



OÉ Gaillimh
NUI Galway

School of Languages, Literatures and Cultures
Roinn na Gaeilge

Celtic Civilisation

First Year Modules

Course Outlines

2011-12

Course Coordinator:

**Dr. Graham Isaac, Room 105,
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Celtic Civilisation, *ROINN NA GAEILGE*

Departmental Office

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Departmental SECRETARY

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Students of First Year Celtic Civilisation take **one two-hour written examination** at the end of the first semester and **one two-hour written examination** at the end of the second semester. Additionally, one module in each semester is assessed by essay.

Academic Calendar 2010/11 Arrangements for First Year Students

First Semester

Orientation	Saturday and Sunday, 10th and 11th September, 2011
Teaching begins	Monday, 12th September, 2011
Teaching ends	Friday, 2nd December, 2011
Study Week*	Monday, 5th December, 2011
Examinations begin	Monday, 12th December, 2011
Examinations end	Friday, 16th December, 2011
Christmas Vacation`	Saturday, 17th December, 2011 –Sunday, 8th January, 2012

Second Semester

Teaching begins	Monday, 9th January, 2012
Teaching ends for Easter and teaching is finished for the Semester	Saturday, 31st March, 2012
Easter Vacation and Study Week*	Sunday, 1st April – Thursday, 19th April, 2012
Examinations begin	Friday, 20th April, 2012
Examinations end	Friday, 18th May, 2012

Easter Sunday in 2012 is on 8th April

Exceptions apply in the case of:

First Arts (Examination Dates in Semester II)
The Academic Calendar as set out above applies with the following exceptions for First Arts –

Examination Dates in Semester II

Semester 2 Examinations First Arts	Tuesday 17th April – Friday, 20th April, 2012
Semester 1 Repeat Examinations First Arts	Tuesday 15th May – Friday, 18th May, 2012
Semester 2 Repeat Examinations First Arts	Tuesday 22nd May – Friday, 25th May, 2012

***Alert Notice to Visiting Students**

Visiting Students should note that some Examinations may be scheduled during Study Week in either Semester 1 or in Semester 2 and therefore students should not make travel arrangements during or around these weeks.

Visiting Students registering for Semester 1 (Fall) only may not select modules that are offered across the entire year.



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Celtic Civilisation First Year Programme

1BA = 15 ECTS

One module, 5 ECTS over Semester I and II

One module, 5 ECTS, in Semester I alone.

One module, 5 ECTS, in Semester II alone.

Semester I & II

<i>Code</i>	<i>Module</i>	<i>ECTS</i>	<i>Assessment</i>
SG106	Medieval Celtic Literature	5	Essay

Semester I

<i>Code</i>	<i>Module</i>	<i>ECTS</i>	<i>Assessment</i>
SG111	Early & Medieval History of the Celts	5	Exam

Semester II

<i>Code</i>	<i>Module</i>	<i>ECTS</i>	<i>Assessment</i>
SG116	Celtic Mythology, Religion & Folklore	5	Exam



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FIRST YEAR CELTIC CIVILISATION, 2011-12: TIMETABLE

All lectures of all modules must be attended

SEMESTER 1	SEMESTER 2
Monday, 4-5pm SG106 Medieval Celtic Literature Lecturer: Clodagh Downey Venue: AM 150 (Ó Tnúthail Theatre)	Monday, 4-5pm SG106 Medieval Celtic Literature Lecturer: Graham Isaac Venue: IT 202
Wednesday, 9-10am SG111 Early & Medieval History of the Celts Lecturer: Clodagh Downey Venue: AC 201 (Concourse)	Wednesday, 9-10am SG116 Celtic Mythology, Religion & Folklore Lecturer: Clodagh Downey Venue: D'Arcy Thompson Theatre (Concourse)
Thursday, 4-5pm SG111 Early & Medieval History of the Celts Lecturer: Graham Isaac Venue: Joseph Larmor Theatre (Concourse)	Thursday, 4-5pm SG116 Celtic Mythology, Religion & Folklore Lecturer: Lillis Ó Laoire Venue: D'Arcy Thompson Theatre (Concourse)

Tutorials

In addition to three lectures, students must attend tutorials. In Semester 1, tutorials will not commence until the week of Monday, 3 October. Further details will be provided at the lectures.

(While every effort is made to ensure that all information is correct, issues can always arise with respect to staffing and/or size of room allocation, etc., which require later amendments to the timetable.)

Semester I & II

SG106 Medieval Celtic literature

Divided between Semester I and Semester II, the course will look at the literature surviving from the Celtic world of the Middle Ages.

