



**UNIVERSITY OF  
LIMERICK**  
OLLSCOIL LUIMNIGH

**Department of  
History**

## **HI4168 | The country house in Ireland: class, gender, and culture**

### **MODULE OUTLINE**

Autumn semester, Academic year 2023-24



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/>

<b>Module code and title:</b>	HI 4168. The country house in Ireland: class, gender, and culture
<b>Academic Year:</b>	2023/24
<b>Semester:</b>	Autumn
<b>ECTS Credits:</b>	6 ECTS
<b>Lecturer:</b>	Dr Karol Mullaney-Dignam
<b>E-mail:</b>	<a href="mailto:Karol.MullaneyDignam@ul.ie">Karol.MullaneyDignam@ul.ie</a>
	<i>Please use Brightspace Forums for module queries</i>

## 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 exchange, sociability, supply and demand. As such, it provides a useful lens through which to examine continuity and change in Irish social, economic and cultural life.

Drawing on a range of case studies and primary sources, this module considers: the realities and practicalities of country house life; notions about taste, fashion and luxury; different consumption practices of women and men; female agency and the domestic realm; conspicuous consumption and display; self-fashioning, pedigree, and performance; the relationship between town and country; upstairs and downstairs, indoors and outdoors; social networks and geographies of supply.

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 students will be able to:

- describe the evolution of the country house in Ireland in the long nineteenth century;
- discuss the complex social, economic, political and cultural forces that shaped social networking and processes of consumption during this period;
- interpret country houses and material culture using historiographical and theoretical readings;
- identify and analyse primary sources pertaining to the study of individual landed class members, families or properties;
- evaluate the homes, possessions and practices of specific families, demonstrating complexities and subtleties;
- appreciate the significance of the country house as a key aspect of contemporary Irish cultural heritage;
- develop and present historical arguments in verbal and written forms;
- display a commitment to professional historical practice, particularly in reading and writing;
- demonstrate independent learning and collaboration.

*Communications from your lecturer will be made live and/or via the HI4168 BRIGHTSPACE site. Please post questions about this module to the appropriate 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*

# Autumn 2023 schedule

## Week Topic/activity

1. Module introduction
2. Reading the country house I: visual and material culture
3. Reading the country house II: literature and archives
4. Gorgeous Georgians
5. A doomed aristocracy?
6. 'Irish property must pay for Irish poverty'
7. Twilight of the Ascendancy
8. **Reading week.** *Archives assignment (40%) due on Friday 3 November*
9. The country house, war and revolution. *Project proposal due on Friday 10 November*
10. Tombstones of a departed ascendancy? The country house as heritage
11. *Big House blitz: student presentations on selected houses (10%): Friday 24 November*
12. Big House project work
13. *Project (50%) due on Friday 8 December*

## 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 on Friday, 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 of 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 in Resources and Announcements. The Forums are where you can ask questions 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.

**STUDENTS MUST NOT COPY, MODIFY OR DISTRIBUTE ANY MATERIALS INCLUDING RECORDINGS OF ANY LECTURE/TUTORIAL/EDUCATION SESSION TO WHICH THEY HAVE ACCESS IN THIS MODULE**

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

Seminars take place at **10am on Fridays at P1003** [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 via Brightspace).

**Attendance and participation is required for module credits. Non-attendance impacts the final module grade.**

The module is planned as a continuous discursive seminar and all students are expected to take responsibility for their own learning by participating actively 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 presentation skills that help you to become articulate, creative and original thinkers.

Weekly discussions are designed to help foster collegiality and debate among classmates, and will normally centre on a case study based on assigned primary and secondary sources. Students will develop the skills to analyse readings and improve their capacity for critical assessment, consider peer comments and present their own work.

Your participation in creating a vibrant discursive community is vital to your 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.

If for any reason you are unable to attend a live 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, to a maximum deduction of four grade levels, and/or a lower limit of C3.

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.

**There will be some opportunities for site visits (outside of the classroom) about which students will be notified in advance on Brightspace.**

## 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 Department of 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 three components:**

ASSIGNMENT TYPE AND DEADLINE	MODULE %
<b>1 Archive assignment</b> 750 word (min) - 1,000 (max) guest blog post for Special Collection and Archives, Glucksman Library, UL. Details on Brightspace <b>Submission deadline:</b> Week 8: 11.59pm, Friday, 3 November 2023	40%
<b>2 Presentation</b> Live 5-minute (max) in-class presentation. Details on Brightspace <b>Submission deadline:</b> <i>Big House Blitz</i> seminar on Friday, 24 November 2023 (week 11). Presentation slides to be submitted 24 hours before seminar.	10%
<b>3 Project</b> 3,000 word essay. Details on Brightspace <b>a. Proposal deadline:</b> Week 9: 11.59pm, Friday, 10 November 2023 <b>b. Submission deadline:</b> Week 13: 11.59pm, Friday, 8 December 2023	50%

