of LGBT Irish identities is an emergent research area with huge potential for historians. Modern Ireland has seen

many transformations, but few as dramatic as the change in the perception and status of LGBT people. Our sources include activists' testimonies and LGBT rights promotional materials, media reports, personal accounts and creative productions. We will locate these sources in their historical contexts and examine how - and to what extent - Irish LGBT issues have been analysed by historians. Among the topics for module discussion: accessing and interpreting the LGBT past; representations of LGBT identities in the media and the arts; narrating and interpreting the LGBT rights struggle in Ireland.

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

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.

**Dr Malgorzata Krasnodebska - D'Aughton - C. Ó Clabaigh, *The Franciscans in Ireland 1400-1534. (From Reform to Reformation, Dublin 2002.)***

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.

**Dr Eugene Costello & Dr David Edwards - *Climate change, Ireland and the early modern Atlantic.***

A major awakening has been taking place amongst historians around the world over the last 20 years. Were certain events in the past linked to climate change, as they increasingly are today?

In Ireland, this shift in thinking has only just started. We will focus on the medieval-to-modern transition (c.1250-1750). It is a fascinating period in which a Little Ice Age hit Europe, and yet economies grew. How did ordinary people in Ireland manage in this period?

We will examine a number of recent benchmark texts, discussing how they have opened the door to the idea of 'the environment' by using an innovative range of sources. You will learn that established historical narratives don't necessarily have all the answers. Our job is to identify these gaps and to be honest about uncertainties

**Dr Lusine Margaryan - *Life and Power in the Byzantine empire.***

The concept of power in The Byzantine civilization derived from traditions of Roman Caesarism, the Hellenistic idea of

monarchical power, and the Middle Eastern Christian tradition of the incarnation of the rule of the King of Heaven in the autarky of the power of the King of Earth. Justinian's reign (527-65) was a key stage in the transition from the Roman Empire of classical times to the Byzantine Empire of the Middle Ages. Emperor's efforts resulted in legitimization of the absolute power in the Byzantine empire. The course examines the role of Justinian in shaping the perception of supreme power in the following centuries on the basis of the "official" sources and the scandalous "Secret History" of Procopius of Caesarea, which contradicted the established characterization of the emperor.

### **Dr Maeve O'Riordan: Researching the Big House and its people.**

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.

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

'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.'

### **Dr Andrew McCarthy – Irving V Lipstadt**

This study focuses on Deborah E. Lipstadt's book, *Denying the Holocaust: the growing assault on truth and memory* (Free Press, New York, 1993), and the libel case initiated by David Irving in response to it. It examines the controversy following the publication of Lipstadt's work and the fallout from the verdict in that case. It will look also at the work of one of the expert witnesses for Lipstadt, Richard J. Evans, and his account of the trial, *Telling Lies about Hitler*, and some other trial accounts such as D.D. Guttenplan, *The Holocaust on Trial*, as well as the 349-page judgement delivered by Justice Charles Gray, the libel trial judge. Other works considered are Daniel Goldhagen's *Hitler's Willing Executioners* and *A Moral Reckoning*, with further reading arising from the controversies in these works examining the role of Pope Pius XII and the controversies surrounding his pontificate. The objective of this case study

is to determine how historians may legitimately use evidence and the standard of proof expected in historical arguments. All texts will be accessible via Canvas.

**Prof Ciara Breathnach - Ian Milligan, *The Transformation of Historical Research in the Digital Age* (Cambridge University Press, 2022).**

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'.

**Dr Jason Harris - *Debating the Witch Trials: Boyer & Nissenbaum, Salem Possessed*.**

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.

**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, 10 September 2024**. 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.

**Options**

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

- Joint honours students choose three
- Single honours students choose six
- Major students choose four 10-credit
- Minor students choose one
- Students taking 20 credits choose two



## **Second Year Options 2024-2025**

### **HI2003 Culture and Power: Renaissance Intellectual History 1450-1650 (Sem 2)**

*Dr Hiram Morgan*

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 Summer 2025: 80 marks; 1,500 mid-term assessment to be submitted on a date prescribed by the School: 20 marks)*

### **HI2025 The Vikings (Sem 1)**

*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 2024: 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)**

*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.

