



UNIVERSITY OF
LIMERICK
OLLSCOIL LUIMNIGH

**Scoil na Staire
agus na Tíreolaíochta**

School of History
and Geography

HI4168. The country house in Ireland: class, gender, and culture

MODULE OUTLINE

Autumn semester, Academic year 2025-26



Drawing of the nineteenth-century view of Adare Manor, Co. Limerick, Leonard Collection, Special Collections & Archives, Glucksman Library, UL:
<https://specialcollections.ul.ie/research-dunraven/>

Module code and title:	HI 4168. The country house in Ireland: class, gender, and culture
Academic Year:	2025/26
Semester:	Autumn
ECTS Credits:	6 ECTS
Lecturer:	Dr Karol Mullaney-Dignam
E-mail:	Karol.MullaneyDignam@ul.ie
	<i>Please use Brightspace Forums for module queries</i>

Communications from your lecturer will be made live and/or via the HI4168 BRIGHTSPACE site. Please post questions about this module to the Discussions Forum on the site. You can usually expect a reply from me within 48 hours (weekdays only) but feel free to respond to each other's queries. Thank you

Overview

This module explores the history of the country house in Ireland from its rise in the 1700s to its decline in the 1900s, providing an intimate look at the social, cultural, and material lives of owners, occupants, and providers. The so-called 'Big House' in Ireland was undoubtedly an elite expression of status but, as the power base of a landowner and nucleus of a landed estate community, it also lay at the centre of complex networks of influence, exchange, sociability, supply, and demand. As such, it provides a useful lens through which to examine continuity and change in Irish political, social, economic, and cultural life over more than two centuries.

Drawing on a range of case studies and primary sources, this module examines life within landed families (births, marriages, deaths; special occasions), within their estates (management and improvements; landlords and tenants), within their communities (political influence; public building works; philanthropy), and within the wider world (war and conflict; foreign travel; the British Empire). It considers aspects of everyday and extraordinary life in country houses, the importance of wealth and status, style and luxury, pedigree and dynasty, men's and women's roles in the home and beyond, agency in private and public spheres, social connections and the sourcing of goods and services, links between urban and country life, landed estates as communities as well as class differences between owners, servants, and suppliers.

The module will consider too the political, socio-economic, and cultural afterlives of selected houses, their contested histories after Irish independence, and their contemporary interpretation as cultural heritage sites.

Learning outcomes

On successful completion of this module, it is expected that you will be able to:

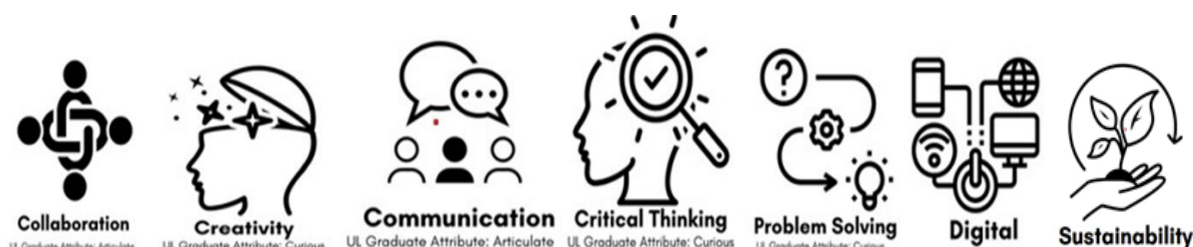
- describe the evolution of the country house in Ireland in the long nineteenth century (*knowledge and understanding*);
- interpret country houses and material culture using appropriate sources (*intellectual and transferable skills*);
- identify, transcribe, and analyse primary sources pertaining to the study of individual landed class members, families or properties (*knowledge and understanding, professional and transferable skills*);
- evaluate the homes, possessions and practices of specific families, demonstrating complexities and subtleties (*intellectual and transferable skills*);
- discuss the complex social, economic, political and cultural forces that shaped landed estate communities and individuals during this period (*knowledge and understanding, intellectual and transferable skills*);
- develop relevant historical content for potential public consumption online (*professional and transferable skills*);
- appreciate the significance of the country house as a key aspect of contemporary Irish cultural heritage (*knowledge and understanding*);
- display a commitment to professional historical practice, particularly in reading and writing (*professional and transferable skills*);
- demonstrate independent learning and collaboration (*professional and transferable skills*).