Lecturer **Dr. Clodagh Downey**

In Semester I, the lectures will concern medieval Irish heroic literature, and in particular the classic tales about the exemplary hero, Cú Chulainn, the warriors of Ulster, and their Connacht antagonists including the wily Queen Medb. Consideration will be given to the settings of these tales, and in particular to the fictive representation of Emain Macha in Ulster and Cruachain (aka. Cruachu and Ráth Cruachan) in Connacht. There will be close readings of various tales (in translation) and the themes discussed will include representations of the pagan past, the concept of the heroic biography, and the link between heroic narrative and praise poetry for warriors. The tendency for the characters in some of these tales to drift between the 'real' world and a mythological 'otherworld' will also be discussed. The gradual development of the *cycle* of tales known variously as 'The Ulster Cycle', 'The Heroic Cycle', 'The Red Branch Tales', etc.

Learning outcomes:

- Knowledge of the major story-types of medieval Irish literature.
- Ability to analyse critically the content and narrative techniques of medieval Irish storytelling.
- Knowledge of the schools of thought on the analysis of the medieval Irish sagas.

Lecturer **Dr. Graham Isaac**

In Semester II, the module will provide a survey of the oldest extant Welsh literature, covering the period from around 700 to 1400 AD. The poetry of the earliest period, called in Welsh *Hengerdd* 'The Old Craft', will be looked at from the point of view of themes, forms and social function. The role of the hero in defining, and as defined in, poetry will be given special attention, but we will also see how the poets were not uncritical receptacles of tradition, but rather were constantly rethinking what came to them in a critical and creative fashion. Attention will be paid to the great diversity of themes and moods reflected in early Welsh poetry, and to how the poets adapted themselves to changing social and political issues down through the centuries. The prose sagas of the period 1100-1300 will be introduced. Students will learn how these sagas show us many details of life in medieval Wales as well as revealing aspects of the ancient Celtic legends of the Welsh.

Learning outcomes:

- Knowledge of the major types of literature surviving from medieval Wales.
- Knowledge of the techniques of composition and performance of medieval Welsh literature.
- Ability to deal critically with the content and expressive style of medieval Welsh literature.
- Awareness of the social, historical and cultural context of medieval Welsh literature.

Semester I

SG111 (A) and (B) Early and medieval history of the Celts

The module is divided into two sections. Both sections must be taken to complete the module.

This module is given in its entirety within Semester 1. It is available both to students who are registered for Semester 1 only, and to students who are registered for the full year. A written examination is taken at the end of Semester 1.

SG111(A) Early and Medieval History of the Celts (A)
Lecturer Dr. Graham Isaac

This section of SG111 will provide an introduction to some of the more important aspects of the archaeology of the Celtic world, dealing briefly with such topics as the discovery of the archaeology of the Celts in the nineteenth century and the material culture (weapons, personal ornaments and art) that came to be identified with the spread of Celtic-speaking peoples across Europe. Aspects of the Celtic archaeology of Britain and Ireland will also be examined. The module will then survey the linguistic background to the identification of the Celtic languages as a distinct group, locating them within their proper geographical and historical contexts as Celtic languages, and showing their relationship with, and distinctiveness within, the vast family of languages known as Indo-European, which historically includes languages spoken in the territory from the west of Europe to India (since modern times also into the lands of the New World). The lectures will also look at the way the ancient Celts were portrayed by the classical Greek and Roman authors who are our only source of information on the history of ancient Celtic Europe.

SG111(B) Early and Medieval History of the Celts (B)
Lecturer Dr. Clodagh Downey

In this section of SG111 lectures 1-8 will focus primarily on Ireland and Northern Britain, while lectures 9-12 will focus mainly on Wales. The topics addressed in lectures 1-8 will include: the insular Celtic migrations and settlements of the early medieval period (including the migrations from Britain to Brittany and from Ireland to Scotland, and the Irish settlements in Wales, and in Man); the christianisation of the

West (of Ireland, of western Scotland from Ireland, and of northern England from Scotland); and the impact of the Vikings.

The topics addressed in lectures 9-12 will include: Britain in the post-Roman period; the beginnings of “Wales”; princes in place of kings in Welsh history; the later history of Wales.

Learning outcomes:

- Knowledge of the prehistory and ancient and medieval history of the Celts.
- Awareness of the types of source available for the study of the history and prehistory of the Celts.
- Awareness of the relationships and tensions between archaeological, linguistic and historical sources.

Semester II

SG116 (A) and (B) Celtic mythology, religion and folklore

This module is given in its entirety within Semester 2. It is available both to students who are registered for Semester 2 only, and to students who are registered for the full year. A written examination is taken at the end of Semester 2.

