

HI 2125
IRELAND TRANSFORMED, 1641-1815
2015



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Introduction	p. 3
Lecture Programme	p. 4
Essays	p. 5
Plagiarism	p.6
Visiting Students	p. 6
Student Feedback and comments	p.6
Responsibility for the course	p.6
Tutorials	p. 7
Bibliographies	p. 9

Introduction

This course (worth 5 ECTS) examines a number of the key political and social and developments in Ireland during the seventeenth and eighteenth centuries within a broadly chronological approach, commencing with the tumultuous 1641 Rebellion and ending with the beginnings of Ireland under the Union. The principal political themes dealt include Confederate Ireland and the Wars of the Three Kingdoms; the Cromwellian land settlements; the Jacobite/Williamite wars and the impact of the American and French revolutions on Irish politics. Social and economic themes include elite and popular rebellion in Ireland; the significance of death and dying in early modern Irish society and the reshaping of eighteenth-century society and economy. Throughout the module developments in Ireland will be situated in their wider British, European, Atlantic and imperial contexts.

Aims and objectives:

- to promote scholarly investigation of issues in early modern Irish History
- to discuss British colonization of Ireland and the impact which it had on native Irish society and politics
- to examine the tortured relationship between Ireland, England and Scotland in the early modern period
- to set Ireland in its wider European and Atlantic contexts
- to interpret and analyse primary source material
- to encourage intellectual debate and scholarly initiative
- to foster the ability to judge, to reflect upon and to argue the merits of conflicting interpretations
- to encourage co-operation among students through group work organized by the students themselves

Transferable skills:

This course is intended to sharpen skills in:

- Written and verbal communications, through essay work and tutorial discussion.
- Independent learning, through preparation for essays and tutorials.
- IT, including word-processing and Internet retrieval, through preparation for tutorials.
- Documentary analysis, through the study of primary sources in tutorials.
- Reaching informed judgements and coherent conclusions with the assistance of tutors' comments on written and oral work

Lecture programme:

Lectures are on Wednesdays (3pm-4pm) in Room 2037

The lecturers for the course are Professor Susan Flavin (Room 3117; sflavin@tcd.ie) and Professor David Dickson (Room 3112; ddickson@tcd.ie).

Lectures begin 14/01/13

Week 1 (14/1): Professor Susan Flavin

The 1641 Rebellion

Week 2 (21/1): Professor Susan Flavin

The Confederate wars and the Cromwellian conquest

Week 3 (28/1): Professor Susan Flavin

The Cromwellian Regime and the Restoration

Week 4 (4/2): Professor Susan Flavin

Death and dying in seventeenth- century Ireland

Week 5 (11/2): Professor Susan Flavin

Merchants, Missionaries and Mercenaries: The Irish in Europe

Week 6 (18/2): Professor David Dickson

The Jacobite/Williamite war and its consequences

Week 7: READING WEEK

Week 8 (4/3): Professor David Dickson

People on the move: Ireland and the eighteenth-century Atlantic economy

Week 9 (11/3): Professor David Dickson

The penal laws: Myth and reality

Week 10 (18/3): Professor David Dickson

Ireland and the American Revolution

Week 11 (25/3): Professor David Dickson

The birth of Irish republicanism and 1798

Week 12 (1/4): Professor David Dickson

Union and empire: Ireland beyond 1800

Essays:

There is a term essay due on Wednesday 18 March. There is also a three-hour examination in April/May. The essay is worth 30% of the final assessment, and the exam 70%.

Essays must be clearly written or typed or word-processed, double spaced with a broad margin to leave room for comments. Essays exceeding the maximum length may be penalised. The main purposes of writing an essay are to learn to convey information clearly and to develop skills in the presentation of argument. Copying from a book or article or the extensive paraphrasing of a single work are not acceptable practices. Short quotations are acceptable; these, and also substantive information taken indirectly from other works, must be acknowledged by means of footnotes or endnotes giving author, title and page number. A bibliography, listing the books and articles used (including all those acknowledged in footnotes) must be appended to the essay. For further advice on writing essays, see the 'Guidelines for the writing of essays', available from the History Office.

