Welcome to 3rd year!
Important Message: Student Attendance and Engagement

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AR343 Public Archaeology

AR338 Explaining Prehistory Current Research Trends

AR3100 Metal, Warfare and Chiefdoms The Bronze Age Roots of European Civilization

AR325 Minor Dissertation

AR337 Gaelic Peoples - Identity and Cultural Practice

AR3101 Landscape and Archaeology: Context and Practice

AR347 Palaeoecology - Reconstructing Past Environments

AR2100 Making Sense of Art: Style, Symbol & Story

Active Learning- Some Practical Advice

The Department Library
Important Message: Student Attendance and Engagement

The Department of Archaeology monitors student attendance. If you fail to attend regularly at class, you may not be permitted to take examinations and assessments.

*Please read the following general principles set out by this university regarding your attendance at lectures and engagement with your studies*

‘Attendance is not optional, but an obligatory requirement. Non-attendance may be considered *de facto* withdrawal from a course and students may be unable to proceed to examination or subsequent registration’.

‘Enrolment on a full-time programme means a commitment to 40-50 hours of total student effort per week throughout all the weeks of each semester.

- The scheduled classes (lectures, tutorials, field classes) are only one component of the total effort that is required in order to succeed.
- Assessments and assigned coursework are designed on the basis that students are undertaking the full effort required and are not just based on material covered in scheduled class time alone.
- Students should make sure that they timetable in their own diaries adequate time for study, reading, coursework and revision across the semester. Success at university level is not possible through cramming at the last minute’.

**Medical Absences**

When absence is due to an illness, a medical certificate should be submitted as soon as possible to Ms. Catherine Mc Curry in the College of Arts, Social Sciences and Celtic Studies, Room 218A, Arts Millennium Building (first floor).

**Policy on Recording in lectures**

Voice or video recording of lectures is prohibited. A student who is registered with the Disability Service may be permitted to record a lecture if it is deemed that they require the facility to do so. Should this be the case, please speak with your lecturer prior to the commencement of the lecture.
The Modules

Students must complete the three core modules in semester one, and the two core modules plus one of the option modules in semester two.

**Semester 1**

**Core Modules**

- **AR3100** *Metal, Warfare and Chiefdoms - The Bronze Age Roots of European Civilization* (Core, Continuous Assessment)
- **AR343** *Public Archaeology* (Core, Continuous Assessment)
- **AR338** *Explaining Prehistory - Current Research Trends* (Core, Continuous Assessment)

**Semester 2**

**Core Modules**

- **AR337** *Gaelic Peoples: Identity and Cultural Practice* (Core, Continuous Assessment)
- **AR3101** *Landscape and Archaeology: Context and Practice* (Core, Continuous Assessment)

**Option Modules - Choose one**

- **AR325** *Minor Dissertation* (Option, Continuous Assessment)
- **AR347** *Palaeoecology - Reconstructing Past Environments* (Option, Continuous Assessment and Exam)
- **AR2100** *Making Sense of Art: Style, Symbol & Story* (Option, Continuous Assessment)
# The Courses

## Semester One Modules

<table>
<thead>
<tr>
<th>Core Modules</th>
<th>Course Assessment</th>
<th>ECTS</th>
<th>Date of first lecture</th>
<th>Date of last lecture</th>
</tr>
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<tbody>
<tr>
<td>AR338 Explaining Pre-history - Current Research Trends</td>
<td>Continuous</td>
<td>5</td>
<td>10.9.19</td>
<td>26.11.19</td>
</tr>
<tr>
<td>AR343 Public Archaeology</td>
<td>Continuous</td>
<td>5</td>
<td>9.9.19</td>
<td>29.11.19</td>
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<tr>
<td>AR3100 Metal, Warfare and Chiefdoms - The Bronze Age Roots of European Civilization</td>
<td>Continuous</td>
<td>5</td>
<td>11.9.19</td>
<td>28.11.19</td>
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**Field Classes**

AR343 Public Archaeology - Saturday October 19th 2019  
AR338 Explaining Pre-history - Current Research Trends - Saturday November 9th 2019

## Semester Two Modules

<table>
<thead>
<tr>
<th>Core Modules</th>
<th>Course Assessment</th>
<th>ECTS</th>
<th>Date of first lecture</th>
<th>Date of last lecture</th>
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<tbody>
<tr>
<td>AR337 Gaelic Peoples: Identity and Cultural Practice</td>
<td>Essay</td>
<td>5</td>
<td>15.1.20</td>
<td>25.3.20</td>
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<tr>
<td>AR3101 Landscape &amp; Archaeology: Context and Practice</td>
<td>Essay</td>
<td>5</td>
<td>13.1.20</td>
<td>7.4.20</td>
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**Option Modules**

| AR325 Minor Dissertation                                                     | Dissertation      | 5    | TBA                   | TBA                |
| AR347 Palaeoecology - Reconstructing Past Environments                      | Exam              | 5    | 14.1.20               | 3.4.20             |
| AR2100 Making Sense of Art: Style, Symbol and Story                         | Continuous        | 5    | 14.1.20               | 20.3.20            |

**Field Classes**

AR2100 Making Sense of Art: Style, Symbol & Story - Saturday 22 February, 2020  
AR337 Gaelic Peoples: Identity & Cultural Practice - Saturday 14 March, 2020  
AR347 Palaeoecology - Reconstructing Past Environments - Friday 6 March, 2020 - (TBC)  
AR3101 Landscape & Archaeology: Context and Practice - Tuesday 7 April, 2020