Lecturers: Dr. Clodagh Downey
Dr. Lillis Ó Laoire

This module provides an introduction to the mythology and religious beliefs and customs of the ancient and medieval Celts, on the continent and in the Isles, and to the later reflexes of these beliefs in modern folklore.

It will address the question of whether it is legitimate to speak of a unitary concept of ‘Celtic mythology and religion’. It will outline the sources of information for Celtic mythology (monumental, written and oral), and introduce the pantheon of gods and goddesses, and their later reflexes (such as the ‘banshee’, Irish ‘*bean sí*’). Topics covered will include the Celtic ‘Otherworld’, and its location, and the sacrality of sovereignty and its symbolism. It will also include a discussion of the ways in which ancient myths, beliefs and customs are transmuted to become modern folklore and customs.

Learning outcomes:

- Knowledge of the major themes of Celtic folklore and mythology.
- Knowledge of the variety of sources available to access Celtic folklore and mythology.
- Knowledge of the social and cultural contexts of Celtic folklore and mythology.
- Understanding of the critical approach to analysing the meaning of folklore and mythological sources.

GUIDELINES ON ESSAY-WRITING

The integrity of all assessments of a student's academic performance is based on the key assumption that any work submitted by a student is his/her own work. A breach of this trust is a form of cheating and is a very serious matter.

In writing essays or assignments, students will inevitably be indebted to the work of other authors, and due acknowledgement of any and all sources used in the preparation of essays must be made in accordance with the usual conventions.

The use by students, without explicit acknowledgement through quotation marks, of sentences and/or phrases taken verbatim from the work of others, constitutes **plagiarism**. Where Examiners are satisfied that plagiarism has occurred, a student may be subject to penalty, as the Examiners may determine.

Students are expected to follow these guidelines. Failure to do so may result in loss of marks on essays.

- All essays must be **typed** or **computer-generated**
- Print out the essay **double-spaced**.
- Leave 2.5 cm (1 inch) **margins** on both right and left-hand sides of the page to facilitate correction and remarks.
- Type or write only on **one side** of the page.
- Be sure to include **page numbers**, inserting them in either the top or bottom right-hand of each page.
- **Staple** your essay (don't use a paper clip). It is **unnecessary** to go to any expense to bind your essay or enclose it in a plastic cover. Stapling is perfectly adequate.
- Always **proof-read** your essay carefully before handing it in. This means looking out for spelling mistakes, typos and awkward grammar. If you leave any of these in your essay, it creates a bad impression in the examiner's mind - which is unlikely to benefit you. Don't forget to use the *Spell-Check* facility in your word-processing programme
- Always **retain a copy** of your essay.
- Always **save your work** to floppy disk as you work, in case the computer crashes. Computers have been known to crash, viruses destroy essays, etc., so keep at least two back-up copies on computer disks, for your own peace of mind.
- Remember: a **deadline** is not an invitation to complete essays by that date - it is an **instruction** to have essays completed by that date. Other than in exceptional circumstances (e.g. illness verified by medical certificate) obligatory written assignments not submitted by the prescribed deadline shall be subject to penalty, and, in the case of extreme delinquency, shall be discounted altogether for the purposes of marking and grading. So plan your time and meet your deadline.

CODE OF PRACTICE FOR DEALING WITH PLAGIARISM

Introduction

1. Plagiarism is the act of copying, including or directly quoting from, the work of another without adequate acknowledgement. The submission of plagiarised materials for assessment purposes or for publication or for public presentation is fraudulent and all suspected cases will be investigated and dealt with appropriately by the University following the procedures outlined here and with reference to the Disciplinary Code.
2. All work submitted by students for assessment purposes is accepted on the understanding that it is their own work and written in their own words except where explicitly referenced using the accepted norms and formats of the appropriate academic discipline.
3. Whilst some cases of plagiarism can arise through poor academic practice with no deliberate intent to cheat, this still constitutes a breach of acceptable practice and requires to be appropriately investigated and acted upon.
4. Regulations, guidelines and procedures regarding plagiarism should be made widely available and a statement included in course handbooks, websites, departmental noticeboards or appropriate handouts to students. Plagiarism can arise through ignorance and therefore it is important to ensure that students understand what is meant by the term and the seriousness of the offence.
5. Departments are recommended to consider requiring students to sign a short declaration that work submitted by them for assessment purposes is their own and that such a statement may be attached to a submitted piece of coursework, essay or dissertation (or signed at the start of each course/ academic year, acknowledging that the student has read and understood the plagiarism regulations). The purpose of this statement is to reinforce the principle of statement (2) above and to remind students of the requirements for the submission of a formally marked assessment.
6. Cases in which students knowingly permit others to copy their work shall also be subject to the procedures outlined here and considered an offence.

