



School of Languages, Literatures and Cultures
Roinn na Gaeilge

Celtic Civilisation

Final Year Modules

Course Outlines

2017-18

Course Co-ordinator: **Dr. Graham Isaac, Room 105, Áras na Gaeilge,**
Extension 2550 (Tel. 49 2550)

<http://www.nuigalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/language-literatures-culture/disciplines/roinn-na-hollscolaiochta-gaeilge/celtic-civilisation/>

Celtic Civilisation, *ROINN NA GAEILGE*
in collaboration with Archaeology, Classics, English, History and
Old & Middle Irish

Departmental Office

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Departmental SECRETARY

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For lecturers' details on modules from Archaeology, Classics, English and History, please consult the relevant discipline's web pages.

Academic Calendar 2017-18

First Semester

Teaching begins	Monday 4th September 2017
Teaching ends	Friday 24th November 2017
Study Week*	Monday 27th November – Saturday 2nd December 2017
Examinations begin	Monday 4th December 2017
Examinations end	Friday 15th December 2017
Christmas Vacation	Saturday 16th December 2017 – Sunday 14th January 2018

Second Semester

Teaching begins	Monday 15th January, 2018
End of teaching before Easter Vacation	Friday 23rd March 2018
Easter Vacation	Saturday 24th March – Sunday 8th April 2018
Teaching resumes after Easter Vacation	Monday 9th April 2018
Teaching ends	Friday 20th April 2018
Study Week*	Monday 23rd April – Saturday 28th April 2018
Examinations begin	Monday 30th April 2018
Examinations end	Thursday 17th May 2018 (may be subject to change)

Easter Sunday is on 1st April 2018

***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.

Celtic Civilisation Final Year Programme

3/4BA = 30 ECTS

Three modules, 15 ECTS, in Semester I.

Three modules, 15 ECTS in Semester II.

In each semester, students will take **EITHER** three modules from Group A **OR** two modules from Group A and one from Group B.

Semester I **Group A**

<i>Code</i>	<i>Module</i>	<i>ECTS</i>	<i>Assessment</i>
SG311	The Invention of the Celt: Concepts and Perspectives	5	Essay
SG313	The Poetry of Medieval Wales c. 600-1100	5	Essay
SG3100	The Cultural Impact of Christianity on Ireland	5	Essay
SG318	Research Project	5	Long Essay
SG221	Medieval Irish Language I	5	Exam

Group B

<i>Code</i>	<i>Module</i>	<i>ECTS</i>	<i>Assessment</i>
AR336	Europe in the Bronze Age	5	Essay
CCS307	Ireland and the Ancient World	5	Exam
CC316	Barbarians	5	Essay
CC230	Beginning Latin 1	5	CA

Semester II **Group A** **Med.Ir.Lang. I prerequisite for Med.Ir.Lang. II**

<i>Code</i>	<i>Module</i>	<i>ECTS</i>	<i>Assessment</i>
SG316	The Celtic Languages and their Relatives	5	Essay
SG320	Medieval Women in the Celtic-Speaking West	5	Essay
SG321	Poets & Courts: Celtic Literature c. 1100-1600	5	Essay
SG222	Medieval Irish Language II	5	Exam

Group B

<i>Code</i>	<i>Module</i>	<i>ECTS</i>	<i>Assessment</i>
AR332	The Development of the Castle in Medieval Europe	5	Essay
AR337	Gaelic Peoples – Identity, and Cultural Practices	5	Essay
CCS305	Expressions of Power in Antiquity	5	Exam
CC232	Beginning Latin 2	5	CA
EN388	Studies in Modern Irish Literature	5	Essay

NB: It is not possible to guarantee that no timetable clashes occur between the lectures taken from various departments. When choosing modules from Group B, please check before final registration that your timetable does not include clashes.

ROINN NA GAEILGE
FINAL YEAR CELTIC CIVILISATION, 2017-18
TIMETABLE
GROUP A MODULES

For Group B Modules, please consult with the relevant department, Archaeology, Classics, English or History.