*In the event of any changes during the academic year, you will be notified through Blackboard, so please log on to Blackboard on a regular basis.*
## Timetable 2019-2020

### Semester One - Core Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Name</th>
<th>Day</th>
<th>Time</th>
<th>Venue</th>
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<tbody>
<tr>
<td>AR343</td>
<td>Public Archaeology</td>
<td>Monday</td>
<td>12 pm - 1 pm</td>
<td>AC203</td>
</tr>
<tr>
<td>AR338</td>
<td>Explaining Pre-history - Current Research Trends</td>
<td>Tuesday</td>
<td>12 pm - 1 pm</td>
<td>IT202</td>
</tr>
<tr>
<td>AR338</td>
<td>Explaining Pre-history - Current Research Trends</td>
<td>Tuesday</td>
<td>1 pm - 2 pm</td>
<td>IT202</td>
</tr>
<tr>
<td>AR3100</td>
<td>Metal, Warfare and Chiefdoms - The Bronze Age Roots of European Civilization</td>
<td>Wednesday</td>
<td>12 pm - 1 pm</td>
<td>AC202</td>
</tr>
<tr>
<td>AR3100</td>
<td>Metal, Warfare and Chiefdoms - The Bronze Age Roots of European Civilization</td>
<td>Thursday</td>
<td>12 pm - 1 pm</td>
<td>Mc Munn</td>
</tr>
<tr>
<td>AR343</td>
<td>Public Archaeology</td>
<td>Friday</td>
<td>12 pm - 1 pm</td>
<td>AC213</td>
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### Semester Two - Core Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Module Name</th>
<th>Day</th>
<th>Time</th>
<th>Venue</th>
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<tr>
<td>AR3101</td>
<td>Landscape &amp; Archaeology: Context &amp; Practice</td>
<td>Monday</td>
<td>12 pm - 1 pm</td>
<td>D’Arcy Thompson</td>
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<tr>
<td>AR3101</td>
<td>Landscape &amp; Archaeology: Context &amp; Practice</td>
<td>Tuesday</td>
<td>1 pm - 2 pm</td>
<td>IT250 (1st Floor)</td>
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<tr>
<td>AR337</td>
<td>Gaelic Peoples: Identity &amp; Cultural Practice</td>
<td>Wednesday</td>
<td>12 pm - 1 pm</td>
<td>IT202</td>
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<tr>
<td>AR337</td>
<td>Gaelic Peoples: Identity &amp; Cultural Practice</td>
<td>Thursday</td>
<td>12 pm - 1 pm</td>
<td>IT125 (1st Floor)</td>
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### Semester Two - Option Modules

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<th>Module Name</th>
<th>Day</th>
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<tbody>
<tr>
<td>AR2100</td>
<td>Making Sense of Art: Style, Symbol &amp; Story</td>
<td>Tuesday</td>
<td>12 pm - 1 pm</td>
<td>IT125</td>
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<tr>
<td>AR347</td>
<td>Palaeoecology - Reconstructing Past Environments</td>
<td>Tuesday</td>
<td>12 pm - 1 pm</td>
<td>School Lab</td>
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<tr>
<td>AR2100</td>
<td>Making Sense of Art: Style, Symbol &amp; Story</td>
<td>Friday</td>
<td>12 pm - 1 pm</td>
<td>IT204</td>
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<tr>
<td>AR347</td>
<td>Palaeoecology - Reconstructing Past Environments</td>
<td>Friday</td>
<td>12 pm - 1 pm</td>
<td>School Lab</td>
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Assessments and Deadlines

Submission of Assignments

All assignments submitted to the department must be in both hard and soft copy formats. Soft copy assignments must be uploaded through Turnitin on Blackboard. Hard copy assignments are posted through the ‘gold letterbox’, which is located on the first door on the right as you enter the Department. This secure letterbox is checked regularly throughout the day and all assignments received are registered and date stamped.

An Undergraduate Coursework Coversheet must be attached to all assignments submitted in hard copy. A copy of the Coversheet is attached at the end of this handbook. This Coversheet is also available on our website, on Blackboard and in the pamphlet box outside the Secretary’s Office (ARC217). Cover sheets from other disciplines will not be accepted.

The Undergraduate Coursework Coversheet is for record and marking purposes. In accordance with the University’s policy on plagiarism (ie submitting work that is not your own, or which is not fully referenced), included on it is a declaration that this is your own work. The Department will spot-check by oral exam in cases of suspected plagiarism.

Deadline Dates

<table>
<thead>
<tr>
<th>Module</th>
<th>Name</th>
<th>Deadline date</th>
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<tbody>
<tr>
<td>AR3100</td>
<td>Metal, Warfare and Chiefdoms The Bronze Age Roots of European Civilization</td>
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<tr>
<td></td>
<td>Text Assignment 1</td>
<td>Wed 9 Oct 2019</td>
</tr>
<tr>
<td></td>
<td>Text Assignment 2</td>
<td>Thurs 24 Oct 2019</td>
</tr>
<tr>
<td></td>
<td>Final Essay</td>
<td>Mon 16 Dec 2019</td>
</tr>
<tr>
<td>AR343</td>
<td>Public Archaeology</td>
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<tr>
<td></td>
<td>Essay 1</td>
<td>Mon 8 Nov 2019</td>
</tr>
<tr>
<td></td>
<td>Final Essay</td>
<td>Mon 2 Dec 2019</td>
</tr>
<tr>
<td>AR338</td>
<td>Explaining Pre-history - Current Research Trends</td>
<td>Fri 20 Dec 2019</td>
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<tr>
<td>AR325</td>
<td>Minor Dissertation -</td>
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<tr>
<td></td>
<td>Research Design (10%)</td>
<td>Fri 29 Nov 2019</td>
</tr>
<tr>
<td></td>
<td>Annotated Bibliography (10%)</td>
<td>Fri 7 Feb 2020</td>
</tr>
<tr>
<td></td>
<td>Draft Dissertation</td>
<td>Fri 27 Mar 2020</td>
</tr>
<tr>
<td></td>
<td>Final Dissertation</td>
<td>Fri 24 Apr 2020</td>
</tr>
</tbody>
</table>
AR337  Gaelic Peoples: Identity and Cultural Practice
Class Test (20%)  Wed 25 Mar 2020
Field Based Essay (80%)  Mon 27 Apr 2020