Procedures

7. A small number of staff should be identified in each faculty who would have responsibility for dealing with suspected and reported cases of plagiarism ¹.
1 - This is in keeping with best practice recommendations from the UK's JISC Plagiarism Advisory Service and also reflects practice in a number of institutions. Whilst it may seem like an additional burden in terms of administration, it offers a number of advantages of either leaving the responsibility to the lecturer involved or indeed, the Head of Department. In some universities each department identifies one such staff member, in others, a single staff member may span a number of subjects within a broad "cognate area." Further, having a small number of such staff clearly identified, across the university, who can readily be trained in such issues, ensures consistency of practice. It also enables "fast-tracking" of "minor" or admitted offences and responds to the outcome of Flanagan vs University College Dublin (1988, <http://www.ucc.ie/law/irlii/cases/159jr-88.htm>), as do the remainder of these guidelines.
8. These staff should be trained on the basic issues, be made aware of current best practice guidelines, techniques for minimising, detecting and responding to plagiarism, and current national and international developments across the HE sector.
9. A member of teaching staff who suspects that a submitted piece of student work may be plagiarised should notify the appropriate plagiarism adviser in their

- faculty/cognate area. A short report including a copy of the suspected example and any evidence for plagiarism should be forwarded to the adviser.
10. The plagiarism adviser shall conduct an investigation of the alleged plagiarism, firstly determining whether it represents a “minor” or “major” offence.
 11. Minor cases are those in which the suspected plagiarism is a first offence and represents poor academic practice. Such cases include:
 - apparently innocent misuse of materials;
 - inadequate citation such as poor referencing, inappropriate paraphrasing;
 - over-reliance on sources without sufficient of the candidate’s own work;
 - those in which the suspected plagiarism represents only a small proportion of the work and/or an element in a piece of work which makes a small contribution to the mark for the module
 12. The adviser will, in such cases, normally interview the candidate to discuss the suspected plagiarism.
 13. If the adviser is satisfied that there is sufficient evidence of such an offence, the student will be given a written warning and provided with advice on avoiding plagiarism and the necessity of properly acknowledging and referencing sources.
 14. Major cases are those which may include, for example:
 - copying multiple paragraphs in full without acknowledgement of the source;
 - taking essays from the Internet without revealing the source;
 - copying all or much of the work of a fellow student with, or without, his/her knowledge or consent;
 - submitting the same piece of work for assessment under multiple modules;
 - those involving a final year undergraduate or postgraduate student (taught or research);
 - a second offence where the student has been in receipt of an earlier written warning.
 15. In consideration of possible major cases, the student will be notified, in writing, of the suspected offence, provided with a copy of the marked-up piece of work and invited to attend an interview with the plagiarism adviser and an additional member of staff *For example, the Head of Department, a senior staff member in the department, or another plagiarism adviser.*
 16. The student will have the right to be accompanied and assisted, at the interview, by a “friend.”
As used in the University’s Code. This may, for example, be a parent or guardian; a fellow student or other friend; a representative from the Students’ Union; or a legal representative, if so desired.
 17. At the interview, the student will be given a clear explanation of what has been alleged, shown a copy of his/her work, given the opportunity to justify the work and be invited to admit or deny responsibility.
 18. In such major cases, where the adviser is satisfied that an offence has occurred, the adviser is required to determine between three possible courses of action, depending on the apparent severity of the offence:
 - (a) an opportunity to repeat and resubmit the work, but where the maximum mark that can be awarded is the pass mark appropriate to the module;
 - (b) the immediate imposition of an academic penalty, which would normally be the award of zero marks to the plagiarised work, with no option to resubmit the work;
 - (c) the submission of the case for consideration by the university’s Discipline Committee. In this case the offence will be considered as a “Major” offence in the terms of the University’s Code and, if after due process the allegation is upheld, an appropriate penalty will be applied, as described in articles 39 and 40 of the Code.
 19. In all cases, the student will be notified in writing of the decision of the adviser and any penalty imposed.
 20. In keeping with the University’s Code, the student shall be entitled to appeal a decision made with regard to a minor case to the Discipline Committee.

21. An appropriate record should be kept (*By the appropriate University office*) in respect of any upheld allegation, which can be consulted by the plagiarism adviser to determine whether a new case is potentially a second, or subsequent, offence.
22. Basic statistical information covering the number of cases referred to advisers, the number of written warnings and other penalties applied and their distribution across Departments and Faculties, should be collated by the University to inform subsequent modifications to these regulations and ascertain the requirement for wider training and information dissemination on this topic.