Welcome to NUI, Galway.

Department of Archaeology

Visiting Student Handbook

Archaeology
For Visiting Students

2019-2020
DEPARTMENT OF ARCHAEOLOGY

Visiting Student Handbook
2019-2020

Liaison Officer: Dr. Carleton Jones

All prospective students should attend one of the information sessions listed below in order to consult with the departmental liaison officer.

Wednesday, 4th September at 4 pm or
Thursday, 5th September at 4 pm

These information sessions will be held in the Archaeology Department Reading Room (room number ARC202), which is located in the Archaeology Department, at the back of the Arts Science Building overlooking the river.

Always check accreditation of first year courses with your home university

Exam timetables are posted by the exams office. Essay submissions are announced during the course or are listed in the handbooks / on Blackboard.

The course weighting for all modules is 5 ECTs (except for AR5100 Archaeology & Mythical Landscapes of Atlantic Ireland which is 10 ECTs)
ARCHAEOLOGY MODULES
OPEN TO VISITING STUDENTS IN 2019/2020

Semester One

First Year Modules
AR1102  Recording Monuments in the Landscape (5 ECTS)
AR113   Prehistoric Ireland and Europe (5 ECTS)

Second Year Modules
AR2101  Early Kingship: From Chaos to Cosmos (5 ECTS)
AR2102  People, Ritual & Death: Life in Early Prehistoric Europe (5 ECTS)
AR250   Sacred Places and Christian Buildings in Medieval Ireland (5 ECTS)
TI254   Space, Place and the Irish Landscape (5 ECTS)

Third Year Modules
AR3100  Metal, Warfare, and Chiefdoms - The Bronze Age Roots of European Civilization (5 ECTS)
AR338   Explaining Pre-history – Current Research Trends (5 ECTS)
AR343   Public Archaeology (5 ECTS)

Visiting Students
AR2104  Legends & Real-World Landscapes of Medieval Ireland (5 ECTS)
AR5100  Archaeology & Mythical Landscapes of Atlantic Ireland (10 ECTS)
## Semester Two

### First Year Modules

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<tbody>
<tr>
<td>AR1104</td>
<td>Material Culture &amp; Museums</td>
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<tr>
<td>AR1105</td>
<td>Medieval Ireland &amp; Europe</td>
<td>5</td>
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### Second Year Modules

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<td>AR245</td>
<td>Archaeology in Practice</td>
<td>5</td>
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<tr>
<td>AR334</td>
<td>Ancient Civilization: The Rise of Complex Societies</td>
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<td>Gaelic Peoples: Identity and Cultural Practice</td>
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<td>AR3101</td>
<td>Landscape and Archaeology: Context and Practice</td>
<td>5</td>
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<tr>
<td>AR2100</td>
<td>Making Sense of Art: Style, Symbol &amp; Story</td>
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<tr>
<td>AR347</td>
<td>Palaeoecology - Reconstructing Past Environments</td>
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### Visiting Students

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<tr>
<td>AR2103</td>
<td>Archaeology &amp; Irish Identity – Celts, Christians, Vikings</td>
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Please refer to the undergraduate handbooks for information on each module, including start and finish dates, lecture times and locations along with the relevant assignment deadlines.

Details for three courses (AR5100, AR2104, & AR2103) are given in this handbook as they are considered particularly relevant for visiting students, but all courses listed above are open to visiting students.