AR347  Palaeoecology - Reconstructing Past Environments  Exam

AR3101  Landscape & Archaeology: Context and Practice
Assignment no 1 (25%)  Fri 7 Feb 2020
Assignment no 2 (75%)  Tues 14 Apr 2020

AR2100  Making Sense of Art: Style, Symbol & Story
Assignment no 1 (20%)  Fri 24 Jan 2020
Assignment no 2 (80%)  Fri 3 Apr 2020

Penalties for Late Submission of Assignments
It is department policy that penalties will be applied to all assignments which are submitted after the appropriate deadline date. A deduction of 5% will be applied for the first day late and 1% for every working day thereafter. The penalties will not apply in cases where a medical certificate is submitted or in certain extenuating circumstances e.g. bereavement.

Capping of Marks
Repeat exams or assignments are capped at 40%, which is the pass rate for each module. This is a College regulation - see Undergraduate Marks and Standards [http://www.nuigalway.ie/media/collegeofengineeringandinformatics/documents/qa228_undergraduate_marks_and_standards.pdf](http://www.nuigalway.ie/media/collegeofengineeringandinformatics/documents/qa228_undergraduate_marks_and_standards.pdf). Please be aware that this could have a significant impact on your overall degree result.
Field Classes

The following field classes are scheduled for you on various dates during 2019 / 2020.

19.10.19 AR343 Public Archaeology Connemara, Co. Galway €15
9.11.19 AR338 Explaining Pre-history Cuil Irra, Co. Sligo €15
22.2.20 AR2100 Making Sense of Art National Museum of Ireland €15
6.3.20 AR347 Palaeocology Details to be confirmed
14.3.20 AR337 Gaelic Peoples Burren, Co. Clare €15
7.4.20 AR3101 Landscape & Archaeology Boora Co. Offaly €15

The transport cost per field class is capped at €15 per student and the balance of the cost of bus hire will be covered by the Department. On some field classes, we may organise soup and sandwiches in a local hotel, the cost of which will be in addition to the cost of the bus. This usually works out in the region of €10 per head, but students are welcome to bring along their own food if they wish to do so.

In order to reduce any possible financial burden on students, the cost of a field class can be paid in small amounts at any time between September and the payment deadline date.

The full cost must be paid prior to the date of the field class.

Wear suitable clothing on field classes

It will be necessary to dress appropriately and be fully prepared for all weather conditions on the various planned field classes. Over the years we have experienced everything from blistering sunshine to driving blizzards, so prepare for the worst and hope for the best!

For field classes in poor weather, please ensure to bring a few layers of warm clothing, a full set of waterproofs, a hat, gloves and boots.
AR343 Public Archaeology

Third year core module (semester one)
Lecturer: Dr. Andrew Whitefield

Structure of module: 23 lecture hours over twelve weeks in semester one.
Module Commences: Monday 9/9/19
Module Ends: Friday 29/11/19

Lecture times and venues:

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<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Monday</td>
<td>12 - 1 pm</td>
<td>AC203</td>
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<tr>
<td>Friday</td>
<td>12 - 1 pm</td>
<td>AC213</td>
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Compulsory field class on Saturday October 19th, 2019.

Assessment: Two 2,000 word essays, each worth 50% of the final mark. The second essay may also consist of a community-based project in consultation with the lecturer.

- First essay due on Friday 8 November, 2019
- Final essay due on Monday 2 December, 2019

Course Weighting: 5 ECTS

Module Summary

This course is an introduction to Public Archaeology addressing the key question for archaeologists in the 21st century: accountability to communities whose cultural heritage we may be investigating or who are defending their community and its heritage. We will examine professional ethics and standards and the practical ways in which archaeologists can work with grassroots communities.

Case studies will range from heritage destruction resulting from the wars on Iraq and Afghanistan to a consideration of the impact of development projects such as roads in Ireland, large dams in Turkey and heritage tourism at home and abroad. Other topics will include an introduction to community archaeology and the public presentation of archaeological research.

Field Class

This compulsory field class will focus on the representation of the past in visitor centres and one of the two assignments will be linked to this field class.
Learning Outcomes

This course will enable students to:

- Identify the variety of areas of work within the field of public archaeology
- Demonstrate critical understanding of the roles and responsibilities of professional archaeologists in contemporary society
- Recognise the work, achievements and knowledge of people who are not archaeologists who work for the survival and continuity of culture and heritage
- Appreciate the need for professional ethics and standards in Archaeology and compare practices in different parts of the world
- Demonstrate critical understanding of the role of archaeology in development and its implications for communities and their heritage
- Explain the need for mutual accountability between professional archaeologists and communities
- Recognise and discuss key issues in community archaeology
- Construct a clear, coherent argument
- Assess archaeological writing, projects or other work regarding level and type of engagement with the public.