All essays and assignments must be handed to the Executive Officer of the Department of History, or placed in the essay-box outside her office. **No essay or assignment will be accepted without a cover sheet, available outside the Departmental Office.** Essays and assignments should **not** be given or sent to members of the teaching staff.

Essays will be returned individually, as soon as possible after submission, with written comments. These consultations will provide an opportunity to discuss general aspects of the course as well as the specific piece of work under review. Arrangements for the return of essays will be posted on the departmental notice board. For details of the marking scheme for essays, see the departmental handbook.

Essay topics:

Students may choose from this list for their term essay. The essay should be 2,000-2,500 words long.

1. How useful are the 1641 Depositions as a historical source?
2. How relevant to early modern Ireland is the concept of a 'General Crisis'?
3. Assess the link between war and economic conditions in seventeenth-century Ireland.
4. How should we account for Oliver Cromwell's actions at Drogheda in 1649?
5. Who were the rulers of Ireland in the eighteenth century?
6. Account for Ireland's rapid demographic expansion in the period between 1750 and 1815.
7. How effectively did Dublin Castle respond to the threat posed by the United Irishmen?

Plagiarism:

Plagiarism is interpreted by the University as the act of presenting the work of others as one's own work, without acknowledgement. Plagiarism is considered as academically fraudulent, and an offence against University discipline. The University considers plagiarism to be a major offence, and subject to the disciplinary procedures of the University. Students **must** familiarise themselves with the departmental guidelines, outlined in the course handbook, relating to plagiarism.

Visiting and Exchange students:

Visiting and exchange students take the annual examination and fulfil all conditions for academic credit applicable to Single Honour students (see handbook).

Student Feedback and Comment:

The Department places great importance on interaction with and feedback from its students. To facilitate this, you are encouraged to share comments and criticisms about any aspect of this course with any of the lecturers, the tutors and the course co-ordinator. You are also free to bring issues to the attention of the School Committee through your year representative.

Responsibility for the course:

Overall responsibility for the course lies with Prof Susan Flavin (e-mail: sflavin@tcd.ie). Any recommendations, observations or complaints about the running of the course should be addressed either directly or via your student representatives to Prof. Flavin. Please make an appointment by email.

Tutorials:

Tutorial times are Wednesday at 12 pm; Thursday at 9 am; Thursday at 1 pm; Friday at 2 pm; Friday at 4 pm. Your group will be assigned in advance.

Tutorials are designed to give you an opportunity to study particular topics in greater depth. Participation in discussion will help you to organise your ideas and learn from others. You are expected to undertake preparation for tutorial discussion by studying the relevant documentary extracts and secondary literature and you are expected to bring written preparatory work to class and submit this each week as your tutorial assessment.

Tutorials meet weekly for four weeks, **starting in week 8.**

These classes will revolve around the discussion of a primary document. Each student will be required to contribute to group presentations and to present an individual presentation. These will be allocated at the start of each term. The presentation does not need to be written-up as an essay and students are encouraged to develop their presentation skills by using notes rather than reading directly from a set text.

Reading Documents for Tutorials:

The vast bulk of what is commonly offered as historical evidence is in written form. Written evidence may be divided or classified in several ways:

- (a) Manuscript and printed works
- (b) Private and public documents
- (c) Intentional and unintentional (or unpremeditated) documents. For example, on the one hand, an autobiography, affidavit etc., is a deliberate, intentional attempt to create a record for later use, often by someone with an interest in presenting a particular view of events. On the other, a receipt, set of accounts, novel or play is not a premeditated piece of historical evidence. A diary might fit into either category.

Though we frequently think in terms of written evidence some indication of the range of material available is given hereunder:

- (a) Written Evidence: Chronicles, annals (records and registers of events), biographies, genealogies, literary works, memoirs, diaries, letters, statutes, newspapers, magazines, pamphlets, court and church records etc.
- (b) Oral evidence: Ballads, anecdotes, tales, sagas etc.
- (c) Works of Art and other Visual Evidence: Buildings, tombs, portraits and other paintings, sculptures, coins, jewellery, medals etc.