*(Examined by 1xOral in situ presentation on study tour (50 Marks); 3000-word essay to be completed on a date prescribed by the School (50 marks).)*

### **HI2036 Sport and Society in Modern Ireland (Sem 2)**

*David Toms*

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 2025: 80 marks; 1,500 Book Review to be submitted on a date prescribed by the School: 20 marks.)*

### **HI2038 The Tudors and Ireland (Sem 1)**

*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 2024 (80 marks); 1,500-word essay (20 marks) to be submitted on a date prescribed by the School.)*

### **HI2041 US Foreign Policy and the Cold War, 1943-1991(Sem 2)**

*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.)*

### **HI2045 Crime, Violence, and Revolutionary Ireland, 1913-1925 (Sem 2)**

*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 1,500-word essay (30 marks); 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 (Sem 2)**

*Dr John Borgonovo*

This course investigates community policing by state and non-state forces in both pre and post-independence Ireland. Government policing is compared with different forms of 'people's justice' visible during the same period.

*(Examined by 1,500-word essay (30 marks); 3,000-word essay (70 marks); both essays to be submitted on dates prescribed by the School.)*

### **HI2047 Hitler, Nazism and the Holocaust (Sem 1)**

*Dr Detmar Klein*

This course looks at Hitler's and National Socialism's ideology and explores its practical implications in the Third Reich,

notably the persecution of the Jews and the Holocaust. It introduces the students to some of the relevant debates in this context. *(Examined by 1,500-word essay (40 marks); 48 hour online Take-Home-Exam (60 marks); both assignments to be submitted on dates prescribed by the School.)*

### **HI2048 1989 Revolutions: Poland and East Central Europe - Transition to Democracy (Sem 2)**

*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 3,000 word essay (70 marks); 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 (Sem 2)**

*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 2025 (50 marks); 1 x 1,250-word Primary Source Analysis (25 marks); Reading Responses (25 marks); all assignments to be submitted on dates prescribed by the School.)*

### **HI2051 The First World War, 1914-1918; International Relations, Politics and Society (Sem 1)**

*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 2024 (70 marks); 2,000-word essay to be submitted on a date prescribed by the School of History (30 marks).)*

### **HI2103 The long nineteenth century: Europe, Ireland and the Wider World II (Sem 2)**

*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 2,000-word assignment (30 marks); In-class Test - 48-Hour take-home-exam (THE) (70 marks); both assignments 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](mailto: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, 19<sup>th</sup> September 2024, 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, 18<sup>th</sup> October 2024**. You will submit a draft of the project to your supervisor (via email and Canvas/Turnitin) by **11.59 pm, Friday, 24<sup>th</sup> January 2025, TBC** and arrange to meet for formal feedback. Your completed project will be submitted in typescript to Canvas before **11.59 pm, Friday, 7<sup>th</sup> March 2025**.

## **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 McMullan: [amy.mcmullan@ucc.ie](mailto:amy.mcmullan@ucc.ie)



# Third Year

Dr John Borgonovo [j.borgonovo@ucc.ie](mailto:j.borgonovo@ucc.ie)

## 3<sup>rd</sup> 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 **3.00pm Tuesday, 18 March 2025.**

**HI3200:** Final Seminar dissertation to be submitted online to Canvas by **3.00pm Wednesday 23 April 2025.**

**HI3302:** 1 x 5000-word Supervised Project on an agreed topic; draft *to be submitted by 11.59 pm, Friday, 25<sup>th</sup> January 2025-and completed project will be submitted in typescript to Canvas by 11.59 pm Friday, 7<sup>th</sup> March 2025.*

**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.**

### **Single Subject**

**Students take 50 credits as follows** - core modules to the value of **15** credits & **35** credits of option modules:

#### **Core Modules:**

HI3200 (10 credits); HI3302 (5 credits)

#### **Option Modules:**

*Take modules to the value of 10 credits from the following:*

HI3004; HI3070; HI3077; HI3138; HI3139; HI3140; HI3141; HI3142; HI3235; HI3584  
(10 credits per module)

*Take modules to the value of 25 credits from the following:*

HI2046; HI3024; HI3033; HI3043; HI3045; HI3082; HI3095; HI3125; HI3128; HI3129; ES4027; ES4029  
(5 credits per module).