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### REPEAT ASSESSMENT FOR THIS MODULE:

Two of the three assessment parts stand if a repeat of the module is required: the live presentation, which serves the purpose of knowledge-sharing for peer feedback, cannot be repeated. Thus, the Repeat Assessment grade will be calculated on the submission of the following two assignments:

- Archives assignment (40%). *Your blog post will not be considered for publication*
- Research project (60%)

*The penalty for non-attendance at seminars, outlined above, also applies when calculating Repeat Assessment grades. Repeat grades are capped at C3 where there has been no I grade application.*

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## 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 Department of History Undergraduate Handbook.
- All written work must have a cover sheet that follows the template set out in the Department of 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 at least four scholarly books or articles. See the 'Reading strategy' in the Department of 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 Department of History Undergraduate Handbook.
- Please upload your assignments as word document attachments (only) 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, you should 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 require all stakeholders to contribute in a timely manner so that work may proceed on schedule. The same holds true for this module.

If you have a genuine emergency or anticipate not being able to make an assignment deadline, contact me in 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](mailto: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.



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.

## Academic writing

### STYLE AND REFERENCING

The Department of History 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 by the Department of History in the 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 PLAGIARISM

The [UL Student Charter](#) at UL (under Integrity, page 6) states that: The University expects students not to plagiarise (i.e., present another's ideas or writings as their own), fabricate or falsify data, commission others to complete assessments or engage in academic cheating in any form whatsoever. Project work undertaken by the student on a taught program should be clearly defined, well-planned and where necessary, have Research Ethics approval.

For more information, visit [Academic Integrity | University of Limerick \(ul.ie\)](#)

Where a student is found guilty of plagiarism, they will automatically be awarded an F grade for the assignment submitted. Whether your plagiarism is intentional or unintentional is of no consequence.

**Plagiarism** includes:

- reproducing sections of a book or article and submitting these as your own;
- cutting and pasting material from the internet and submitting these as your own ideas or critical assessments;
- passing off someone else's work as your own;
- submitting an assignment or parts of an assignment for more than one class;
- paraphrasing, imitating or rewriting in your own words the ideas or concepts of another author without properly citing your sources.

It is important to note that academic cheating in all its forms is deemed to be a major disciplinary offence under the University's code of conduct. Details can be found in the UL Student Handbook. I am interested in *your* thoughts and *your* creative and analytical work.

## 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 some 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.**

## CORE TEXT

Dooley, Terence, *The big houses and landed estates of Ireland: a research guide* (Dublin, 2007). Available online at: <https://ebookcentral-proquest-com.proxy.lib.ul.ie/lib/univlime-ebooks/detail.action?docID=6212356>



## KEY TEXTS

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://doi-org.proxy.lib.ul.ie/10.1017/9781316286470>

Dooley, Terence, 'National patrimony and political perceptions of the Irish country house in post-independence Ireland' in Terence Dooley (ed.), *Ireland's polemical past* (Dublin, 2010), pp 192-212.

Moody, Jessica, 'Slavery and the British country house', *International Journal of Heritage Studies*, 21:9 (2015), pp 945-948. Available online at: <https://doi-org.proxy.lib.ul.ie/10.1080/13527258.2015.1067956>

Mullaney-Dignam, Karol, 'Useless and extravagant? The consumption of music in the Irish country house' in Andrew Hann and Jon Stobart (eds), *The country house: material culture and consumption* (Swindon, 2016), pp 164-173 [chapter 15]. Available online at: [https://researchrepository.ul.ie/articles/chapter/Useless\\_and\\_extravagant\\_The\\_consumption\\_of\\_music\\_in\\_the\\_Irish\\_country\\_house/19829353](https://researchrepository.ul.ie/articles/chapter/Useless_and_extravagant_The_consumption_of_music_in_the_Irish_country_house/19829353)

'Research guide: Estate 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 RELEVANT TEXTS

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

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).
- Colley, Linda, *Britons: forging the nation 1707-1837* (New Haven, 2009, rev. ed.).
- Connolly, S.J., 'Aftermath and adjustment' in W.E. Vaughan (ed.), *A new history of Ireland, v: Ireland under the Union, 1801-70* (Oxford, 1989), pp 1-23.
- , *The Oxford Companion to Irish History* (Oxford, 1998).
- Cosgrove, Patrick, Dooley, Terence, and Mullaney-Dignam, Karol (eds), *Aspects of Irish aristocratic life: Essays of 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](#)
- , *Burning the Big House: the story of the Irish Country House in a time of war and revolution* (Yale, 2022). Available [online](#)
- Dooley, Terence and Ridgway, Christopher (eds), *The Irish country house: its past, present and future* (Dublin, 2010)
- Dooley, Terence, and Ridgway, Christopher (eds), *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

Dooley, Terence, and Ridgway, Christopher (eds), *Country House collections: their lives and afterlives* (Dublin, 2021)

Dooley, Terence, *Burning the Big House: the story of the Irish Country House in a time of war and revolution* (London, 2022)

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* (2<sup>nd</sup> ed., Dublin, 1989)

Fleming, David, *Politics and provincial people: Sligo and Limerick, 1691-1761* (Manchester, 2010).