Core Texts


Students are also advised to consult issues of the journal *Public Archaeology*. A more detailed reading list will be provided in class and some material will be available on Blackboard.
AR338 Explaining Prehistory Current Research Trends

Third year core module (semester one)

Course convenor: Stefan Bergh
Lecturers: Dr. Stefan Bergh, Dr. Carleton Jones
Ms. Chelsea Ryan

Structure of module: 24 lectures / workshops over twelve weeks in Semester one plus one full day field class.

Module Commences: Tuesday 10/09/19
Module Ends: Tuesday 26/11/19

Lecture times and venues:

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<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>12 - 1 pm</td>
<td>IT202</td>
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<tr>
<td>Tuesday</td>
<td>1 - 2 pm</td>
<td>IT202</td>
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Field Class on Saturday November 9, 2019.

Assessment: Essay, text assignments, active workshop participation.
A short text assignment at the end of each theme and a 3,000 word essay on one of the four themes.
Final essay due Friday 20 December, 2019

Course Weighting: 5 ECTS

Module Summary

This course is comprised of four themes focusing on different current issues in Irish prehistoric archaeology. Each theme is introduced by a lecture, followed by two workshops where current research papers on the theme are presented and discussed in some detail. The theme is then concluded by a lecture.

Field class will be a full day excursion to relevant sites in Co. Sligo. Sites that will be visited include Carrowmore megalithic complex, and Creevykeel court tomb.

Readings are assigned for each theme and students are expected to have read them prior to the lecture/workshop and to participate in the discussion in an informed manner. Relevant reading material will be available on Blackboard.
Learning Outcomes

- Ability to summarise and critique the salient points of a piece of archaeological writing
- Ability to critically assess the merits and demerits of various explanatory models and theories put forward regarding various aspects of Irish prehistory.
- Ability to assess the context of a piece of archaeological writing or work.
- Ability to extract relevant information from a piece of archaeological writing
- Ability to compose an organized, logical argument
- Understanding of the analytical tools used by archaeologists and the different theoretical frameworks that are used by archaeologists to interpret their data
- A deeper understanding of some of the important issues in Irish prehistory

THE COURSE CONSISTS OF THE FOLLOWING FOUR THEMES

The 'Megalithic tomb' – a burial site or a site with burials?

As the sun grew higher in the sky, those who had previously faced the horizon to watch the slow and inevitable movement of light turned to look inwards, to watch the white quartz glow as though illuminated from within, to see the light creep slowly along the passage where it would reach the furthest depths of the monument, cutting through the darkness held inside. What thoughts might such an event have inspired on the morning of the winter solstice sunrise c. 3200BC?

The evidence suggests that megalithic monuments were complex and multipurpose ritual centres which may have fulfilled a number of roles interchangeably. These places may have been created to facilitate ceremony where movement was manipulated, attention focused and power underwritten.

This theme will explore the role and function of megalithic monuments. In doing so it will consider whether these sites were more than just places of burial, constructed solely for the deposition of human remains.

Together we will look at how these megalithic monuments have been interpreted in the past and we will critically engage with the available evidence to consider how these sites may have been used.
Bronze Age Settlements – Beyond the Domestic Sphere

In 2000, only thirty-eight sites produced evidence of Bronze Age houses in Ireland. Today, this number is closer to 300. Great strides have been made regarding Bronze Age settlements types, which can be separated into three distinct groups: roundhouse farmsteads, hillforts, and nucleated villages. The variation between these dwellings suggests a complex social system for the period. This theme will introduce current social theories for the Bronze Age based on the three settlement types. In the workshops, students will explore the differences and similarities of these settlements with regards to their distribution, morphology and associated finds. To further understand how these sites functioned in Bronze Age society, we will also consider evidence that suggests 'non-domestic' roles, such as ritual, economic and political.

Social dynamics in prehistoric Irish tribal societies – kinship, demography, & competition.

The structure and dynamics of living tribal societies around the world have been the focus of much anthropological research and some archaeologists have used these anthropological studies to help them interpret prehistoric societies known to us only through archaeology.
In this set of workshops students will engage with relevant anthropological and archaeological literature on tribal societies and explore how this body of research can be used to better understand prehistoric Irish societies in the Neolithic and in the Chalcolithic. We will look in particular at the architectural, distribution, and excavation evidence from court tombs and wedge tombs in order to better understand the people and groups that built and used these monuments and the social contexts within which they lived.

**Movement, Migration and Diet in Prehistory – new evidence from the emerging field of isotope research**

Issues of movement, migration and diet have for a long time been central to explanations of change in the past, and therefore key to our understanding of prehistory. Traditionally, evidence for movement and migration was sought in distributions of artefacts and cultural practices and changes in diet were based on faunal assemblages. At best, some distributions are probably best explained as patterns of exchange, but they can only imply connections between groups living in different regions, and act as proxies rather than evidence for migration and the movements and diets of people. The evidence available to archaeologists, however, is changing dramatically with the emerging field of isotope analysis which has thrown up remarkable insights that are transforming the way we understand and interpret trade, exchange, and mobility in the past. For instance, it has been demonstrated that the individual known as the ‘Amesbury Archer’ who was buried near Stonehenge c. 2400 – 2200 BC accompanied by gold ornaments and many other prestigious items, grew up far away in Central Europe. In these workshops we will explore how advances in this emerging field of scientific analysis are revolutionizing how we interpret individual mobility and understand the long-distance trade and exchange networks of the Bronze Age.