Historical evidence is useless, however, unless the researcher approaches it in a methodical and critical manner. The researcher should first read the document through *carefully* (the misreading of a date, Roman numeral, place or personal name, can make nonsense of any interpretation) and then ask him/herself a number of questions:

- (a) What is the general nature and purpose of the document? (Letter, diary court record etc.). Is it official, unofficial, public, private, even confidential? Are official documents objective, or consciously or unconsciously following an establishment line?
- (b) What is the document saying? Is it open to one or more interpretation?
- (c) Is the document genuine or a forgery? (If a forgery, its value as evidence of what it purports to be is restricted, but its value in other directions may be considerable). How does one know a document is authentic or not? Or whether it was ever sent to the addressee?
- (d) If genuine, is the data in the document accurate and/or trustworthy? How did it evolve? (i.e. were there earlier or later drafts, and how do they compare?)

A series of subordinate questions follows:

- 1) Who was/were the author(s)? What do we know about him/her? Which parts of this information are especially relevant? Was the item 'ghost' written?
- 2) What is the relationship in time and space of the author to the events he/she describes or refers to? In this particular case, has this relationship enhanced or diminished the value of the evidence? Does nostalgia, or a yearning for the 'good old days', affect contemporaries?
- 3) By whom was the document **intended** to be read/seen/heard?
- 4) By whom was it **actually** read/seen/heard? (If the answers to 7 and 8 are not the same, how do you account for this?)
- 5) What circumstances caused the document to be written? Why did the author choose one form rather than another to express his views or record his/her testimony?
- 6) What effect, if any, did the document actually have?

- 7) Is the document part of a larger work/series/exchange of correspondence, and intelligible only in that light?
- 8) Is the document putting forward a point of view? If so, what is the conclusion? By what arguments are the conclusions reached? Are the arguments strong, weak or irrelevant? Might the arguments have had greater force at the time of writing than they have today? If so, why?
- 9) Does the author show signs of bias or partiality in his/her writing? From what you know about the author does he/she have a direct interest at stake? Does he/she have special expertise? By virtue of position or circumstance does the author have more or less knowledge than contemporaries or later researchers?
- 10) What, if anything, was the document trying to achieve? By what means? Was it seeking to bring about or hasten change, or to prevent or delay it?
- 11) Is there anything that the document does not say which may nevertheless be deduced from it?
- 12) Is the style remarkable in any way - e.g. for its simplicity, floridity, obscurity, ambiguity etc.?

Do not be deterred by the large number of points given above, as many of them will not apply in every particular case. If, however, you are able to answer all or most of the relevant questions as they apply to a given document, you should be able both to enlarge your historical understanding and to achieve good results for any commentaries you are required to write in an examination.

In brief, you need to answer all the questions beginning with the letter 'w'. What is the document, what is it about, what is its purpose, who wrote it, for whom was it intended, who actually read it, what were its effects, when was it written and made public, why was it written and made public? A methodical approach will ensure that you cover these points, but on the other hand do not bore your reader by offering a series of stylised answers. Individual and different historical episodes and problems require you to retain flexibility in your thinking and writing. The above suggestions should, be taken as a series of useful guidelines, not as a rigid set of instructions. There is, after all, no absolute, 'correct' interpretation of a document, and one can strive only for a broad appreciation of its implications.

General Bibliography:

Important Note: What follows is merely a guideline to some of the sources available for the period under study. It is by no means exhaustive and students are encouraged to look beyond this bibliography.

Essential reading:

David Dickson, *New foundations: Ireland, 1660-1800* (2nd edition, 2002) provides an excellent survey of the period covered by this course, apart from 1641-1660. Chapters 15 to 25, in Alvin Jackson (ed.), *The Oxford Handbook of Modern Irish History* (Oxford, 2014) provide excellent up-to-date synopses. For surveys of the seventeenth century, see Pádraig Lenihan, *Consolidating Conquest* (2008) and Raymond Gillespie, *Seventeenth-Century Ireland* (2006); J. C. Beckett, *The Making of Modern Ireland*, Roy Foster, *Modern Ireland, 1600-1972*, James Lydon, *The Making of Ireland*, and Sean Connolly's, *Divided Kingdom* will provide a basic introduction to

early modern Ireland. *The New History of Ireland* series contains a wealth of detail (if a little dry at times) and should be used as a guide to the range of information and level of explanation expected. See also Toby Barnard, *The Kingdom of Ireland, 1641-1760* (2004); S. J. Connolly, *Religion, Law and Power: The Making of Protestant Ireland, 1660-1760* (1992), and Ian McBride, *Eighteenth-Century Ireland: The Isle of Slaves* (2009).