Foster, R.F., *Modern Ireland, 1600-1972* (London, 1989), pp 167-286 [Part two].

Girouard, Mark, *Town and country* (New Haven, 1992).

Glin, Knight of, and Peill, James, *Irish furniture: woodwork and carving in Ireland from the earliest times to the Act of Union* (New Haven & London).

Hann, Andrew, and Stobart, Jon (eds), *The country house: material culture and consumption* (Swindon, 2016) Available at Special Collections Leonard Collection OS/745.

Herbert, Dorothea, *Retrospections of Dorothea Herbert, 1770-1806* with foreword by Louis M. Cullen (Dublin, 2004).

Hill, Jacqueline, and Lennon, Colm (eds) *Luxury and austerity* (Historical Studies (Irish Conference of Historians), 21) (Dublin, 1999), chapters 4-6.

Jackson, Alvin (ed.), *The Oxford handbook of modern Irish history* (Oxford, 2014). Available online via UL Library

Kelly, James (ed), *The Cambridge History of Ireland. Volume 3: 1730–1880* (Cambridge, 2018). Available online at:

Laffan, William, and Monkhouse, Christopher P., *Ireland: crossroads of art and design, 1690-1840* (New Haven, 2015). 709.415 LAF

Lennon, Colm, and Montague, John, *John Rocque's Dublin: a guide to the Georgian city* (Dublin, 2010).

Loeber, Rolf, *Irish houses and castles, 1400-1740* (Dublin 2019).

Macdonagh, Oliver, 'Introduction: Ireland and the Union, 1801-70' in W.E. Vaughan (ed.), *A new history of Ireland, v: Ireland under the Union, 1801-70* (Oxford, 1989), xlvii-lxv.

MacDonnell, Randal, *The lost houses of Ireland* (London, 2002)

- Malcomson, A.P.W., *The pursuit of the heiress: aristocratic marriage in Ireland, 1750-1820* (Belfast, 1982).
- Martin, Joanna, *Wives and daughters: women and children in the Georgian country house* (London & New York, 2004).
- Maxwell, Constantia, *Country and town in Ireland under the Georges* (Dundalk, 1949, rev.ed.).
- McBride, Ian, *Eighteenth-century Ireland* (New Gill History of Ireland 4) (Dublin, 2007).
- McCarthy, Patricia, *Enjoying claret in Georgian Ireland: A history of amiable excess* (Dublin, 2022).
- Moody, T. W., and Vaughan, W.E (eds), *A new history of Ireland, iv: eighteenth-century Ireland, 1691-1800* (Oxford, 1986).
- O'Brien, Jacqueline, and Guinness, Desmond, *Great Irish houses and castles* (London, 2005 reprint).
- O'Brien, Gillian and O'Kane, Finola (eds), *Georgian Dublin* (Dublin, 2008).
- O'Dowd, Mary, *A history of Women in Ireland 1500-1800* (London, 2006).
- O'Riordan, Maeve, *Women of the country house in Ireland, 1860-1914* (Manchester, 2018).
- O'Riordan, Maeve, 'Titled women and voluntary war work in Ireland during the First World War: a case study of Ethel, Lady Inchiquin', *Women's History Review*, Vol.27:3 (2018), pp 360-378, <https://doi.org/10.1080/09612025.2016.1221286>
- Ó Tuathaigh, Gearóid, *Ireland before the Famine, 1798-1848* (Dublin, 1990).
- Powell, Martyn J., *Piss-pots, printers and public opinion in eighteenth-century Dublin* (Maynooth Studies in Local History 85) (Dublin, 2009).
- Powell, Martyn J., *The politics of consumption in eighteenth-century Ireland* (Basingstoke [England] & New York, 2005).
- Purdue, Olwen, *The big house in the north of Ireland: land, power and social elites, 1878-1960* (Dublin, 2009). ARC 305.52209416 PUR
- Reeves-Smyth, Terence, *Irish country houses* (Belfast, 1994)
- Reilly, Ciarán, *Capard: an Irish country house and estate* (Dublin, 2019)
- Rodgers, Nini, 'Ireland, slavery, antislavery, post-slavery and empire: an historiographical survey', *Slavery & Abolition*, 37:3 (2016), pp 489-504, <https://doi.org/10.1080/0144039X.2016.1208915>
- Rothery, Mark, and Stobart, Jon, 'Inheritance events and spending patterns in the English country house: the Leigh family of Stoneleigh Abbey, 1738–1806', *Continuity and Change*, 27: 3 (Dec. 2012), pp 379-407, <https://doi.org/10.1017/S0268416012000203>
- Somerville-Large, Peter, *The Irish country house: a social history* (London, 1995)
- Stobart, Jon, 'Gentlemen and shopkeepers: supplying the country house in eighteenth-century England', *Economic History Review*, 64:3 (Aug. 2011), pp 885-904, <https://doi.org/10.1111/j.1468-0289.2010.00562.x>
- Stobart, Jon, and Rothery, Mark, 'Fashion, heritage and family: new and old in the Georgian Country House', *Cultural and Social History*, 11:3 (2014), pp 385-406, <https://doi.org/10.2752/147800414X13983595303354>