Transferable skills development in this module

As well as the learning outcomes described above, in this module you will have an opportunity to develop and practice several different transferable skills. Transferable skills are the types of skills that are not specific to any one location, job or context but can transfer across multiple different situations. They commonly include such skills as:

- Collaboration
- Critical Thinking
- Communication
- Creativity
- Problem Solving
- Digital Skills
- Sustainability Literacy and Action

In this module, when you meet content or engage in activities that relate to one of these transferable skills, it will be indicated with one of the tags below.



Keep an eye out for these tags in this module and in others that you will take in this and future semesters. You will hopefully begin to see how your transferable skills, alongside your subject specific knowledge, increase over time.

This module offers opportunities to gain the following valuable transferable skills (mapped here onto the module learning outcomes):

- interpret country houses and material culture using appropriate sources: **critical thinking, digital skills**
- identify, transcribe, and analyse primary sources pertaining to the study of individual landed class members, families or properties: **creativity, critical thinking, problem solving, digital skills, sustainability literacy and action**
- evaluate the homes, possessions and practices of specific families, demonstrating complexities and subtleties: **creativity, critical thinking, problem solving**
- discuss the complex social, economic, political and cultural forces that shaped landed estate communities and individuals during this period: **collaboration, communication, critical thinking, problem solving**
- develop relevant historical content for potential public consumption online: **collaboration, communication, creativity, digital skills, sustainability literacy and action**
- display a commitment to professional historical practice, particularly in reading and writing: **communication, creativity, digital skills**
- demonstrate independent learning and collaboration: **collaboration, problem-solving**

Autumn 2025 schedule

Week Topic/activity

1. Module introduction | Plantations, property, power
2. Reading the country house I: visual and material culture
3. Reading the country house II: literature and archives
4. Gorgeous Georgians
5. Patriots and parliaments
6. A doomed aristocracy?
7. 'Irish property must pay for Irish poverty'
8. *Reading week. Draft project work due at 11.59pm on Sunday, 2 November 2025*
9. Twilight of the Ascendancy
10. The country house, war, and revolution.
11. Tombstones of a departed ascendancy? The country house and national patrimony
12. Module conclusion
13. No class. *Research project due at 11.59 pm on Sunday, 7 December 2025*

Delivery

This module will be taught in a blended way combining:

1. Online course content

Preparatory course content will be released on the HI4168 site on Brightspace on a weekly basis over the semester. It is designed to introduce you to key themes and events, and to provide insights into key sources, concepts and debates, and prepare you for the live seminar. It will include several – sometimes competing – ideas, methods, and skills to provide contexts for your own research.

You are required to engage with the weekly module materials on Brightspace in advance of the live on-campus seminar, to be prepared to take an active part in debates that arise, to collaborate with your peers online by sharing information, and on campus by sharing ideas and responding to each other. All the information necessary for achieving the objectives of the module cannot be supplied by the lecturer; you will be expected to do some independent research and reading alongside assigned readings. Assignments and discussions will demand the honing of critical thinking skills, and you will be supported to develop your written and verbal skills.

You must be fully registered for HI4168 to maintain access to the module Brightspace site. Links to assigned readings, relevant sources, research guides, assessment rubrics, class notifications, and other announcements, will be posted there. You can ask questions in the Discussion forums about the reading materials, assignments, and any other issues that you wish to raise about your coursework. You should regularly check the site – and your UL e-mail account – for updates. Unless otherwise directed, all assignments should be submitted for assessment to the Assignments page on Brightspace.

While you are asked to post course-related queries to the dedicated Forum on Brightspace, you are also welcome to e-mail your lecturer with queries of a confidential nature – from your university email account only please.

2. Live face-to-face on-campus seminars

Seminars take place at **11.00 am on Mondays at C1059** [unless otherwise advised]. These sessions will not be recorded but may occasionally need to occur outside the assigned classroom or online (notification will be made in advance on Brightspace).