*At least two modules must be taken from those in Semester 1 and at least two modules from those in Semester 2. Semesters for modules are indicated below.*

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

### **Major Subject:**

**Students take 40 credits as follows** – core modules to the value of **15** credits and **25** credits of option modules:

#### **Core Modules:**

HI3200 (10 credits); HI3302 (5 credits)

#### **Option Modules**

*Take modules to the value of 10 credits from the following:*

HI3004; HI3070; HI3077; HI3138; HI3139; HI3140; HI3141; HI3142; HI3235; HI3584  
(10 credits per module)

*Take modules to the value of 15 credits from the following:*

HI2046; HI3024; HI3033; HI3043; HI3045; HI3082; HI3095; HI3125; HI3128; HI3129; ES4027; ES4029  
(5 credits per module).

*At least one module must be taken from those in Semester 1 and at least one module from those in Semester 2. Semesters for modules are indicated below.*

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

### **Joint Subject:**

**Students take 30 credits as follows** - core modules to the value of **10** credits

and **20** credits of option modules:

**Core Module:**

HI3200 (10 credits)

**Option Modules:**

*Take modules to the value of 10 credits from the following:*

HI3004; HI3070; HI3077; HI3138; HI3139; HI3140; HI3141; HI3142; HI3235; HI3584 (10 credits per module)

*Take modules to the value of 10 credits from the following:*

HI2046; HI3024; HI3033; HI3043; HI3045; HI3082; HI3095; HI3125; HI3128; HI3129; ES4027; ES4029 (5 credits per module).

*At least one module must be taken from Semester 1 and at least one module from Semester 2. Semesters for modules are indicated below.*

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

**Minor Subject**

**Students take 20 credits as follows –** core modules to the value of **10** credits and **10** credits of option modules:

**Core Module:**

HI3200 (10 credits)

**Option Modules:**

*Take modules to the value of 10 credits from the following:*

10 credit modules:

HI3004; HI3070; HI3077; HI3138; HI3139; HI3140; HI3141; HI3142; HI3235; HI3584 (10 credits per module)

5 credit modules:

HI2046; HI3024; HI3033; HI3043; HI3045; HI3082; HI3095; HI3125; HI3128; HI3129; ES4027; ES4029 (5 credits per module).

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

**Students take 10 credits from the following:**

10 credit modules:

HI3004; HI3070; HI3077; HI3138; HI3139; HI3140; HI3141; HI3142; HI3235; HI3584 (10 credits per module)

5 credit modules:

HI2046; HI3024; HI3033; HI3043; HI3045; HI3082; HI3095; HI3125; HI3128; HI3129; ES4027; ES4029 (5 credits per module).

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







## **HI3200 Seminars –**

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

### **Seminar Allocation**

Student numbers in each of the seminars are limited, with equal numbers in each. Places are allocated on the basis of the best fit between student preferences and the number of available slots, although single honours students and those with 1st class History honours from Second Year will be given priority, where possible. Some ex quota places may be reserved for



visiting students in at least the third year of their degree.

**HI3200 Seminar and Module Registration forms will be handed out,** and the process of registration explained, in **C\_CUMMINS\_G10\*** from 3pm - 4pm, **Monday 9 September 2024**. You must register your choice of seminars and options by completing the form and returning it to 5 Perrott Avenue, College Road **10am – 3pm on Thursday, 12 September 2024**.

### **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 to **(a)** attend at least two-thirds of scheduled seminar classes and **(b)** give an oral presentation to the class on the research project. Both of these requirements are a pre-requisite for the 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 **3.00pm Tuesday, 18 March 2025**.