Stobart, Jon (ed.), *Travel and the British country house: cultures, critiques and consumption in the long eighteenth century* (Manchester, 2017). Available online at: <https://ebookcentral-proquest-com.proxy.lib.ul.ie/lib/univlime-ebooks/detail.action?docID=5160922>

Stobart, Jon, & Prytz, Cristina, 'Comfort in English and Swedish country houses, c.1760–1820', *Social History*, 43:2 (2018), pp 234–258, <https://doi-org.proxy.lib.ul.ie/10.1080/03071022.2018.1426279>

Stobart, Jon, 'Domestic textiles and country house sales in Georgian England', *Business History*, 61:1 (2019), pp 17–37, <https://doi.org/10.1080/00076791.2017.1368493>

Sweetman, David, *Irish castles and fortified houses* (Dublin, 1995) Tillyard, Stella, *Aristocrats: Caroline, Emily, Louisa and Sarah Lennox, 1740–1832* (London, 1994).

Vickery, Amanda, *Behind closed doors: at home in Georgian England* (New Haven, 2009).

---, *The gentleman's daughter: women's lives in Georgian England* (New Haven, 1998).

Wynne, Catherine, *Lady Butler: War artist and traveller, 1846–1933* (Dublin, 2019)

## 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.

## CONTEMPORARY PUBLICATIONS

- Bateman, John. *The great landowners of Great Britain and Ireland* (London, 1879): <https://babel.hathitrust.org/cgi/pt?id=mdp.39015004854108&view=1up&seq=1>
- Bateman, John. *The great landowners of Great Britain and Ireland* (London, 1883): <https://archive.org/details/greatlandownerso00bateuoft/mode/2up>
- Hall, Samuel Carter and Anna Maria, *Ireland: its scenery, character etc*, 3 vols (London, 1841–3): [Hall: Ireland: its scenery, character etc. \(askaboutireland.ie\)](http://askaboutireland.ie)
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- Lewis, Samuel, *A Topographical Dictionary of Ireland* (London, 1837)
- Parliamentary papers. Search via: [www.dippam.ac.uk](http://www.dippam.ac.uk).
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  - Return of Untenanted Lands in Rural Districts, Distinguishing Demesnes on Which There is a Mansion..., HC 1906.
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- Walford, Edward. *County Families of the United Kingdom*, 1860. [www.archive.org](http://www.archive.org).
- Wilson, William. *The Post-Chaise Companion or Travellers Directory through Ireland*. (Dublin, 1786) [www.books.google.com](http://www.books.google.com)

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

- 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 Biography* (DIB) Online: <https://www.dib.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/>
- Landed Estates Database: [Landed Estates, NUI Galway](#)
- National Folklore Collection (NFC), UCD: [duchas.ie](http://duchas.ie) ([duchas.ie](http://duchas.ie))
- National Inventory of Architectural Heritage (NIAH): [Buildings of Ireland: National Inventory of Architectural Heritage](#)
- *Oxford Dictionary of National Biography* (ODNB) online
- Primary Valuation of Tenements (Griffith's Valuation): [Griffith's Valuation \(askaboutireland.ie\)](#)
- Tithe Applotment Books, 1823-27: [The Tithe Applotment Books, 1823-37 \(nationalarchives.ie\)](#)
- Walford, Edward. *County Families of the United Kingdom*, 1860. [www.archive.org](http://www.archive.org).
- Wilson, William. *The Post-Chaise Companion or Travellers Directory through Ireland*. (Dublin, 1786) [www.books.google.com](http://www.books.google.com)

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