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.
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.
Assessments

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). Coversheets 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 (i.e., 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.
Module Details

AR5100 Archaeology and Mythical Landscapes of Atlantic Ireland (10 ECTS)

Semester one, 2019-20

Open to Visiting and Higher Diploma Students

Note that students taking this 10 ECTS module share some classes with 5 ECTS module AR2104 Legends and Real-World Landscapes of Medieval Ireland (5ECTS)

MODULE COORDINATOR: Professor Liz FitzPatrick
Lecturers: Stefan Bergh, Clodagh Downey, Liz FitzPatrick, Carleton Jones and Conor Newman

Dún Aonghasa, Inis Mór, Aran Islands, Co. Galway

Structure of module: Two introductory lectures, 13 seminars, 3 field classes.
Module Commences: Monday 9th September 2019
Module Ends: Thursday 7th November 2019

Lecture / Seminar times and venues:

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<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
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<tr>
<td>Monday</td>
<td>1 pm - 2 pm</td>
<td>AC214 (Concourse, Arts/Science Building)</td>
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<tr>
<td>Thursday</td>
<td>10 am - 11 am</td>
<td>Eng3036 (Engineering Building)</td>
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**Lectures**
- Introduction to the module Monday 9 September
- Background to the cycles of tales Thursday 12 September

**Seminars & Field Classes**
- Seminar 1 Formoyle - Monday 16 September
- Seminar 2 Keshcorran - Thursday 19 September
- **Field Class 1 Formoyle & Keshcorran - Saturday 21 September**
- Seminar 3 - Writing up Formoyle - Monday 23 September
- Seminar 4 Writing up Keshcorran - Thursday 26 September
- Seminar 5 Discussion class - Monday 30 September
- Seminar 6 Discussion class - Thursday 3 October
- Seminar 7 Introduction to Dún Aonghasa - Monday 7 October
- Field Class 2 Dún Aonghasa - Thursday 10 October
- Seminars 8 & 9 Writing up Dún Aonghasa - Monday 14 & Thursday 17 October
- Seminar 10 Introduction to Knocknarea - Monday 21 October
- Field Class 3 Knocknarea - Thursday 24 October

NOTE that Monday 28 October is a bank holiday.
- Seminars 11 & 12 Writing up Knocknarea - Thursday 31 Oct & Monday 4 November
- Seminar 13 Module Summary and Feedback - Thursday 7 November

**Assessment:** Three 2500-word short projects on the studied landscapes

**Course Weighting:** 10 ECTS

**Module Summary**
This field-based module explores the interplay between myth, legend and landscape in Atlantic Ireland. It introduces the student to the archaeologies and topographies of some of the landscapes that are the settings for tales in the four major cycles of early Irish literary tradition, with a special focus on the Connacht landscapes associated with tales from the Mythological Cycle, the Ulster Cycle and the Finn Cycle. Among these are the extensive cliff-top fort of Dún Aonghasa, the mythical abode of the Fir Bolg, perched at the edge of sea cliffs on Inis Mór, Aran Islands; the Caves of Kesh at Keshcorran and the prehistoric monuments of Formoyle overlooking Lough Gill, Co. Sligo and their role as the settings of the Otherworld encounters of the legendary warrior-hunter, Finn mac Cumaill; and Knocknarea, Co. Sligo where the mythical Queen Meabh’s burial place is
imagined as the great cairn on the mountain summit. The module, which incorporates the results of archaeological surveys and excavations in these landscapes, will discuss how monuments and their settings became mnemonic pegs for tales and how they themselves may also have been the very sources of the tales. It explores the repurposing of prehistoric monuments for assembly places, hunting grounds and battle sites by early medieval Gaelic kings and later medieval chiefs and how legendary fenian place-names and tales can help to unlock the landscapes in which those elite practices took place.

**Learning Outcomes**

- An appreciation of the archaeology of some of the renowned landscapes associated with myths and legends in Atlantic Ireland.
- Basic knowledge of the range of topographies and monuments that generally constitute 'mythical landscapes' and how they were perceived in the medieval mind.
- An understanding of the influence of prehistoric archaeological landscapes on the generation and maintenance of stories about the gods and mortals in early Irish tradition.

**Field Classes (Please read this Carefully)**

N.B. Field classes are compulsory. They constitute a substantial part of your learning in this module. Therefore, if you cannot attend the field class, please do not take this module.