SEMESTER 1	SEMESTER 2
Monday, 3-4pm SG3100 The Cultural Impact of Christianity Lecturer: Clodagh Downey Venue: AC 214 (Arts Concourse)	Monday, 3-4pm SG320 Women in the Celtic-speaking West Lecturer: Clodagh Downey Venue: CA 001 (Áras Cairnes)
Monday, 4-5pm SG313 Poetry of Medieval Wales Lecturer: Graham Isaac Venue: CA 114 (Áras Cairnes)	Tuesday, 4-5pm SG222 Medieval Irish Language II Lecturer: Aogán Ó hIarlaithe Venue: AM 121 (Arts Millennium)
Monday, 5-6pm SG311 Invention of the Celt Lecturer: Liam Ó hAisibéil Venue: CA 114 (Áras Cairnes)	Wednesday, 4-5pm SG316 Celtic Languages & their Relatives Lecturer: Graham Isaac Venue: AM 105 (Arts Millennium)
Tuesday, 12-1pm SG221 Medieval Irish Language I Lecturer: Aogán Ó hIarlaithe Venue: TB 304 (Tower Block II)	Wednesday, 5-6pm SG321 Poets & Courts Lecturer: Liam Ó hAisibéil Venue: TB 302 (Tower Block II)
Wednesday, 11-12am SG3100 The Cultural Impact of Christianity Lecturer: Clodagh Downey Venue: AM 215 (Arts Millennium)	Thursday, 1-2pm SG222 Medieval Irish Language II Lecturer: Aogán Ó hIarlaithe Venue: AM 122 (Arts Millennium)
Wednesday, 5-6pm SG313 Poetry of Medieval Wales Lecturer: Graham Isaac Venue: IT 206	Thursday, 2-3pm SG321 Poets & Courts Lecturer: Liam Ó hAisibéil Venue: IT 207
Thursday, 1-2pm SG221 Medieval Irish Language I Lecturer: Aogán Ó hIarlaithe Venue: IT 202	Friday, 11-12pm SG320 Women in the Celtic-speaking West Lecturer: Clodagh Downey Venue: AM 108 (Arts Millennium)
Thursday, 2-3pm SG311 Invention of the Celt Lecturer: Liam Ó hAisibéil Venue: TB 302 (Arts Millennium)	Friday, 1-2pm SG316 Celtic Languages & their Relatives Lecturer: Graham Isaac Venue: AM 112 (Arts Millennium)

(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

SG221, SG222 Medieval Irish Language I, II

The modules will in the first instance provide an introduction to the language of the Old Irish period (*ca.* 600-900). The core text here is: E.G. Quin, *Old-Irish Workbook* (Dublin: Royal Irish Academy, 1975), supplemented with other materials which will be given out in the classes. Old Irish texts will also be read in class. Medieval Irish I in Semester 1 is a prerequisite for Medieval Irish II in Semester 2.

Learning outcomes:

- Knowledge of the foundations of Old Irish grammar.
- Ability to understand, analyse and formulate basic Old Irish sentences.
- Appreciation of the means of dealing critically with the forms and usages of a medieval language quite different from the modern reflexes of that language.

For descriptions of all Group B Modules, please consult with the relevant department, Archaeology, Classics or English.

Semester I

SG 311 The invention of the Celt: concepts and perspectives

This module looks at the discovery of the Celtic family of languages by the early comparativists of the sixteenth, seventeenth and eighteenth centuries, focussing especially on the ground-breaking work of Edward Lhuyd in establishing a scientific foundation for the linguistic classification. Together with the work of James Macpherson, the influence of ideas about the Celts on the Romantic movement is considered, and their subsequent integration into the mature comparative linguistics of the nineteenth and twentieth centuries. The strange forms the interest in the ancient Celts took in the eighteenth and nineteenth centuries is considered, with particular emphasis on the obsession with the Druids, illustrated by the fantasies of the Welshman Iolo Morganwg. Finally various modern-day conceptions and misconceptions about the Celts, ancient and modern, are examined.

Learning outcomes:

- Understanding of the way various images and impressions of the Celts were manufactured at the beginning of the modern period.
- Understanding of the way fact and imagination were interwoven and confused in the creation of new traditions about the Celts.
- Ability to analyse critically the early modern sources on the Celts.
- Knowledge of the major historical and ideological trends in the history of the study of the Celts.