Recommended reading:

There are some useful collections of essays that cover the big themes addressed in this course. See particularly Ciaran Brady and Raymond Gillespie (eds.), *Natives and Newcomers: Essays on the Making of Colonial Society* and Ciaran Brady and Jane Ohlmeyer, 'Making good: New perspectives on the English in early modern Ireland' in Ciaran Brady and Jane Ohlmeyer (eds.), *British Interventions in Early Modern Ireland* (2004). For an introduction to the economic and social history see Raymond Gillespie, *The Transformation of the Irish Economy 1550-1700* and L. M. Cullen, *An Economic History of Ireland since 1660* and Cullen's *Life in Ireland*. The military history of early modern Ireland is well covered by the relevant essays in Thomas Bartlett and Keith Jeffery (eds.), *A Military History of Ireland*.

Useful journals:

Eighteenth-Century Ireland
Irish Historical Studies (IHS)
Irish Economic and Social History
Irish Sword
History Ireland
Historical Studies

You will also be able to use articles available on J-STOR, <http://www.jstor.org/>.

Electronic resources: A listing of the library's electronic resources can be found at <http://www.tcd.ie/Library/Local>. Here the databases that the Library subscribes to are listed, and underneath there is a link to electronic journals. If you click on this link you can then choose the subject search on the left of the screen. See especially, Early English Books online, which is an amazing database of everything published in English between 1500 and 1700: <http://www.lib.umi.com/eebo/>, eighteenth-century collections online: <http://galenet.galegroup.com/servlet/ECCO> and, for recent articles published in major scholarly journals, J-STOR, <http://www.jstor.org/>. Irish history online is a very useful resource and you are encouraged to use it as you compile bibliographies, see www.apps.brepolis.net/bbih/search.cfm. Finally, remember that both the *Dictionary of Irish Biography* <http://dib.cambridge.org> and the *Dictionary of National Biography* <http://www.oxforddnb.com/> are now available online via the library.

Bibliography:

Transforming Ireland: 1641-1815

Week 1: The 1641 Rebellion

For the ‘General Crisis’ see Geoffrey Parker and L. M. Smith (eds.), *The General Crisis of the Seventeenth Century* (2nd ed. London, 1997), Trevor Aston (ed.), *Crisis in Europe, 1560-1660* (1965), Aidan Clarke, ‘Ireland and the General Crisis’, *Past and Present* 48 (1970) and Geoffrey Parker, ‘The Crisis of the Spanish and Stuart Monarchies in the Mid-Seventeenth Century’ in Ciaran Brady and Jane Ohlmeyer (eds.), *British Interventions in Early Modern Ireland* (2004). The best introduction to the 1641 rebellion and the 1641 depositions remains Aidan Clarke ‘The genesis of the Ulster rising of 1641’ in Peter Roebuck (ed.), *Plantation to Partition: Essays in Ulster History*. There are also some useful essays in Brian Mac Cuarta (ed.), *Ulster Irish Migrants in Europe after Kinsale 1602-1820*. On 1641 see Michael Perceval-Maxwell, *The outbreak of the Irish rebellion in 1641*, is a detailed, recent account. A selection of the ‘1641 depositions’ are reproduced in Mary Hickson (ed.), *Ireland in the seventeenth century*, 2 vols. (London, 1884). Nicholas Canny has made extensive use of the depositions in a variety of works: ‘The 1641 Depositions as a Source for the Writing of Social History: County Cork as a case Study’ in P. O’Flanagan and Cornelius Buttner (eds.), *Cork: History and Society*, ‘The 1641 Depositions: A source for Social and Cultural history’ *History Ireland* 1:4 (1993), ‘Religion, Politics and the Irish Rising of 1641’ in J. Devlin and R. Fanning, (eds.), *Religion and Rebellion and Making Ireland British 1580-1650* (Oxford, 2001).