In terms of access, the routes to the sites involve some climbs and are appropriate for people with a moderate level of fitness and some walking experience. Walking boots and warm, water-proof clothing are recommended.

There is a modest charge for field classes in order to cover the cost of transport. Costs will be announced at the introductory lecture to this module.

Please pay Sandra Getty (Administrative Assistant), Archaeology Room ARC217 prior to each field class.

**TEXTS (Books)**

- O’Rahilly, T.F. 1946 *Early Irish History and Mythology*. Dublin Institute for Advanced Studies.
AR2104 Legends and Real-World Landscapes of Medieval Ireland (5ECTS)

Semester 1, 2019-20

Open to Visiting Students

Note that students taking this 5 ECTS module share classes with 10 ECTS module AR5100 Archaeology and Mythical Landscapes of Atlantic Ireland.

MODULE COORDINATOR: Professor Liz FitzPatrick
Lecturers: Liz FitzPatrick, Clodagh Downey

Structure of module: Two lectures, 6 seminars, 4 tutorials, & field class (10hrs).
Module Commences: Monday 9th September 2019
Module Ends: Thursday 3rd October 2019

The Caves of Keshcorran, Co. Sligo

Lecture times and venues:

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<tr>
<th>Day</th>
<th>Time</th>
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<tbody>
<tr>
<td>Monday</td>
<td>1 pm - 2 pm</td>
<td>AC214</td>
</tr>
<tr>
<td>Thursday</td>
<td>10 am - 11 am</td>
<td>Eng3036</td>
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</tbody>
</table>
Lectures, Seminars & Field Class

- Lecture 1 Introduction to module Monday 9 September
- Lecture 2 The Cycles of Tales Thursday 12 September
- Seminar 1 Formoyle Monday 16 September
- Seminar 2 Keshcorran Thursday 19 September
- Field Class Formoyle and Keshcorran Saturday 21 September
- Seminars 3 Writing up Formoyle Monday 23 September
- Seminar 4 Writing up Keshcorran Thursday 26 SEPTEMBER
- Seminar 5 Discussion class - Monday 30 September
- Seminar 6 Discussion class Thursday 3 OCTOBER

N.B. Times for tutorials x 4 with Prof. Liz FitzPatrick will be arranged during the Introduction to this module on Monday 9 September.

Field Class Saturday 21 September 2019

Compulsory Field Class Saturday 21 September Formoyle and Keshcorran, Co. Sligo.

N.B. In terms of access, the routes to the sites involve some climbs and are appropriate for people with a moderate level of fitness and some walking experience. Walking boots and warm, water-proof clothing are recommended. The field class constitute 10 hours of learning in this module. Therefore, if you cannot attend the field class, please do not take this module.

Assessment: 4000 word paper on Finn landscapes of upper Connacht

Course Weighting: 5 ECTS

Module Summary

This field-based module explores the interplay between Gaelic myth, legend and landscape in Atlantic Ireland and the role of monuments as mnemonic pegs for tales. It introduces the student to the archaeologies and topographies of some of the upper Connacht landscapes associated with the legendary warrior-hunter and border hero, Finn mac Cumhaill, in the Finn cycle of tales. It explores the repurposing of prehistoric monuments for assembly places, hunting grounds and battle sites by early medieval Gaelic kings and later medieval chiefs and how legendary fenian place-names and tales can help to unlock the landscapes in which those elite practices took place. The featured landscapes in this module for 2019-20 are both in Co. Sligo - the Caves of Kesh at Keshcorran at the western edge of the Bricklieve Mountain range, and Formoyle and Deerpark on the north side of Lough Gill.
Learning Outcomes

- An appreciation of the archaeology of some of the renowned landscapes associated with myths and legends in Atlantic Ireland.
- Basic knowledge of the range of topographies and monuments that generally constitute 'mythical landscapes' and how they were perceived in the medieval mind.
- An understanding of the influence of prehistoric archaeological landscapes on the generation and maintenance of stories about the gods and mortals in early Irish tradition.