SG3100 The Cultural Impact of Christianity on Ireland

This module will examine some of the cultural consequences of the coming of Christianity to medieval Ireland, especially in the area of reading and writing. Among the topics covered will be the early history of Christianity in Ireland, the earliest writings from the Celtic-speaking world, religious literature in Irish and Latin, the contribution of the Irish to Christianity and learning abroad, and the impact of Christianity and the new learning on Irish vernacular culture.

Learning outcomes:

- Knowledge of religious attitudes in medieval Ireland.
- Knowledge of the literary sources for the religious ideas and practices in medieval Ireland.
- Knowledge of the early history of Christianity in medieval Ireland.
- Knowledge of the ways in which Christianity differed from, influenced and was influenced by, Christianity amongst neighbouring medieval cultures.
- An appreciation of the close connection between the coming of Christianity and the spread of literacy, especially in the case of Ireland which never formed part of the Roman Empire.

SG313 The poetry of medieval Wales c. 600 – 1100

In the period 600 – 1100, Wales experienced a flowering of poetic expression which formed the traditional basis for the continuation of the Welsh love of, and skill in, poetry in the subsequent centuries and down to the present day. The earliest Welsh poetry reflects significant aspects of the culture, history and thought of the time, from the politics of rule to the delicate relationship between humans beings and nature, from the ethics of war to the potential loneliness of old age. This module will explore how the earliest surviving Welsh poems represent and express the hopes and fears, the brutality and tenderness, the knowledge and the propaganda, of an early medieval society.

Learning outcomes:

- Detailed knowledge of the themes and structure of medieval Welsh Poetry.
- Appreciation of the beauty and variety of medieval Welsh poetry.
- Ability to deal critically with a medieval poetic tradition quite different from modern poetic expectations and practice.
- Understanding of the value of medieval Welsh poetry as a source of information on the mental and emotional world of the early medieval Welsh.

SG318 Research project

An essay of about 5,000 words on a topic of relevance to Celtic Civilisation chosen by the student in consultation with the lecturers.

Learning outcomes:

- Ability to formulate extended arguments on a detailed analysis of some material.
- Ability to research a topic extensively over a longer time than for a usual undergraduate essay.
- Preparation for writing theses at postgraduate level.

For descriptions of all Group B Modules, please consult with the relevant department, Archaeology, Classics or English.

Semester II

SG 316 The Celtic languages and their relatives

The Celtic languages form a language family that includes not only the languages of medieval and modern Ireland, Britain and Brittany, but also several ancient languages of France, Spain, Italy and even Turkey. And this family of languages is part of a wider family, Indo-European, that encompasses hundreds of languages throughout Europe and Asia and, by now, through historically recent expansions, many other parts of the world. This module will show the student how the known Celtic languages are related to each other, including looking in detail at some of our sources for the ancient Celtic languages, and will provide an introduction to the methods by which we show how languages from Galway to Calcutta, from Inverness to Tehran, are all derived from a single original language spoken around six thousand years ago.

Learning outcomes:

- Detailed knowledge of the ways the Celtic languages are related to each other as a coherent language family.
- Detailed knowledge of the place of the Celtic languages in the Indo-European language family.
- Appreciation of the information to be gained from sources for the ancient Continental Celtic languages.
- Knowledge of the methods and results of comparative-historical linguistics.

SG320 Medieval Women in the Celtic-Speaking West

This module concerns the status, roles and representation of women in medieval Irish and Welsh society. The student will be introduced to primary material which can inform us about the socio-legal position of women in these societies as contrasted with that of men, including legal tracts, literary texts, historical texts and didactic writings, the originals of which were written in Irish, Welsh and Latin (but read in English translation). The importance of marriage and other kinds of union in the lives of women will be examined, and the impact these unions had on women's social status will be assessed. Various literary texts will be read, with a view to considering how femininities and masculinities are constructed in them, and the characters of prominent literary women will be examined and analysed. The question of women's agency in society, especially in the area of learning, as well as the factors that wrought change on women's social position, will also be addressed.

Learning outcomes:

- Knowledge of an important historical topic.
- Familiarity with a range of medieval Irish and Welsh sources, specifically those concerning the status, roles and representations of women.
- An understanding of gender as a construct.
- Essay writing skills, including the use of a range of literary and editorial conventions.