See also: the article that discusses Hugh Trevor Roper’s theory of a General Crisis in early modern Britain and Ireland here: <http://www.jstor.org/stable/649885>.

N. Canny, ‘What really happened in Ireland in 1641?’ in Jane Ohlmeyer (ed.), *Ireland from Independence to Occupation* (Cambridge, 1995), pp 24-42; N. Canny, *Making Ireland British 1580-1650* (Oxford, 2001); R. Gillespie, ‘Destabilizing Ulster, 1641-2’ in Brian Mac Cuarta (ed.), *Ulster 1641: Aspects of the Rising* (Belfast, 1993), pp. 107-21; Joseph Cope, *England and the 1641 Rebellion* (Boydell, 2008).

Week 2: Confederate Wars

For a general overview of the war see Jane Ohlmeyer, ‘The Wars of Religion, 1603-1660’ in Thomas Bartlett and Keith Jeffery (eds.), *A Military History of Ireland*. For an account of the Confederation of Kilkenny see Micheál Ó Siochrú, *Confederate Ireland, 1642-1649: A Constitutional and Political Analysis* and for the Protestant war-effort see Robert Armstrong, *Protestant War: The ‘British’ of Ireland and the Wars of the Three Kingdoms* (2005). For an analysis of the Catholic Church and the mission of Rinuccini see Tadhg Ó hAnnracháin, *Catholic Reformation in Ireland* (2002). For more general overviews see Donal Cregan, ‘The Confederation of Kilkenny’ in Brian Farrell (ed.), *The Irish Parliamentary Tradition*, and John Lowe, ‘Charles I and the Confederation of Kilkenny, 1643-1649’ in *IHS*, 14 (1964). For a military perspective see Pádraig Lenihan, *Confederate Catholics at War 1642-49*. The essays in Jane Ohlmeyer (ed.), *Ireland from Independence to Occupation, 1641-1660* also address specific aspects of the war; while Jane Ohlmeyer and John Kenyon (eds.), *The Civil Wars. A Military History of England, Scotland and Ireland 1638-1660* offers a ‘three kingdoms’ perspective, as does Martyn Bennet, *The Civil Wars in Britain and Ireland* (1997).

Week 3: The Cromwellian Regime and the Restoration

For the Cromwellian conquest, see Micheál Ó Siochrú, *God's Executioner: Oliver Cromwell and the Conquest of Ireland*, and James Scott Wheeler, *Cromwell in Ireland*. For the 1650s see T. C. Barnard, *Cromwellian Ireland* and 'Planters and policies in Cromwellian Ireland' in *Past and Present* 61 (1973), together with Karl Bottigheimer, *English Money and Irish Land* and 'English money and Irish Land: The "Adventurers" in the Cromwellian Settlement of Ireland' in *Journal of British Studies*, 7 (1967).

Peter Ellis, *Hell or Connaught! The Cromwellian Colonization of Ireland, 1652-1660*. (London, 1975); K. McKenny, 'The Seventeenth-Century Land Settlement in Ireland: To-towards a Statistical Interpretation', in Jane H. Ohlmeyer (ed.), *Ireland from Independence to Occupation, 1641-1660* (New York, 1995); P. Prendergast, *The Cromwellian Settlement of Ireland* (London, 1996); Aidan Clarke, *Prelude to Restoration* (1999) and Tim Harris, *Restoration: Charles II and his Kingdoms, 1660-85* (2005), which is very strong on Ireland, along with the British context. C.A. Dennehy (ed.) *Restoration Ireland* (2008) The following articles also provide useful starting points: L. J. Arnold, 'The Irish Court of Claims of 1663' in *IHS*, 24 (1985), J. C. Beckett, 'The Irish Vice-royalty in the Restoration period' *Confrontations*; Karl Bottigheimer, 'The Restoration Land Settlement in the Restoration Period: A Structural View', *IHS*, 68 (1972); has a very good account of the Restoration; also see J.G. Simms 'The Irish Armed Forces, 1660-85' in *Essays presented to Michael Roberts* (1976).