Your participation in creating a vibrant discursive community is vital to success in this module. Historical understanding is not 'right' or 'wrong' but 'more' or 'less' informed; and there is no such thing as a stupid question. Weekly discussions are designed to help foster collegiality and debate among classmates, and will normally centre on case studies, based on primary and secondary sources. You will develop the skills to analyse sources and improve your capacity for critical thinking and analysis.

If for any reason you are unable to attend a seminar, or to submit coursework on time, let your lecturer know (by email) in advance, when foreknown, or immediately upon returning to class. One unexplained absence is permissible but where medical or personal circumstances repeatedly prevent tutorial attendance, documentation should be supplied to the lecturer. Otherwise, undocumented absences will incur a penalty deduction to the final module grade of one grade division per seminar missed.

Outside of live on-campus seminars, course-related queries should be posted to the appropriate Forum on the HI4168 Brightspace site so that the answers benefit to the entire class. You should regularly check the site – and your UL e-mail account.

Please allow a reasonable time for a response, especially around assignment submission deadlines. While you can usually expect a response from your module lecturer within 48 hours (weekdays only), she does not answer emails in the evenings or at weekends. Feel free to respond to peer queries.

Assessment

Assessment for this module is entirely by continuous assessment of coursework; there is no written exam. Except where otherwise indicated, all formal written work must be written following the style and conventions set out in the History Undergraduate Handbook. See: <https://www.ul.ie/artsoc/history/undergraduate-studies/current-students>

The formal assessment of this module will consist of the following two components:

ASSIGNMENT TYPE AND DEADLINE	MODULE %
1 Seminar attendance and participation 1,000 (max) learning journal comprising 10 x 100-word weekly posts Submission deadline: 11.59pm, every Sunday, Weeks 1–7; 9–12.	25%
2 Research project 3,000 words (max). Details below a. Draft due: Week 8: 11.59pm, Sunday, 2 November 2025 b. Final submission: Week 13: 11.59pm, Sunday, 7 December 2025	75%

1. Seminar attendance and participation (25%)

The module is planned as a continuous discursive seminar and all students are expected to take responsibility for their own learning by preparing for, participating actively in, and contributing to the weekly thematic discussions. Committed participation in the live on-campus seminar discussion is a key aspect of your coursework. It is also essential for developing cognitive and expressive skills that help you to become articulate, creative and original.

You will keep a learning journal that logs your attendance at weekly seminars and provides a personal record of what you are learning about, and how you are learning it. The journal will be kept over the course of the module and will be posted privately (visible only to your lecturer) as a rolling written (text) blog via the dedicated blog forum on Brightspace. Each weekly entry should be no more than 100 words. Overall, you should demonstrate how your learning has evolved throughout the learning process and what this means for you.

Your learning journal should contain ten entries (amounting to c.1,000 words). Students who miss five or more seminars automatically fail this part of the assessment. One unexplained absence is permissible but where medical or personal circumstances repeatedly prevent seminar attendance, documentation should be supplied to the lecturer; the grade awarded will be based on the total seminars attended. Otherwise, undocumented absences will incur a penalty deduction of one grade division per seminar missed. Entries that rely solely on the Brightspace materials without attendance at and reference to the weekly seminar will not be counted.

2. Research project (75%)

Total word count: 3,000 words (max). The project will be based on an archival item/s to be assigned by our partners on this module, the Special Collections and Archives Department at the Glucksman Library, UL. In preparation, you must complete assigned lessons in the Special Collections and Archives Toolkit which will be available to you on Brightspace. The toolkit supports students with finding, understanding and using primary sources for their coursework. It assumes no prior knowledge and aims to tackle any 'archival anxiety'.

Sample projects undertaken by previous students can be found in the [Irish Country House Research Guide - Unique and Distinctive](#) produced by the Special Collections and Archives Department. As your work may be published in the guide, it will be important to follow style guidelines advised during the module. The Special Collections and Archives Department reserves the right to edit student submissions where necessary for accuracy and clarity, and to publish only a small selection of the projects submitted by the deadline – or none. Your project grade is not contingent on publication but the more publishable your work is, the better your grade will be.