**Core Texts**

There will be four themes with detailed reading lists available on Blackboard.
AR3100 Metal, Warfare and Chiefdoms
The Bronze Age Roots of European Civilization

Third year core module (semester one)
Course Convenor: Dr. Carleton Jones
Lecturers: Dr. Carleton Jones, Dr. Thor Mc Veigh & Ms. Chelsea Ryan

Structure of module: 24 lecture hours over twelve weeks in semester one.
Module Commences: Wednesday 11/09/19
Module Ends: Thursday 28/11/19

Lecture times and venues:

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<th>Day</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Wednesday</td>
<td>12 - 1pm</td>
<td>AC202</td>
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<tr>
<td>Thursday</td>
<td>12 - 1pm</td>
<td>Mc Munn</td>
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Assessment: Two text analyses during the course and a final essay. Text analysis 1 due Wednesday 9 October 2019 & text analysis 2 due Thursday 24 October 2019. Final essay submission due on Monday, 16 December 2019

Course Weighting: 5 ECTS

Module Summary

This course focuses on investigating the types of societies that occupied Europe in the Bronze Age and the role they played in shaping an emergent European civilization. A range of themes will be addressed including patterns of production, exchange and interaction, the role of warfare, and the exceptional social and economic developments evident in central Europe, the Aegean, and Iberia. Following these thematic treatments, we will investigate more critically the nature of Bronze Age societies in Europe by focusing on how the concept of 'chiefdoms' has been developed and used by anthropologists and

Irish Bronze Age high-status ornamentation and weaponry
archaeologists. This will involve a close look at some Polynesian chiefdoms that have been used as interpretive models to help understand Bronze Age European societies and then specific European case studies focused on Denmark, Wessex in England, and the Munster region in Ireland.

**Learning Outcomes**

- Ability to summarise and critique the salient points of a piece of archaeological writing
- Ability to critically assess the merits and demerits of various explanatory models and theories put forward regarding the nature of societies in Bronze Age Europe
- Ability to compose an organized, logical argument
- Understanding of how ethnographic-based models of chiefdoms have been used by archaeologists to model European Bronze Age societies
- Have a developed understanding of the international context of the Irish Bronze Age
- Have knowledge of key international archaeological issues and sites.

**Core Texts**

A comprehensive reading list will be provided at the start of the course on Blackboard.
AR325 Minor Dissertation

Third year option module
Convenor: Dr. Stefan Bergh

Structure of module:
This course has both taught and research based components. The taught part consists of ten lectures where various aspects of archaeological writing and research are addressed. There will also be a small group workshop where you present and discuss your dissertation topic. The remainder of the course consists of your research for, and writing of the Minor dissertation.

You will be assigned a supervisor with whom you will meet at fixed intervals to actively progress your work with the dissertation.

NB. This course is only open to 3 BA & 4 BA students who achieved an overall 2.1 (>60%) in Archaeology in 2BA.

This course is not open to Visiting Students

Although students register for this module in semester two, aspects of this module commence in semester one.

Please note that the module convenor will arrange an initial meeting with the students taking this option in September in order to establish dates and times for the lectures which are convenient for all.

Assessment:
Research Design (10%) - due Friday 29 November 2019
Annotated Bibliography (10%) - due Friday 7 February 2020
Draft dissertation - due Friday 27 March 2020
Final Dissertation (80%) - due Friday 24 April 2020

Note that all lectures are obligatory.
A deduction of 5% will be made for each lecture not attended.

Course Weighting: 5 ECTS
Module Summary

Students taking AR325 research and write a minor dissertation of 5,000 words on an approved topic. The aim is to give students an opportunity to gain research, analysis and writing skills while addressing key archaeological issues in some depth. This is highly recommended for students considering postgraduate degrees. The emphasis is on the process of doing research. Ten lectures including library information sessions as well as a small group workshop will guide students on research design, interpretation and presentation. Most of the time will be spent doing research on your chosen topic under the guidance of a member of staff and writing up the results. At the first meeting all students will be allocated a supervisor by the course convenor and students then arrange to meet with that staff member and select a topic in consultation with them. You will also arrange a consultation timetable together. As well as the dissertation itself, assessment includes submission of a research design as well as an annotated bibliography.

Learning Outcomes

This course enables students to:

- Identify key research issues and ask questions of archaeological interpretations and evidence
- Formulate, plan and implement a coherent research design within a given time frame
- Assemble evidence in support of a clear, coherent argument
- Use bibliographic tools in an advanced way
- Critically analyse evidence and draw conclusions from it
- Interpret and present relevant research findings
- Develop capacity for self-directed learning and independent research
- Develop an in-depth and critical understanding of a research topic in archaeology
- Prepare and deliver a brief in-class presentation
- Discuss key issues with fellow students to support each other’s research
AR337 Gaelic Peoples – Identity and Cultural Practice

Third year core module (semester two)
Lecturers: Professor Elizabeth FitzPatrick & Guest Speaker

Structure of module: 21 lectures and a full day compulsory field class over eleven weeks in Semester two.

Module Commences: Wednesday 15/1/20
Module Ends: Wednesday 25/3/20

Lecture times and venues:

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<tr>
<td>Wednesday</td>
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<tr>
<td>Thursday</td>
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Assessment: Class test (20%) on Wednesday 25 March & Field-based essay (80%) due on Monday 27 April 2020.