**HI3200:** Final Seminar dissertation to be submitted online to Canvas by **3.00pm Wednesday 23 April 2025**.

## **Seminar Topics, 2024-25**

### **The British Cabinet and the Irish struggle for independence, 1918-1922**

*Mr Gabriel Doherty & Dr John Borgonovo*

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

### **Sex and Gender in Renaissance Italy**

*Dr Jason Harris*

It seems that everywhere one looks in fifteenth and sixteenth century Italy there are references to sex – from rumours of incest and orgies at the Vatican to wild

fantasies of sex with witches and demons; from sermons and court trials aimed at eradicating 'sodomy' to art and literature that seems to challenge gender norms and articulate a great variety of sexual tastes. Why do sex and gender feature so prominently in renaissance sources? How much do these sources tell us about what was really going on in people's private lives? In this module we will examine how classical humanists fought a culture war with religious reformers over the social roles of men and women, over the moral value of sex and pleasure, and over the freedom to depict the body and human nature in diverse and challenging ways. Students will therefore use a wide array of different kinds of primary source material to explore how sex, gender and sexuality were understood and represented in renaissance Italy, and how this developed over time in response to underlying social and religious changes.

### **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.

### **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.

## **Society, Art & Religion in Late Medieval Ireland.**

*Dr Malgorzata Krasnodebska - D'Aughton*

The seminar looks at the relationships between social and religious structures in late medieval Ireland and the visualisation of these relationships in public architecture, manuscripts and personal artefacts. The seminar covers a wide range of topics: racial tensions, social

mores and the Church, space and society, gender and models of sanctity, death and commemoration, public and private devotion, travel and inter-cultural encounters. By focusing

on the international religious orders of the mendicants, the seminar explores these topics in a wider European context.

The seminar consists of class-based sessions, a visit to Special Collections, and a walking tour of Cork.

## **Shakespeare's World: State, society and empire under Elizabeth and James, 1558-1625**

*Dr Hiram Morgan*

This seminar will look at England, Ireland, Scotland and Wales in the reigns of Elizabeth and James and the remarkable changes that took place. Using primary sources, it will examine the economic impact of the Dissolution of the Monasteries, the consolidation of the Protestant Reformation, the execution of Mary Queen of Scots and the union of Crowns, the twists and turns of war and foreign policies involving continental Europe, the plantations in Ireland and the New World, the development of London and the expansion of overseas trade. Covering the careers of the monarchs themselves, this course provides plenty of scope for dissertations on a variety of subjects.

## **'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.

### **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.

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

*Dr John Borgonovo & Dr John Dorney*

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.



## **'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.

## **US Foreign Policy & War in the Middle East since 1947**

*Prof David Ryan*

The seminar will investigate US foreign policy and war in the Middle East since 1947. The Head of US Policy Planning considered the area a strategic 'prize'. The US searched for stability, access to oil, it sought to contain the Soviet Union and radical Arab nationalism, and later Islamism. Its support for Israel complicated issues. The seminar will investigate key episodes such as the creation of Israel in 1948-1949, the Suez Crisis 1956, the Six Day War 1967, the Yom Kippur War 1973, the Gulf War 1991, the post-9/11 wars, and the war in Gaza.

## **'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.

## **REMINDER:**

### **Registration of Seminars**

HI3200 Seminar and Module Registration forms will be handed out, and the process of registration explained, in **C\_CUMMINS\_G10\* from 3pm - 4pm, Monday 9 September 2024**. You must register your choice of seminars and options by completing the form and returning it to 5 Perrott Avenue, College Road **10am – 3pm on Thursday, 12 September 2024**.

## Third Year Options

### The Rules

The options on offer for 2024/2025 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 option.

**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 20 September 2024..** Check the Confirmation of Registration screen to ensure that your registration is correct.

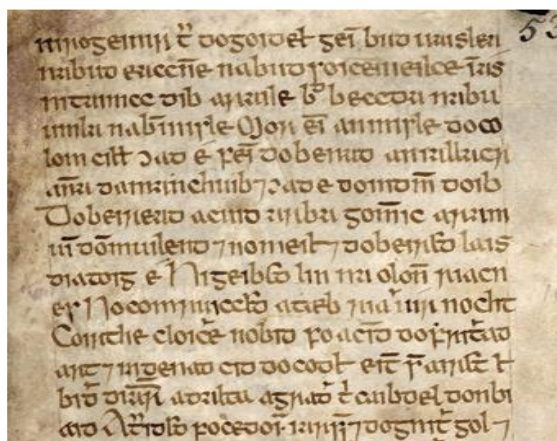
### Option Assessment Requirements

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 2024/2025 below and any subsequent announcements posted on departmental notice boards.