The project will consist of the following FIVE parts presented in one document:

1. **Transcription [not included in word count].** This will be a verbatim archival transcription of a document/s assigned by Special Collections and Archives. Archival transcription concerns the textual content of documents: it involves reading and understanding the handwriting in a written document, and transcribing it into a new document, either digitally or by hand, so that the content is easier to read, find and access.

Verbatim transcription aims to transcribe documents precisely as they appear, i.e. replicating the full content of the document, including any spelling mistakes or errors, as well as the exact format of the document. The transcription should be done verbatim while in the Special Collections and Archives Reading Room – this ensures that you have not omitted any important pieces of information or clues that may be useful to you in the future.

2. **Document analysis. 750 words (max) of archival document analysis.** This will be a critical analysis of the content and format of a document/s assigned by Special Collections and Archives: what the document is about, and why it's important. It is important that you are careful not to make any assumptions about your document/s without first interrogating it as an archival artefact. Ask questions about the condition of the pages, the type of handwriting, and its archival context.
3. **Document context. 1,500 words (max) of contextual research and interpretation of the item/s above.** This entails investigating the collection it comes from, and the history of the item. Investigating the context of a record not only helps you to better understand the document, but the additional information you come across may help you to work out previously unknown or hard-to-read words while conducting archival research. To extract the largest amount of information from any archival source, all incidental references to third parties, locations, events and institutions mentioned should be followed up – these can be traced in records from around the same time and allow us to find out even more about the creator(s) and their world.
4. **Research journey. 750 words (max) narrative account of the research journey undertaken for parts 1 – 3 above.** It cannot describe every detail of the journey but should point out the major decisions made: how you went about your research, what you found interesting and difficult, and why.
5. **Bibliography [not included in word count].** Your research should include at least three corroborating primary sources for your assigned document (four primary sources in total) and as many secondary sources as are necessary.

REPEAT ASSESSMENT

Where a repeat of the module is required, the learning journal, which provides a 'live' picture of your growing understanding of your learning experience, cannot be repeated. Therefore, the Repeat Assessment grade will be calculated on the submission of the following assignment only: **Research project (100%)**. In addition, your work cannot be considered for publication by the Special Collections and Archives Department. Repeat grades are capped at C3 where there has been no I-grade application.

Formatting and submitting assignments

- Detailed information on content, presentation, submission, and grading of assignments is available on Brightspace > Course Tools > Assignments.
- Make sure to read carefully the instructions for formatting and naming your assignment files.
- All written work must be written following the style and conventions set out in the History Undergraduate Handbook. The Research Project should also bear in mind additional style advice provided by the Special Collections and Archives Department.
- All written work must have a cover sheet that follows the template set out in the History Handbook. You can find a copy of the template on Brightspace.
- All coursework must be properly cited (footnotes only according to *IHS* conventions in handbook) and have a bibliography to demonstrate that you have read or consulted relevant scholarly books or articles. See the 'Reading strategy' in the History Undergraduate Handbook and pay attention to the assignment briefs.
- General specifications for writing essays, as well as advice and guidelines can be found in the History Undergraduate Handbook.
- Please upload your assignments as word document (.docx) attachments (not pdf) on Brightspace. Check the assignment brief for detailed information for each of your assignments.
- Make sure to read carefully the instructions for formatting and naming your assignment files.
- You are expected to submit coursework on time. If you are concerned about missing an assignment deadline, speak in person to your lecturer in advance of the deadline, supplying supporting documentation where appropriate. See 'Late Assignments' below

Late assignments

In historical professions, deadlines matter. Exhibitions must open on time. Funding proposal deadlines are non-negotiable. Collaborative public history projects, such as that being undertaken by students in this module, require all stakeholders to contribute in a timely manner so that work may proceed on schedule.

If you have a genuine emergency or anticipate not being able to make an assignment deadline, contact me by email beforehand.