SG 321 Poets & courts: Celtic literature c. 1100-1600

Study of the literary culture of Ireland and Scotland in the transitional period before, during and after the coming of the Normans. A key text is the most skilfully wrought long prose work in Irish from this period, namely *Agallamh na Seanórach*, (The Colloquy of the Ancients), a *frametal* containing some 160 stories told in prose and verse. It is perhaps the high point of Gaelic literary culture before Norman influence becomes pervasive. The twelfth century in Ireland witnessed the changeover from monastic to secular schools, a new professionalization of poetry-making, and the perfecting of syllabic metres which had been in use for some 500 years. The work of exemplary Gaelic poets such as Muireadhach Albanach Ó Dálaigh and Gofraidh Fionn Ó Dálaigh will be read (in translation).

Learning outcomes:

- Knowledge of some of the key works in the literary tradition of Ireland and Scotland in the period 1100-1400.
- An understanding of various cultural issues associated with their production, e.g. the literary formation of the authors, changes in education (including the gradual changeover from clerical to secular schools), forms of patronage, the professionalization of poetry, etc.
- An understanding of the political and historical forces which influenced literary production.
- A knowledge of the continental influences on literary production.
- An enhanced literary sensibility.
- An enhanced understanding of the foundations of modern literary culture.

For descriptions of all Group B Modules, please consult with the relevant department, Archaeology, Classics or English.

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.

DEPARTMENTAL POLICY REGARDING DEADLINES

Students must adhere to any deadline that is set for essays or other assignments. If an essay or assignment is submitted late without valid reason, the following policy will apply:

- 10% of the mark will be deducted for the first week or part thereof over the deadline (e.g. if the work has earned 60%, 6% will be deducted);
- 20% of the mark will be deducted for the second week or part thereof over the deadline (e.g. if the work has earned 60%, 12% will be deducted);
- 30% of the mark will be deducted for the third week or part thereof over the deadline (e.g. if the work has earned 60%, 18% will be deducted);
- Work will not be accepted after three weeks.

In exceptional cases (e.g. illness or other personal circumstances), an extension may be granted to a student. In such cases, it is the decision of the Year Co-ordinator to allow the extension.

- The students may explain the circumstances to a lecturer, to the Year Co-ordinator or to the College of Arts, Social Sciences & Celtic Studies.
- The student must provide the College Office with a medical certificate or other written evidence, if available, for an extension to be granted. If written evidence is not available, the student must satisfy the College that he/she has a legitimate reason to request an extension.
- When the College is satisfied that there are legitimate grounds for an extension, it will inform the Head of Department and the Year Co-ordinator. Student confidentiality will not be infringed if there is a privacy concern.
- The Year Co-ordinator, in conjunction with the lecturer if necessary, will then make arrangements for an extension and will inform the student and the Head of Department by email.

CODE OF PRACTICE FOR DEALING WITH PLAGIARISM

See www.nuigalway.ie/plagiarism/

Plagiarism is the act of copying, including or directly quoting from the work of another without adequate acknowledgement, in order to obtain benefit, credit or gain. Plagiarism can apply to many materials, such as words, ideas, images, information, data, approaches or methods. Sources of plagiarism can include books, journals, reports, websites, essay mills, another student, or another person. Self-plagiarism, or auto-plagiarism, is where a student re-uses work previously submitted to another course within the University or in another Institution. All work submitted by students for assessment, for publication or for (public) presentation, is accepted on the understanding that it is their own work and contains their own original contribution, except where explicitly referenced using the accepted norms and formats of the appropriate academic discipline.

Plagiarism can arise through poor academic practice or ignorance of accepted norms of the academic discipline. Schools should ensure that resources and education around good academic practice is available to students at all levels.

The Plagiarism Penalty Grid (included in this document) will be made available to all students. Cases in which students facilitate others to copy their work shall also be subject to the procedures outlined here.

Procedures

Each School will appoint at least one plagiarism advisor, who is normally a member of academic staff. These advisors are Designated Authorities, as described in the Student Code of Conduct, and have responsibility and authority for dealing with suspected and reported cases of plagiarism. A list of the current plagiarism advisors will be maintained and made available to all academic staff of the University. A member of teaching staff who suspects plagiarism is welcome to speak with an appropriate plagiarism advisor, in confidence, about the case. At this point, the staff member is free not to continue with a formal report.