Week 4: Death and Dying in Early Modern Ireland

For Religion in Ireland see:

Raymond Gillespie's *Devoted People: Belief and Religion in Early Modern Ireland* (1997), which describes a "normative" and trans-confessional popular religious mentality; Patrick Corish's *The Catholic Community in the Seventeenth and Eighteenth Centuries* (1981); and Donal Cregan, "The Social and Cultural Background of a Counter-Reformation Episcopate, 1618-60," in A. Cosgrove and D. MacCartney (eds.), *Studies in Irish History* (1979), pp. 85-117. The distinctive innovations of reformation can be established by Alan Ford's *James Ussher: Theology, History and Politics in Early Modern Ireland and England* (2007), a compelling account of the life, thought and times of the one of the most important and most widely influential protestant churchmen of the period, which should be read in conversation with two more concentrated studies, John McCafferty's *The Reconstruction of the Church of Ireland: Bishop Bramhall and the Laudian Reforms, 1633-1641* (2007) and Crawford Gribben's *God's Irishmen: Theological Debates in Cromwellian Ireland* (2007).

On death in general see:

Aries, *Hour of our Death* (1991); Binski, *Medieval Death: Ritual and Representation* (1996); B. Gordon and P. Marshal, *The Place of the Dead* (2000); C. Gittings, *Death, Burial and the Individual in Early Modern England* (1988).

On death in Ireland see:

C. Tait, *Death, Burial and Commemoration in Ireland* (2002); S.L. Fry, *Burial in Medieval Ireland 900-1500* (1999); R. Gillespie, 'Funerals and Society in Early Seventeenth-Century Ireland', *JRSAI*, 115 (1985), pp. 86-91; R. Gillespie, *Devoted People: Belief and Religion in Early Modern Ireland* (1997); A.L. Harris, 'Tombs of the New English in Late Sixteenth and Early seventeenth Century Dublin' *Church Monuments*, 11 (1996); J. Ohlmeyer, *Making Ireland English* (chapter 16); D. Edwards (ed.) *Age of Atrocity, Violence and Political Conflict in Early Modern Ireland* (2007); S. Tarlow, *Ritual, Belief and the Dead in Early Modern Britain and Ireland* (2011); A.O. Crookshank, *Irish Sculpture from 1600 to the Present Day* (1984); B. Ford, *The Protestant Reformation in Ireland, 1590-1641* (1997)

Week 5: The Irish in Europe:

T. O'Connor, *The Irish in Europe, 1580-1815* (Dublin, 2001) and *Irish Migration to Spain and the formation of an Irish College Network, 1589-1800* (online: [www.stm.unipi.it/clioph/tabs/libri/1/08-o'connor\(16\).pdf](http://www.stm.unipi.it/clioph/tabs/libri/1/08-o'connor(16).pdf)) and *Irish Jansenists 1600-1670: religion and politics in Flanders, France, Ireland and Rome* (Dublin, 2008); T. O'Connor and M.A. Lyons, *Irish Migrants in Europe after Kinsale, 1602-1820* (2003) and *Irish Communities in early-modern Europe* and *The Ulster Earls in Baroque Europe: refashioning Irish identities 1600-1800* (2010); Silke, 'The Irish abroad', in Moody et al. (eds.) *A New History of Ireland, vol. 3 Early Modern Ireland 1534-1691* (1991); J. Casway, 'Irish women overseas', in MacCurtain ed. *Women in Early Modern Ireland* (1991)

Week 6: Jacobite Ireland and the Williamite Victory

For an excellent survey of the period see J.G. Simms' *Jacobite Ireland* (1969, second edition 2000), Robert Armstrong's chapter [18], in Jackson, *Oxford Handbook of Modern Irish History*, and the relevant chapters of S. J. Connolly, *Religion, Law and Power: The Making of Protestant Ireland 1660-1760* (Oxford, 1992). For the Jacobite Wars see also John Childs, *The Williamite Wars in Ireland 1688-1691* (2007), Richard Doherty, *The siege of Derry 1689* (2008), and Pádraig Lenihan, *1690: The battle of the Boyne* (2003).