Course Weighting: 5 ECTS

N.B. A field class in the Burren, Co. Clare is a compulsory feature of this module and will be held on Saturday 14th March. 80% of the overall marks for the module are awarded for an essay assignment that uses the Burren cathair tradition as a case study. It is therefore essential that you attend.
Module Summary

The aim of this module is to investigate expressions of identity, social organisation and cultural practices among Gaelic peoples c. 1200-1600 AD, through the record of their settlements and material culture. There is particular emphasis on the centrality of ancestral attachment and pedigree of place in Gaelic society. Social organisation was defined by a deeply hierarchical kin-based structure of septs, and framed by a concept of geography as lineage. Those values influenced the ways in which people organised and settled their territories and lived their lives. The impacts and outcomes of relationships between Gaelic peoples and colonial communities on the island of Ireland in this period are integral to the module. The approach is grounded in the theory and methods of historical archaeology (Old World), in which the efficacy of all types of archaeological evidence, from artefacts to landscapes, buildings and text, is valued in the generation of interpretations of the past.

N.B. The module includes a compulsory field class which will be held on Saturday 14th March 2020.

Lecture themes

Introduction
• Module objectives and contents
• Who are the Gael?

Landscape Organisation
• Lordship and its divisions
• Land denominations

Tradition and Innovation in Settlement Forms
• Enclosed settlement: the rath, caiseal, crannog, pailis and tower-house
• Tower houses in the Gaelic landscape

Ancestral Attachment and Pedigree of Place
• Cathedral-centred settlements
• Assembly places and their landscape setting
• Learned family settlements in the lordships

Material Culture & Identity
• Ritual and art objects of lordship
• Pottery in Gaelic society
Learning Outcomes

- Awareness of the presentness of the past in cultural practices.
- Insight that material culture is an active element in the negotiation of cultural identity at particular moments in the past.
- Good working knowledge of the settlement forms and material culture of the period.

Core Texts

Please note that reading specific to particular themes in this module will be posted on the Blackboard site. Core texts only are listed below.

- Campbell, E., FitzPatrick, E. and Horning, A. 2017 *Becoming and Belonging in Ireland, AD 1200-1600: essays in identity and cultural practice*. Cork.
- FitzPatrick, E. 2015 Assembly places and elite collective identities in medieval Ireland'. *Journal of The North Atlantic* 8, 52-68.
- FitzPatrick, E. 2004 *Royal inauguration in Gaelic Ireland c. 1100-1600: a cultural landscape study*. Woodbridge.
AR3101 Landscape and Archaeology: Context and Practice

Third year core module (semester two)
Course Convener: Conor Newman

Structure of module:
22 lecture hours over 12 weeks in Semester two plus
1 full-day field class, Boora Co. Offaly
on Tuesday 7 April 2020

Module Commences: Monday 13 January 2020
Module Ends: Tuesday 7 April 2020

Assessment:
Assignment 1 (25%) due Friday 7 February, 2020
Assignment 2 (75%) due Tuesday 14 April, 2020

Course Weighting: 5 ECTS

Lecture times and venues:

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<tr>
<td>Tuesday</td>
<td>1 - 2 pm</td>
<td>IT250 1st floor</td>
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Module Summary

The landscape paradigm has generated a unique interdisciplinary space that brings together specialists from disciplines as diverse as archaeology, health, sociology, law, architecture, geography, engineering, ecology, and more. Collectively, their goal is to deepen our understanding of the complex interactions that have shaped us and our landscapes over time so that we might better manage present landscapes, and guarantee for them and the species they support, a sustainable future.

Human history is inscribed in the landscape, leaving tangible and intangible records that contribute to the character of places and the cultural identities of their inhabitants. Archaeological investigations into the stories of places and of the landscape attain their full potential when they are brought into the blended discourses that the landscape paradigm demands. Conversations such as these, converge with the themes of place-making, identity and participative stewardship, and give rise to new perspectives and synergies that can clarify and evolve the role and relevance of a discipline like archaeology in contemporary social praxis.
From a consideration of the interdisciplinarity of the landscape paradigm, national policy and international conventions, this course explores where archaeology fits in a discourse that is shaping aspects of the professional landscape and employment context of archaeologists.

Field class
The field class will take place at the post-industrial peat-extraction landscape of Boora Bog, Co. Offaly, which, through the combined efforts of Bord na Mona and the local community, has been successfully re-developed as a Discovery Park, using modern installation sculpture to draw together its cultural and natural heritages. Lough Boora is site of the earliest Mesolithic site in the Midlands.

Learning Outcomes
Students taking this module
- Will demonstrate knowledge of landscape and place theory.
- Acquire knowledge of international and national policy on landscape and heritage generally, and of landscape and archaeology in particular.
- Situate the practice of landscape archaeology in the wider context of interdisciplinary discourses on landscape, place, heritage and community.
- Show critical awareness of landscape archaeology, theory and practice.

Core Texts
- Committee Directeur de la Culture, du Patrimoine, et du Paysage (CDCPP: Steering Committee for Culture, Heritage and Landscape) http://www.coe.int/en/web/cdcpp-committee
- European Commission Voices of Culture: structured dialogue between the European Commission and the cultural sector, Brussels http://www.voiceofculture.eu/
- Heritage Council of Ireland http://www.heritagecouncil.ie/
- Uniscape, Florence http://www.uniscape.eu/
- International Centre for the Study of the Preservation and Restoration of Cultural Property, Rome http://www.iccrom.org

Further readings are provided on the Module page on Blackboard.
AR347 Palaeoecology – Reconstructing Past Environments

Third year option module (semester two)
Lecturer: Dr. Karen Molloy

Structure of module: 23 lecture hours over twelve weeks in Semester two.
Module Commences: Tuesday 14/1/20
Module Ends: Friday 3/4/20

Lecture times and venues:

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Assessment: Exam and assignment
Course Weighting: 5 ECTS

N.B. AR347 includes three compulsory 2-hour laboratory sessions in addition to a field excursion. The dates and times of these will be finalised at the start of Semester two.