If a staff member decides to formally report a suspected case of plagiarism, a short report shall be prepared including a (marked-up) copy of the student work, along with any evidence for suspecting plagiarism. This report should be forwarded to the plagiarism advisor. The plagiarism advisor shall conduct an initial investigation of the alleged plagiarism, to determine if there is a case to be made. If the advisor concludes that there is no case of plagiarism, the reporting member of staff will be notified, with a clear statement of the reasons for the decision. If the plagiarism advisor decides that the case is one of plagiarism, he/she will make an initial assessment of the case using the penalty grid (step 1).

If the points, according to the penalty grid, are in the lower two bands (up to 379) the advisor may conduct an informal interview with the student to discuss the suspected case. If the advisor is satisfied that the case exists, an appropriate penalty will be selected from the grid (step 2). If the points, according to the penalty grid, are more than 524, the advisor should refer the case to the discipline committee, in accordance with the Student Code of Conduct. In all other cases (points in the bands 380-524), the student will be invited to attend an interview with the plagiarism adviser and an additional member of staff. The invitation may be by email or letter, and will include

an explanation of the purpose of the meeting, including a copy of the marked-up piece of work. The student may be accompanied at the interview by a 'friend'. The additional member of staff may be another plagiarism advisor, the member of staff who reported the case, or another senior member of staff from the School. Where a student does not engage with the process, by not responding or by refusing to attend an interview, the case will be referred to the discipline committee. 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.

Following the interview, if the advisor is satisfied that the case exists, an appropriate penalty will be selected from the grid (step 2). After a penalty has been decided, the advisor will perform a fairness check to consider the impact of the penalty on the student's overall performance. If the impact is incommensurate with the offence, the advisor may choose to adjust the penalty. In all cases, the student will be notified by the advisor, in writing, of the decision and any penalty imposed. The plagiarism advisor will write a report, recording the decision and any penalty, which should be lodged centrally. This report is confidential and will not reflect upon the student's record. It will be used to determine if a second or subsequent offence has occurred, and for statistical information only. It may be appropriate for incidents of plagiarism to be made known to relevant academic and support staff where this is required for the proper administration of academic programmes and academic decision making. Such sharing of information with appropriate staff does not breach confidentiality.

Plagiarism Penalty Grid

Step 1: Assign Points Based on the Following Criteria

History

1st Time	100 points
2nd Time	150 points
3rd/+ Time	200 points

Amount/Extent

Below 5% OR less than two sentences	80 points
As above but with critical aspects* plagiarised	105 points
Between 5% and 20% OR more than two sentences but not more than two paragraphs	105 points
As above but with critical aspects* plagiarised	130 points
Between 20% and 50% OR more than two paragraphs but not more than five paragraphs	130 points
As above but with critical aspects* plagiarised	160 points
Above 50% OR more than 5 paragraphs	160 points
Submission purchased from essay mill or ghostwriting service	225 points

** Critical aspects are key ideas central to the assignment*

Level/Stage

1st year	70 points
Undergraduate (not 1st or final year)	115 points
Final year/Postgraduate	140 points

Value of Assignment

Standard assignment	30 points
Large project (e.g. final year dissertation, thesis)	115 points

Additional Characteristics (to be used only in extreme cases)

Evidence of deliberate attempt to disguise plagiarism by changing words, sentences or references to avoid detection: **40 points**.

Step 2: Award penalties based on the points

Summative Work

In all cases a formal warning is given and a record made contributing to the student's previous history.

Points	Available Penalties
280-329	<ul style="list-style-type: none">No further action beyond formal warningAssignment awarded 0% - resubmission required, with no penalty on mark
330-379	<ul style="list-style-type: none">No further action beyond formal warningAssignment awarded 0% - resubmission required, with no penalty on markAssignment awarded 0% - resubmission required but mark capped or reduced*
380-479	<ul style="list-style-type: none">Assignment awarded 0% - resubmission required but mark capped or reducedAssignment awarded 0% - no opportunity to resubmit
480-524	<ul style="list-style-type: none">Assignment awarded 0% - no opportunity to resubmit
525+	<ul style="list-style-type: none">Case referred to Discipline Committee

Formative Work

280-379	<ul style="list-style-type: none">Informal warning
380+	<ul style="list-style-type: none">Formal warning, with record made contributing to the student's previous history

* Normally, marks will be capped at the pass mark for the assignment.