Please note that technological failure does not constitute an emergency. You must plan for hard drive failures, servers going down, files being corrupted etc. Keep copies of your files, preferably in a cloud (e.g. OneDrive). Protect your work and your grades by managing your time and backing up your files.

Unauthorised late submission of coursework will incur a penalty deduction of one grade division per day to a maximum deduction of four grade levels and/or a lower limit of C3.



Reasonable accommodations

The University of Limerick is committed to providing equal access to learning opportunities for students with documented disabilities. To ensure reasonable accommodations are in place during your programme of study please contact Disability Support Services to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom, exams and clinical settings. Reasonable accommodations are not provided retrospectively.

Students are encouraged to register with Disability Support Services as early as possible. The University of Limerick encourages students to access all resources available through Disability Support Services for consistent support and access to their programmes. More information can be found on the Disability Services Office [website](#). Alternatively, students can contact the office: disabilityservices@ul.ie

Feedback

Feedback is an integral part of the iterative process of learning. For this module, written feedback on written work will be returned on Brightspace as soon as possible after submission. You should consider any feedback received carefully, applying recommendations to future work. If you wish to receive clarification or additional feedback, you are welcome to email your lecturer to arrange a one-to-one meeting.



Academic writing

STYLE AND REFERENCING

The School of History and Geography at UL uses the Rules prepared by the [Irish Historical Society \(IHS\)](#) and the Ulster Society for Irish Historical Studies (USIHS) for contributors to its joint journal Irish Historical Studies. The [Rules for Contributors](#) - sometimes known as Moody's Rules - are adapted for use in the History Undergraduate Handbook: <https://www.ul.ie/artsoc/history/undergraduate-studies/current-students>

Please note that these guidelines do not account for every type of historical source now available online so please check with your module lecturer about the most appropriate citation formula to use. It is also a challenging style to automate in EndNote and some aspects may need to be done manually, after converting a document to plain text.

Nobody's first language is academic English! Anyone who needs help with academic writing is encouraged to visit and avail of the support services offered by the Regional Writing Centre at: <http://www.ul.ie/rwc>

QUALITY

The quality of your writing – both its clarity and depth – contributes significantly to your final grade in this module. It is imperative, then, that you schedule sufficient time to conduct the research required for each project, draft your work, and conduct several revisions. I recommend you form writing groups with other students to swap and comment on each other's work. You are not in competition!

Academic Integrity and Academic Misconduct

Upholding Academic Integrity

The UL Academic Integrity Policy (available on the [UL Policy Hub](#)) outlines the responsibilities of UL registered students in upholding academic integrity.

There are many types of actions/activities that constitute a breach of academic integrity (also known as academic misconduct) which are covered by the UL Academic Integrity Policy. These include but are not limited to:

- Plagiarism
- Collusion
- Contract Cheating
- Unauthorised Content Generation (this includes the unauthorised use of Generative Artificial Intelligence)
- Data falsification or fabrication

It is your responsibility to familiarise yourself with the expectations or requirements relating to assessment. Lack of awareness of UL's academic integrity expectations and/or assessment regulations is not a defence against an allegation of academic misconduct. If you are unsure of the expectations or requirements in relation to any aspect of assessment, you should contact your module leader directly.

Your module leader may require that you submit academic integrity declarations as part of the assessment process. You should comply with the specific template(s) required by your module leader, Department or Faculty.

There are many different supports available in UL to help you uphold your responsibilities in relation to academic integrity:

- You can self-enrol on an Academic Integrity induction module on [Brightspace](#).
- You can contact the [Academic Integrity Unit](#) with more general questions about academic integrity or consult the [Academic Integrity Unit website](#)
- For help with referencing and academic writing, see [UL's Glucksman Library](#), [UL's Harvard Referencing Style guide](#), and [UL's Regional Writing Centre](#). See above for the referencing style required in History.

Literacy Assistive Software

Use only the literacy software (e.g. Grammarly) and their specific versions officially endorsed by the UL Disability Support Service (DSS). Some literacy software packages include generative features that have been switched off by DSS because they are not appropriate for users' needs and are potential threats to academic integrity. You should not use these features for your academic work in versions of the software that are not approved by DSS.