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



## **Semester One: Autumn Options - September 2024**

### **HI3004 East Central Europe in the 20th century. The road to a "Common European Home" (10 credit) (Sem 1)**

*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.)*

### **HI3024 Northern Ireland (5 credits) (Sem 1)**

*Mr Gabriel Doherty & 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) (Sem 1)**

*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 2024: (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) (Sem 1)**

*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 3,000 word essay (60 marks); 48-Hour take-home-exam (THE): (40 marks); both assignments to be submitted on a date prescribed by the School.)*

### **HI3070 Communications, Culture and Identity in Ireland 1922-2002 (10 credits) (Sem 1)**

*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 4,000 word research project (100 marks); Group Project (50 marks); 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) (Sem 1)**

*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 4,000-word research project (100 marks); Reading responses (40 marks); Project (40 marks); Attendance & Participation (20 marks). All assignments/participation to be submitted on dates prescribed by the School.)*

### **HI3095 European Imperialism, 1450-1750 (5 credits) (Sem 1)**

*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 2024 (80 marks); 1,500-word essay (20 marks) to be submitted on a date prescribed by the School.)*

### **HI3138 The United States and the Vietnam Wars, 1945-1975 (10 credits) (Sem 1)**

*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.

*(Examined by 4,000-word research project (100 marks); Weekly reading responses (60 marks); Participation in seminar discussions (40 marks); all assignments/discussions to be submitted on dates prescribed by the School.)*

### **HI3139 Ireland and the beginnings of Europe (10 credits) (Sem 1)**

*Dr Damian Bracken*

The coming of literacy and Christianity brought Ireland into contact with the



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

*(Examined by Oral Presentation (70 marks); Attendance & Participation (30 marks); 4,000 word research assignment (100 marks); all to be submitted/attended on dates prescribed by the School.)*

### **HI3140 Religion and Magic in Reformation Germany: Witches, Jews and Heretics (10 credits) (Sem 1)**

*Dr Jason Harris*

Early modern Germany was repeatedly swept by rumours and conspiracies that fuelled increasingly intense and widespread efforts to hunt down witches and heretics or to persecute the Jews, who were believed to be bound by a demonic pact to pervert the Church. The advent of the Reformation served only to magnify the sense that Christendom was under siege and that Armageddon was near. *(Examined by 4,000-word research project (100 marks); Responses to weekly readings (60 marks); Participation in discussion and research supervision (40 marks); assignments to be submitted on dates prescribed by the School.)*

### **HI3141 Ritual and Space in the Late Middle Ages (10 credits) (Sem 1)**

*Dr Malgorzata Krasnodebska - 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. *(Examined by 4,000-word research project (100 marks); Document Analysis (60 marks); Student participation & discussion: (40 marks); assignments to be submitted on dates prescribed by the School.)*

### **HI3142 Culture and ideology in nineteenth-century Europe (10 credits) (Sem 1)**

*Dr Detmar Klein*

This course 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 4,000-word research project (100 marks); 1,500 word Document / Primary Source analysis (60 marks); PowerPoint Presentation: (40 marks); assignments to be submitted on dates prescribed by the School.)*

### **HI3235 A cultural history of the female body in Britain (1800-1918) (10 credits) (Sem 1)**

*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 (70 marks); Research project (100 marks); Learning Log(s) - submitted online (30 marks); assignments to be submitted on dates prescribed by the School.)*

### **HI3584 Health and Politics in Modern Ireland (10 credits) (Sem 1)**

*Dr Andrew McCarthy*

This module will examine aspects of medicine and politics in Ireland from Independence until the 1980s, with the emergence of the HSE as an epilogue. The focus is on the evolution of structures and institutions of public health, examining the development of the public health apparatus, its branches in local regional and national development.