Module Summary

The Irish landscape as we know it today is governed by what has happened in the past. Both climate change and anthropogenic factors have played significant roles in shaping the development of the landscape. The objectives of this module are to introduce the student to palaeoenvironmental methods, in particular pollen analysis, as a means of interpreting the past 15,000 years of vegetation and environmental change in Ireland.

Learning Outcomes

On completion of this course the students will be able to:
• understand the main principles of pollen analysis
• understand the key vegetation changes that have occurred in Ireland since the end of the Ice Age
• have an appreciation of the role people have played in shaping the Irish landscape
• have a greater understanding of the natural world
• interpret a pollen diagram.
• students will be able to identify the pollen of the main native Irish trees.
Core Texts

Theory of pollen analysis

Vegetation history of Ireland and north-western Europe
AR2100 Making Sense of Art: Style, Symbol & Story

Third year option module (semester two)
Lecturer: Conor Newman

Structure of module: 19 lecture hours & one full day compulsory field class over 10 weeks plus field class on Saturday 22 February 2020

Module Commences: Tuesday 14/01/2020
Module Ends: Friday 20/03/2020

Lecture times and venues:

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Assessment: Assessment 1 (20%) due on Friday 24 January 2020 & Assessment 2 (80%) due Friday 3 April 2020.

Course Weighting: 5 ECTS

Module Summary

Early art is a visual language of sign and symbol that offers today’s researchers a unique window unto the concerns, beliefs and cultural DNA of early medieval Europe. Art was considered a sacred medium, the very act of its creation summoning forth and harnessing the supernatural and magical forces symbolized by spirals, interlacing and mysterious animal and human forms. Whereas Christian art inherited and recycled almost all of the pagan motifs and symbols, it also developed the didactic potential of art, turning it into a tool of instruction in a mostly non-literate world. The church is the patron of the arts in medieval Europe.

This course is structured around case-studies* from Ireland and Europe, that, as well as telling the story of Insular art, instruct us in how to decode and interrogate early medieval art, explore how pagan symbols were re-framed as Christian ones, how international art styles (Celtic, Byzantine, Germanic and so on) were blended, and about the local social and material context in which art performed. An important theme in this module is the multivalency of art and symbols —how symbols and motifs entertain rich and intrinsically-nuanced palettes of meanings— which makes art a language particularly suited to cogitation on religious mysteries and complex doctrinal thema.
Fine art, of course, has always had a role in the politics of power; as well as displaying one’s beliefs, art is used to declare one’s power, status, connections and wealth.

*The list of case studies below is indicative only, and may not be presented in the order listed.

**Lecture Themes**

**Creating and communicating meaning**
- art as language
- encoding images

**The ancestry of Insular (British & Irish) art**
- Celtic / La Tène
- Germanic
- Classical

**Case Study 1: The Turoe Stone.**
Probably the finest example of Celtic sculpture in Western Europe, the interpretation and possible function of this monuments depends on understanding its original topographical and religious context.

**Case Study 2: The Londesborough Pin**
Recycling Roman silver-plate, coins and bullion into wearable jewellery in the 4th and 5th centuries, people along the northwestern borders of the Roman Empire, introduced Classical motifs and the dense texture of Late Antique art into the Insular palette, setting the course for Insular Art for the next five centuries and beyond.

**Case Study 3: The Ballinderry Brooch**
Few objects better record how pagan symbols were subtly bent to the Christian message than the brooch from Ballinderry. With resonances of an Indo-European bull-cult in its DNA, and immortality symbolized in its form, the Ballinderry brooch also illustrates how the more ancient Tree of Life motif and the crucifixion were merged on an unprepossessing object that is ancestral to the famous Tara and Hunterston brooches.

**Case Study 4: The Marigold Stone**
This case study picks up where the Ballinderry Brooch leaves off. Illustrating how motifs and symbols migrate across media, and how insights from one medium can be used to unlock another, this case study also demonstrates how two motifs can symbolize different aspects of the same thing.
Case Study 5: The Bobbio Reliquary
Found in a sarcophagus in the crypt of Basilica di San Colombano in Bobbio (Emilia-Romagna), this exquisite little bronze and silver box was probably made in Ireland around AD600. Modelled on European prototypes, it is one of two such reliquaries from Ireland, both of which are decorated with distinctively late Celtic abstract motifs. These objects illustrate the fusion of Late Antique and Late Celtic art.

Case Study 6: the Minneapolis Coptic Pall
This funeral pall (shroud- or coffin-covering) from Coptic Egypt was acquired in auction by the Minneapolis Institute of Art in the early 1980s. On it is embroidered an image of a ringed-cross of the type that, before this discovery, was referred to as a ‘Celtic’ high-cross. The pall demonstrates that the famous, huge Irish and British ringed, stone crosses, although unique to these islands, were not a local invention but instead were modelled on the Crux Gemata, a monumental, jewel-encrusted cross erected, possibly as early as the 4th century, on the site of the crucifixion in Jerusalem.