It is recommended that you retain drafts of your work to submit to your Module Leader or the Academic Integrity Unit, should these be required.

Unauthorised Sharing/Distribution of Content

You should not share or distribute any content for which you have not received permission from the author. This includes but is not limited to lecture slides, tutorial notes, quizzes, formative and summative exam questions and/or answers provided to you by module leaders, teaching assistants etc. You should also not share examples of your own work, such as essays or sample answers, unless explicitly recommended by your module leader. Such file-sharing activities can be considered to be contract cheating under the UL Academic Integrity Policy, a breach of the UL Student Code of Conduct and a breach of the UL Intellectual Property Policy (all available on the [UL Policy Hub](#)).

The Academic Integrity Unit actively review file sharing platforms and take any necessary actions to address academic misconduct concerns as described in the Academic Integrity Policy and in accordance with Section 43a of the [Qualifications and Quality Assurance \(Education and Training\) \(Amendment\) Act 2019](#).

Appropriate Use of Media

In the course of teaching, learning and assessment activities, students may have access to recordings of lectures, videos, or other media. Staff and students may be concerned about the potential misuse of this media (for example editing or manipulation of image, voice etc). Under Irish law, the processing of personal data, including recordings of an individual's image and voice, is governed by the General Data Protection Regulation (GDPR) and the [Irish Data Protection Act 2018](#). These regulations ensure that personal data is handled lawfully, fairly, and transparently. Unauthorised creation of media/generation of synthetic media (also known as deepfakes) or editing/manipulating media is not only a breach of data protection law but may also contravene other legal protections related to privacy and personal dignity.

UL has policies designed to protect the privacy and personal data of its community. Please refer to the following documents on the [UL Policy Hub](#):

- **UL Data Protection Policy.** Establishes UL's framework for safeguarding personal data and ensuring the protection of privacy rights for staff and students.
- **ITD Acceptable Usage Policy (Section 4, "Related Procedures for Acceptable Usage").** Outlines guidelines for acceptable technology use and digital conduct.
- **Code of Conduct for Employees (Section 3.1.5, "Confidentiality/Use of Information").** Emphasises the importance of protecting confidential information, including personal data such as voice and image.
- **Dignity and Respect Policy and Procedures for Students and Employees.** Reinforces UL's commitment to a respectful and safe environment for everyone.
- **UL Social and Online Media Use Policy (UL Staff and Students).** This policy applies to all material posted or communicated online and on social media by users where there is potential impact on the University.

For further guidance on this matter, please contact the [UL Data Protection Office](#) in the first instance.

Reading and research

The module is designed to introduce you to several skills, ideas, and methods. It will provide context for your own reading and research but will never supply all the information necessary for achieving the objectives of the module. You will be expected to do independent research and reading alongside assigned readings and suggested resources for exploration. Most of these can be read as E-Books via the UL Library or the URLs supplied.

KEY TEXTS

Dooley, Terence, *The big houses and landed estates of Ireland: a research guide* (Dublin, 2007). Available online at:

https://uol.primo.exlibrisgroup.com/permalink/353UOL_INST/137q092/alma991003994081203496

Dooley, Terence, 'The big house' in Biagini, Eugenio F., and Daly, Mary E. (eds), *The Cambridge social history of modern Ireland* (Cambridge, 2017), pp 161-176.

Dooley, Terence, 'Irish land questions, 1879–1923' in Thomas Bartlett (ed.), *The Cambridge History of Ireland. Volume 4: 1880 to the present* (Cambridge, 2018), pp 117-144. Available online at: https://uol.primo.exlibrisgroup.com/permalink/353UOL_INST/1ldrf7d/cdi_cambridge_corebooks_9781316286470_CN_bp_4

Dooley, Terence, *Burning the Big House: the story of the Irish Country House in a time of war and revolution* (New Haven, 2023). Available online at: https://uol.primo.exlibrisgroup.com/permalink/353UOL_INST/4hp2jc/alma991004215277403496