On Jacobitism, see Breandán Ó Buachalla, 'Irish Jacobite Poetry', in *Irish Review*, (1992), 40-50; Éamonn Ó Ciardha, *Ireland and the Jacobite Cause, 1685-1766* (Dublin, 2002). Contrast the articles by Connolly and Whelan in J. S. Donnelly and K. A. Miller, eds., *Irish Popular Culture, 1650-1850* (Dublin, 1998).

Week 8: Ireland and the Eighteenth-Century Atlantic Economy

Dickson, *New Foundations*, 111-41; Kevin Kenny, ed. *Ireland and the British Empire* (Oxford, 2004), 61-89; Connolly, *Divided Kingdom*, chap. 9; Thomas M. Truxes, *Irish-American trade 1660-1783* (Cambridge, 1988), esp. chap. 1, 2, 4 and 12

ALSO

L. M. Cullen, *An Economic History of Ireland since 1660* (London, 1972); idem, *The Emergence of Modern Ireland, 1600-1900* (Dublin, 1983); Kerby Miller et al, *Irish*

Immigrants in the Land of Canaan: Letters and Memoirs from Colonial and Revolutionary America, 1675–1815 (Oxford, 2003); Dickson, *Old World Colony: Cork and South Munster 1630–1830* (Cork, 2005), esp. chap. 4; L.M. Cullen and Paul Butel (eds.), *Cities and Merchants* (Dublin, 1986), chapters 7, 8, 9, 14

Week 9: The Penal Laws: Myth and Reality

Connolly, *Divided Kingdom*, chap. 5; by David Hayton [19], in Jackson, *Oxford Handbook of Modern Irish History*.

ALSO

D. W. Hayton, *Ruling Ireland 1685–1742: Politics, Politicians and Parties* (Woodbridge, 2004), esp. 35–105; Maureen Wall, *Catholic Ireland in the Eighteenth Century: Collected Essays of Maureen Wall*, edited by Gerard O’Brien (Dublin, 1989); L. M. Cullen, ‘Catholics under the Penal Laws’, *Eighteenth-Century Ireland*, 1 (1986), 23–36; T. P. Power & K. Whelan, eds. *Endurance and Emergence: Catholics in Ireland in the Eighteenth Century* (Dublin, 1990); C. I. McGrath, ‘Securing the Protestant Interest: The Origins and Purpose of the Penal Laws of 1695’, *Irish Historical Studies*, 30 (1996–97), 25–46; Thomas Bartlett, *The Fall and Rise of the Irish Nation: The Catholic Question, 1690–1830* (Dublin, 1992), 1–65, esp. 17–29; John Bergin et al., *New Perspectives on the Penal Laws* (Dublin, 2011).

Week 10: Ireland and the American Revolution

Dickson, *New Foundations*, 143–186; Connolly, *Divided kingdom*, chap. 10; Breandán Mac Suibhne, ‘Whiskey, Potatoes and Paddies: Volunteering and the Construction of Irish Identity, 1778–84’, in Peter Jupp and Eoin Magennis, eds., *Crowds in Irish History* (New York, 2000), 45–82; chapters by Maurice Bric [22] and James Kelly [23], in Jackson, *Oxford Handbook of Modern Irish History*.

ALSO

R. B. McDowell, *Ireland in the Age of Imperialism and Revolution, 1760–1801* (Oxford, 1979); M. R. O’Connell, *Irish Politics and Social Conflict in the Age of the American Revolution* (1965); Vincent Morley, *Irish Opinion and the American Revolution, 1760–1783* (Cambridge, 2002); Stephen Small, *Political Thought in Ireland, 1776–1798: Republicanism, Patriotism, and Radicalism* (Oxford, 2002), esp. 48–112; Martyn Powell, *Britain and Ireland in the Eighteenth-Century Crisis of Empire* (Basingstoke, 2003), chaps. 4–5.

Week 11: The Birth of Irish Republicanism and 1798

Dickson, *New Foundations*, 189–219; Connolly, *Divided kingdom*, chap. 11; Dickson, ‘The State of Ireland before 1798’ in Cathal Póirtéir, ed., *The Great Irish Rebellion of 1798* (Cork, 1998); Niall Ó Cíosáin, *Print and Popular Culture in Ireland, 1750–1800* (London, 1997), 25–71; chapter by Patrick Geoghegan [24], in Jackson, *Oxford Handbook of Modern Irish History*. The best single-author overview of late

eighteenth-century Irish radicalism remains Nancy Curtin, *The United Irishmen: Popular Politics in Ulster and Dublin, 1791–1798* (Oxford, 1994), together with Jim Smyth, *The Men of No Property: Irish Radicals and Popular Politics in the Late Eighteenth Century* (Dublin, 1992).