Case Study 7: The symbol of St Matthew in the Book of Durrow
The 7th century Book of Durrow is one of the oldest and most famous Insular illuminated manuscripts. Written on vellum (calf-skin), it is a copy of the four gospels, each one opening with a full-page portrait of the symbols of the evangelist (Matthew/Man; Mark/Lion; Luke/Calf; John/Eagle), six ‘carpet pages’, so-called because the ornament is abstract, and two pages of crosses. Three major cultural influences are joined together in the decoration of this manuscript: Celtic, Germanic
and Byzantine, thus representing the three culture blocs of the Christian West and how they came together in early Insular monasteries. This case study looks in particular at the symbol of Saint Matthew and discusses whether the lifelessness of the figure (the only image of the human in the book, and one of the earliest images of a person in Insular art) is from lack of familiarity with pictorial art or an attempt to portray religious ecstasy.

Learning Outcomes

- Knowledge of early medieval art, sequence and style
- Knowledge of early medieval symbolism and iconography
- Knowledge of how to approach the study of an art object of the period

Bibliography

A 'library' of core texts is available on Blackboard.
Active Learning– Some Practical Advice

Studying at University level is quite different from being at school. You will find that it is much more up to you to plan and organise your study long term and short term, from the programme modules you choose to the weekly and daily study schedule. To benefit fully from being enrolled in a programme we strongly advise you to settle into a good study practice right from the start.

While the departments and the lecturers are committed to providing you with the best possible learning experience, the outcome is ultimately dependent on your contribution and dedication to your own learning. You have chosen to come here and you have chosen the subjects you wish to study. For that reason we expect you to have significant interest in your chosen subjects. Our role is to help you to acquire the knowledge and the skills you will need in your future career. We therefore strongly recommend the following:

- **Attend all lectures, tutorials, seminars, field classes and other teaching opportunities offered to you.** In archaeology there are no textbooks that cover all the topics. This means that a lot of information will be provided only through lectures, tutorials and field classes. The lecturers are there to share their knowledge and experience with you for your benefit. Missing out on this will have severe negative impact on your learning.
- **Start reading the suggested course literature from the beginning of semester.** This will support your understanding of the presentations through lectures. In third level education you should not expect lecturers to repeat all the arguments put forward in articles. Their role is to assist you in evaluating data, methodology and theories, while you are responsible for acquiring basic information available in the course reading.
- **Participate in class discussions.** Lectures are much more interesting they if involve your active participation. You should not hesitate to raise and discuss points during class, or challenge and question what is being said. Feel free to be critical! The lecturer will not take offence – he/she will see this as a positive contribution to the teaching. An important skill that future employers look for is the ability to assess and discuss data and projects.
- **Plan and schedule your study.** It is important to apportion time to read, make notes and write throughout the semester, and it is particularly important to schedule time to complete your assignments. For recommendations please read the suggestions from Aidan Moran in the first year handbook that you find on our archaeology website [www.nuigalway.ie/archaeology/](http://www.nuigalway.ie/archaeology/)
- **Form small study groups.** Join up with a few fellow students. You can help each other by meeting regularly to discuss the course reading and the topics covered in the lectures.
- **Get involved in out-of-class discipline-related activities.** It is important to recognise that you learn a great deal from fellow students, at undergraduate
as well as postgraduate level. They can assist and advise you informally on many things, and we encourage you to socialise with your fellow students, for instance by joining the Archaeological Society.

The Department Library

Rules of the Library for 2nd year, 3rd year, and Visiting Archaeology students taking 2nd and 3rd year modules

1 The Library (Room ARC 202) in the Archaeology Dept. is open to 2nd, 3rd year and Visiting Archaeology students who wish to study and consult the collection.

2 Library opening hours can be found on the Library door.

3 When using the library each student must sign in and sign out. See book provided.

4 All Books and Journals are on Desk Reserve and may not be removed from the Library.

5 An index to the Books (which have a code on the spine) can be found on top of the map cabinet. It may not be removed from the Library. Note, late additions can be found at the back of each index.

6 If consulting Books or Maps please return them to the correct shelf / drawer.

7 The library will **not** be open in the evenings.

8 Please ensure that windows are closed when leaving the Library.
### UNDERGRADUATE COURSEWORK COVERSHEET

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**Intellectual content**

- **Essay has little analysis; does not address assigned question; irrelevant material included; argument unclear.**
- **Essay has clear analysis and addresses assigned question clearly; argument clear and evidence used skillfully to support it.**

**Research**

- **Essay uses few primary and secondary sources; sources misunderstood or used incorrectly.**
- **Essay makes skilful, accurate use of primary and secondary sources; situates argument in previous scholars’ work.**

**Preparation**

- **Essay is careless; typographical and/or grammatical errors; inconsistencies in citations, bibliography. Layout and formatting are good.**
- **Essay is careful; has the qualities of a thoughtfully revised piece of work; carefully proof read; consistent, accurate and well prepared notes, citations and bibliography.**

**Use of Illustrations (if relevant)**

- **Essay has few/no illustrations, with poor use of captions, numbering and accreditation.**
- **Essay is illustrated throughout; all images are captioned, numbered and accredited.**

### ADDITIONAL COMMENTS

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I hereby certify that I understand what plagiarism is and that this essay is entirely my own work. Neither the paper in its entirety nor parts thereof have been published elsewhere in either paper or electronic form unless indicated through referencing.

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**Staff to fill out this section**

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**Staff Signature**

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**Date**