O'Riordan, Maeve, 'Gender and the ascendancy. The families who owned, and lost, the island of Ireland, 1852–1922' in Jyoti Atwal, Ciara Breathnach, and Sarah-Anne Buckley (eds), *Gender and History. Ireland, 1852–1922* (London, 2022). Available [online](#)

DIGITAL RESEARCH GUIDES

'Irish Country House Research Guide', Special Collections and Archives, Glucksman Library, University of Limerick available at: <https://specialcollections.ul.ie/research-irish-country-house/>

'Research guide: Estate and family history', Special Collections and Archives, Glucksman Library, University of Limerick available at: <https://specialcollections.ul.ie/research-estates/>

'Research guide: Architecture', Special Collections and Archives, Glucksman Library, University of Limerick available at: <https://specialcollections.ul.ie/research-architecture/>



OTHER USEFUL TEXTS

Aalen, F.H.A., Whelan, Kevin, and Stout, Matthew (eds), *Atlas of the Irish rural landscape* (Cork, 1997).

Atwal, Jyoti, Breathnach, Ciara, and Buckley, Sarah-Anne (eds), *Gender and History. Ireland, 1852–1922* (London, 2022). Available [online](#)

Barnard, T.C. [Toby], *The abduction of a Limerick heiress: social and political relations in mid-eighteenth-century Ireland* (Maynooth Studies in Local History 20) (Dublin, 1998).

---, 'The culture of eighteenth-century Irish towns' in Peter Borsay and Lindsay Proudfoot (eds), *Provincial towns in early modern England and Ireland: change, convergence, and divergence* (Oxford & New York, 2002), pp 195-22.

---, *A new anatomy of Ireland: The Irish Protestants, 1649-1770* (New Haven & London, 2003).

---, *Making the grand figure: lives and possessions in Ireland, 1641-1770* (New Haven, 2004).

---, *Irish Protestant ascents and descents, 1641-1770* (Dublin, 2004).

---, *Improving Ireland? Projectors, prophets and profiteers, 1641–1786* (Dublin, 2008)

---, 'Delusions of grandeur? "Big" houses in eighteenth-century Ireland', *Eighteenth-Century Ireland / Iris an dá chultúr*, 30 (2015), pp 140-165. Available online at: <https://www.jstor.org/stable/26347038>

Bence-Jones, Mark, *Twilight of the ascendancy* (London, 1987). 941.50820880621 BEN and Special Collections, Norton Collection D/555

---, *A guide to Irish country houses* (rev. ed., London, 1988)

---, *Life in an Irish country house* (London, 1996)

Biagini, Eugenio F., and Daly, Mary E. (eds), *The Cambridge social history of modern Ireland* (Cambridge, 2017).

Bull, Philip, *Monksgrange: Portrait of an Irish house and family, 1769–1969* (Dublin, 2019)

Burke's guide to country houses.

Casey, Christine (ed.), *The eighteenth-century town house: form, function and finance* (Dublin, 2010).

Connolly, S.J., *The Oxford Companion to Irish History* (Oxford, 1998).

Cosgrove, Patrick, Dooley, Terence, and Mullaney-Dignam, Karol (eds), *Aspects of Irish aristocratic life: Essays on the Fitzgeralds and Carton House* (Dublin, 2014).

Crowley, John, Smyth William J., and Murphy, Mike, *Atlas of the Great Irish Famine* (Cork, 2012).

Day, Angélique (ed.), *Letters from Georgian Ireland: the correspondence of Mary Delany, 1731-68* (Belfast, 1991).

Dickson, David, *New foundations, Ireland 1660-1800* (Dublin, 2000, second ed.).

Dickson, David (ed.), *The gorgeous mask: Dublin 1700-1850* (Trinity History Workshop, 2) (Dublin, 1987).

Donnelly Jr. James S., and Miller, Kerby A. (eds), *Irish popular culture, 1650-1850* (Dublin, 1998).

Donnelly Jr. James S., 'Big House Burnings in County Cork during the Irish Revolution, 1920–21', *Éire-Ireland*, Vol.47:3 (2012), pp 141-197, <https://doi.org/10.1353/eir.2012.0021>

Dooley, Terence, *The decline of the big house in Ireland: a study of Irish landed families, 1860-1960* (Dublin, 2001). Available at Special Collections Leonard Collection B/4343.