*(Examined by 4,000-word research project (100 marks); 1,500-2,000 word Document / Primary Source analysis (60 marks); Attendance & Participation (40 marks); assignments to be submitted on dates prescribed by the School.)*

### **Semester Two: Spring Options – January 2025**

### **HI2046 Policing and Popular Justice in Ireland, 1803-1960 (5 credits) (Sem 2)**

*Dr John Boronovo*

This course investigates community policing by state and non-state forces in both pre and post-independence Ireland. Government policing is compared with

different forms of 'people's justice' visible during the same period.

*(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.)*

### **HI3043 Politics, Society and the Irish Novel: from union to independence (5 credits) (Sem 2)**

*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.

*(Examined by 1½ hr exam in Summer 2025: 80 marks; 1 x 1,500-word essay to be submitted on a date prescribed by the School: 20 marks)*

### **HI3082 Armadas: The Anglo-Spanish Conflict 1585-1604 (5 credits) (Sem 2)**

*Dr Hiram Morgan*

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 exam in Summer 2025 (80 marks); 1 x 1,500-word primary source analysis (20 marks), to be submitted on a date prescribed by the School.)*

**HI3125 Nuclear Politics and Proliferation (5 credits) (Sem 2)***Dr Mervyn O'Driscoll*

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

*(Examined by 1½ hr exam in Summer 2025 (70 marks); 1 x 1,500-word essay (30 marks) to be submitted on a date prescribed by the School.)*

**HI3128 Censorship in Twentieth-Century Ireland (5 credits) (Sem 2)***Dr Donal O 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 1 x 1,500 word essay (20 marks); 1 x 4,000 word essay (80 marks), both essays to be submitted on a date prescribed by the School.)*

**HI3129 US Military Intervention and Memory after the Vietnam War (1975-2017) (5 credits) (Sem 2)***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 2,000 word essay (40 marks); both assignments to be submitted on a dates prescribed by the School.)*

**ES4027 Capitalism, Communism and the Cold War: East and West Germany, 1945-1990 (5 credits) (Sem 2)***Dr Detmar Klein & Dr Jerome aan de Wiel*

The module examines the formation and development of the two German states between 1945 and 1990, with a particular focus on their ideological characteristics. Relations between state and citizen, with their components of state supervision, conformism, protest and counter-culture, will be studied.

*(Examined by 1½ hr exam in Summer 2025 (70 marks); 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) (Sem 2)***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.

*(Examined by 1½ hr exam in Summer 2025 (70 marks); 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](mailto: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, 19 September 2024, 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 **11.59pm Friday, 18 October 2024**. You will submit a draft of the project to your supervisor (via email and Canvas/Turnitin) by **11.59 pm, Friday, 25 January 2025**—and arrange to meet for formal feedback. Your completed project will be submitted in typescript to Canvas before **11.59 pm Friday, 7 March 2025**.



## **Visiting Students**

Visiting students attending the School of History or European Studies may contact Katherine McGarry ([k.mcgarry@ucc.ie](mailto:k.mcgarry@ucc.ie)) with any queries or concerns related to the Semester or Year Abroad.