ALSO

Brian Inglis, *The Freedom of the Press in Ireland, 1784–1841* (1955); R. R. Adams, *The Printed Word and the Common Man: Popular Culture in Ulster, 1700–1900* (Belfast, 1987); Padhraig Higgins, *A Nation of Politicians: Gender, Patriotism, and Political Culture in late Eighteenth-Century Ireland* (Madison WN, 2010); Marianne Elliott, *Partners in Revolution: The United Irishmen and France* (New Haven, 1982), 1–74; Hugh Gough and David Dickson (eds.), *Ireland and the French Revolution* (Dublin, 1990); Dickson et al, eds., *The United Irishmen : Republicanism, Radicalism and Rebellion* (Dublin, 1993); Connolly, ‘Tupac Amaru and Captain Right: A Comparative Perspective on Eighteenth-Century Ireland’, in Dickson & Cormac Ó Gráda, *Refiguring Ireland* (Dublin, 2003), pp 94–111; Kevin Whelan, ‘The Republic in the Village’, in idem, *The Tree of Liberty: Radicalism, Catholicism and the Construction of Irish Identity, 1760–1830* (Cork, 1996), 99–132; Ian McBride, *Scripture Politics: Ulster Presbyterianism and Irish Radicalism in the late Eighteenth Century* (Oxford, 1998). Jim Smyth, ed., *Revolution, Counter-Revolution and Union: Ireland in the 1790s* (Cambridge, 2000). The most concise collection of essays on 1798 remains Cathal Póirtéir, ed., *The Great Irish Rebellion of 1798* (Cork, 1998), but the much larger collection edited by Thomas Bartlett, David Dickson, Dáire Keogh and Kevin Whelan, *1798: A Bicentennial Perspective* (Dublin, 2003) has some claims to be comprehensive

Week 12: Union and Empire: Ireland beyond 1800

James Kelly, ‘The Origins of the Act of Union: An Examination of Unionist Opinion in Britain and Ireland, 1650–1800’, *Irish Historical Studies*, 25 (1984–85), 236–63; Small, *Political Thought in Ireland, 1776–1798* (2002); Jim Smyth, ‘The Act of Union and Public Opinion’, in Smyth, ed., *Revolution, Counter-Revolution and Union*, 146–160

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Patrick Geoghegan, *The Irish Act of Union: A Study in High Politics 1798–1801* (Dublin, 1999); ---, *Robert Emmet: A Life* (2003); ---, et al. (eds.), *The Irish Act of Union: Bicentennial Essays* (Dublin, 2003); Dáire Keogh and Kevin Whelan (eds.), *Acts of Union* (Dublin, 2001); A.P.W. Malcomson, *John Foster (1740–1828): The Politics of Improvement and Prosperity* (Dublin, 2011); John Bew, *Castlereagh: From Enlightenment to Tyranny* (London, 2011).

Further	reading	for	essay	topic	5
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Patrick McNally, *Parties, Patriots and Undertakers: Parliamentary Politics in Early Hanoverian Ireland* (Dublin, 1997); Jacqueline Hill, *From Patriots to Unionists: Dublin Civic Politics and Irish Protestant Patriotism, 1660–1840* (Oxford, 1997); Patrick Walsh, *The making of the Irish Protestant Ascendancy: The Life of William Conolly, 1662–1729* (Woodridge, 2010); E. M. Johnston-Liik, *History of the Irish Parliament, 1692–1800: Commons, Constituencies and Statutes* (Belfast, 2002), 6

vols.; D. W. Hayton, ed., *The Irish Parliament in the Eighteenth Century: The Long Apprenticeship* (Edinburgh, 2001); Eoin Magennis, *The Irish political system 1740-1765* (Dublin, 2000), Charles Ivar McGrath, *Ireland and Empire 1692-1770* (London, 2012).

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