---, *The big houses and landed estates of Ireland: a research guide* (Maynooth Research Guides for Irish Local History, 11) (Dublin, 2007). Available [online](#)

---, *The decline and fall of the dukes of Leinster, 1872–1948. Love, war, debt and madness* (Dublin, 2014).

---, *Burning the Big House: the story of the Irish Country House in a time of war and revolution* (London, 2022). Available [online](#)

Dooley, Terence and Ridgway, Christopher (eds), *The Irish country house: its past, present and future* (Dublin, 2010)

---, *The country house and the Great War: Irish and British experiences* (Dublin, 2016). 940.310941 DOO

Dooley, Terence, O' Riordan, Maeve, and Ridgway, Christopher (eds), *Women and the country house in Ireland and Britain* (Dublin, 2018). 305.420941 DOO

Dooley, Terence, and Ridgway, Christopher (eds), *Sport and leisure in the Irish and British country house* (Dublin, 2019). 790.0941 DOO

---, *Country House collections: their lives and afterlives* (Dublin, 2021)

---, *Visitors to the Country House in Ireland and Britain. Welcome and Unwelcome* (Dublin, 2023)

---, *The intellectual world of the Country House in Ireland and Britain* (Dublin, 2024).

Draper, Nicholas, "Dependent on precarious subsistences": Ireland's slave-owners at the time of emancipation', *Britain and the World*, 6:2 (2013), pp 220–242.

Fitzgerald, Alison (ed.), *Studies in Irish Georgian Silver* (Dublin, 2020).

FitzGerald, Brian, *Emily, duchess of Leinster, 1731-1814: a study of her life and times* (London & New York, 1949).

FitzGerald, Brian (ed.), *Correspondence of Emily, Duchess of Leinster (1731-1814)*, 3 vols (Dublin, 1949-1957).

FitzGerald, Desmond, Griffin, David J., and Robinson, Nicholas K., *Vanishing country houses of Ireland* (2nd ed., Dublin, 1989)

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USEFUL RESOURCES

The following is by no means definitive; you should familiarise yourself with the numerous history resources available online and via UL's Glucksman library.

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Thom's Directory, 1844-1900 (Findmypast): <https://search.findmypast.ie/search-world-records/ireland-thoms-directory-1844-1900>

Walford, Edward. *County Families of the United Kingdom*, 1860. www.archive.org.

Wilson, William. *The Post-Chaise Companion or Travellers Directory through Ireland*. (Dublin, 1786) www.books.google.com

DATABASES & WEBSITES [some with links to facsimiles of archival materials]

You should first familiarise yourself with the various resources (especially newspapers) freely available via UL's Glucksman Library (<https://www.ul.ie/library/>) and via Google Scholar (<https://scholar.google.com/>).

- Census of Ireland 1901/1911 and Census fragments and substitutes, 1821-51, National Archives of Ireland (NAI): <http://www.census.nationalarchives.ie/>
- Colonial Countryside project (National Trust, UK): <https://www.nationaltrust.org.uk/who-we-are/research/colonial-countryside-project>
- Dáil Éireann historical debates: <https://www.oireachtas.ie/en/debates/find/>
- Debrett's Essential guide to The Peerage: <https://www.debretts.com/expertise/essential-guide-to-the-peerage/>
- *Dictionary of Irish Architects*: <https://www.dia.ie/>
- *Dictionary of Irish Biography* (DIB) Online: <https://www.dib.ie/>
- Findmypast: <https://www.findmypast.ie/>
- Four Courts Press, Maynooth Studies in Local History series: [Four Courts Press | Series: Maynooth Studies in Local History](#)
- Heritage Ireland (Office of Public Works): <https://heritageireland.ie/>
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- National Folklore Collection (NFC): duchas.ie (duchas.ie)
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- OS200: Digitally Re-Mapping Ireland's Ordnance Survey Heritage: <https://www.irelandmapped.ie/>
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