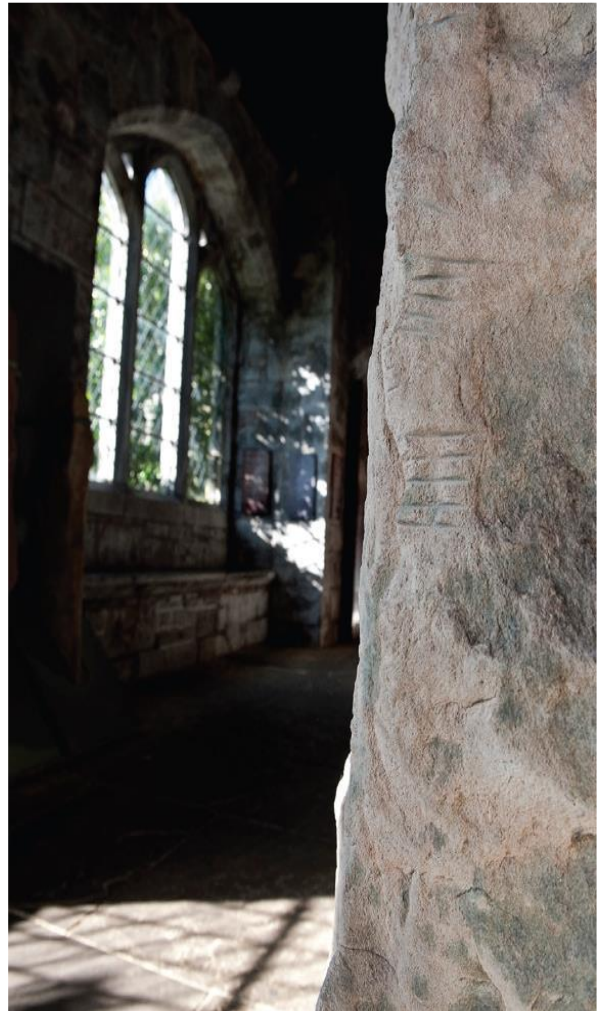
## **Choice of Modules**

Visiting students who wish to select a case study and/or seminar are required to register for the module(s) between 10am-3pm on **Thursday 12 September 2024** at No. 5 Perrot Avenue, College Road. Visiting students and their choices are subject to all the usual conditions regulating the modules which they attend (*see the relevant sections of this Handbook*).

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

*Semester 1 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 1,500 word assignment (50 Marks); Assignment - Take-home exam (50 Marks); to be submitted on dates prescribed by the School.*)




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# Academic Misconduct & 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 artificial intelligence bots, such as ChatGPT. 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 Plagiarism is. Consult with the relevant policies and discuss the matter with your

lecturers and tutors in advance of submissions to avoid problems.

The School has a **Plagiarism Officer**, Dr Jay Roszman ([jay.roszman@ucc.ie](mailto:jay.roszman@ucc.ie)), whose role is to implement the policy.

## Key Policy Documents

Plagiarism Policy of the School of History: <https://www.ucc.ie/en/history/current/plagiarismproceduresinhistory/>

Examinations Policy:

<https://www.ucc.ie/en/academicgov/policies/exam-policies/>

Academic Integrity for Examinations and Assessments

Policy: <https://www.ucc.ie/en/academicgov/policies/standards/academicintegrityforexaminationsandassessmentspolicy/>



## **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](mailto: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, 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: 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). John Borgonovo, *The Dynamics of War and Revolution: Cork City, 1916-1918* (Cork, 2013); Sarah-Anne Buckley, *The Cruelty Man: Child Welfare, the NSPCC and the State in Ireland* (Manchester 2013); David Fitzgerald, *Learning to Forget: US Counter-insurgency Doctrine* (Stanford 2013); Donal Corcoran, *Freedom to achieve freedom, the Irish Free State, 1922–1932* (Dublin, 2013); James Ryan, *Lenin's Terror* (London 2012); John Fenton, *When Middleton town was sold: 1964-66* (Cork, 2012); Antóin O'Callaghan, *A History of Patrick Street* (Cork, 2010); P Poland, *A History of the Cork Fire Services* (Dublin, 2010); K. McCarthy, *Gold, silver and green: the Irish Olympic journey, 1896-1924* (Cork, 2010); Mícheál Martin, *Freedom to choose: Cork and party politics in Ireland, 1918-1932* (Cork, 2009); Maurice Walsh, *G2. In Defence of Ireland: Irish military intelligence 1918–1945* (Cork, 2010); Michael Martin, *Breaking Ranks: the shaping of civil-military relations in Ireland* (Dublin, 2010); Diarmuid Whelan, *Conor Cruise O'Brien: Violent Notions* (Dublin, 2009).



# **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.

**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

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

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

**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.

**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  
WHA1.

**Andrew McCarthy**, MA, PhD (NUI),  
educated University College Cork,  
University of Sussex. At various times,  
worked in financial services for NatWest  
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