Texts

- Murray, K. *The Early Finn Cycle*. Four Courts Press, Dublin.
AR2103 Archaeology and Irish Identity – Celts, Christians, Vikings (5 ECTS)

Semester two module 2019-20
Lecturer: Dr. Michelle Comber

Structure of module: 16 lecture hours & one full day compulsory field class over 8 weeks

Module Commences: Wednesday 15/01/2020
Module Ends: Thursday 5/03/2020
Field class: Saturday 15 February 2020

Lecture times and venues:

<table>
<thead>
<tr>
<th>Day</th>
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<tr>
<td>Wednesday</td>
<td>1 pm - 2 pm</td>
<td>IT125 (1st floor)</td>
</tr>
<tr>
<td>Thursday</td>
<td>11 am - 12 pm</td>
<td>Dillon Theatre</td>
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Assessment: Continuous assessment, essay due Thursday 26 March 2020

Module Summary

This module introduces students to the archaeology of Ireland from the Iron Age to the 12th century AD. It comprises a cumulative exploration of identity both during those centuries and resulting from those centuries. The archaeology of Ireland’s ‘Celtic’ Iron Age, its ‘Golden Age’ of Christianity and art, and its interaction with the Viking world, will guide discussions of what it was like to live in Ireland during those eras, and where elements of modern Celtic identity have originated. This last touches on the role of archaeology in the development of identity.

Lecture Themes

- Irish Identity: Ancient Ireland.
- Celtic Ireland?
- Mythical heroes.
- Celtic Christianity: Saints and Scholars.
- The Work of Angels: Scribes, metal smiths, sculptors.
- The Work of Farmers.
- Viking raiders, traders, and settlers.
- Archaeology and Irish Identity: the fact behind the fiction.
Learning Outcomes

On successful completion of this module the learner will be able to:

- Discuss the Celtic debate
- Recognise the origins of certain elements of modern Celtic culture
- Describe what life was like in Early Medieval Ireland
- Outline the impact of the Vikings on Irish identity

Core Texts

Note - additional readings and recordings will be provided on Blackboard and/or recommended in class.

Details for AR5100, AR2104 and AR2103 are provided in this handbook because these courses are specifically designed with Visiting Students in mind. Details of the other modules open to Visiting Students can be found in the 1st, 2nd and 3rd year undergraduate handbooks.

THE DEPARTMENTAL LIBRARY

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

<p>| | |</p>
<table>
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<tr>
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<tr>
<td>1</td>
<td>The Library (Room ARC 202) in the Archaeology Dept. is open to 2nd, 3rd year and</td>
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<tr>
<td></td>
<td>Visiting Archaeology students who wish to study and consult the collection.</td>
</tr>
<tr>
<td>2</td>
<td>Library opening hours can be found on the Library door.</td>
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<tr>
<td>3</td>
<td>When using the library each student must sign in and sign out. See book provided.</td>
</tr>
<tr>
<td>4</td>
<td>All Books and Journals are on Desk Reserve and may not be removed from the Library.</td>
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<tr>
<td>5</td>
<td>An index to the Books (which have a code on the spine) can be found on top of the</td>
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<tr>
<td></td>
<td>map cabinet. It may not be removed from the Library. Note, late additions can be</td>
</tr>
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<td></td>
<td>found at the back of each index.</td>
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<tr>
<td>6</td>
<td>If consulting Books or Maps please return them to the correct shelf / drawer.</td>
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<tr>
<td>7</td>
<td>The library will not be open in the evenings.</td>
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<tr>
<td>8</td>
<td>Please ensure that windows are closed when leaving the Library.</td>
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</table>
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 (often provided in pdf format on the relevant Blackboard pages) 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 [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.
### UNDERGRADUATE COURSEWORK COVERSHEET

**Student to fill out this section**

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<th>STUDENT ID.</th>
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**DEEDLINE DATE**

**DATE SUBMITTED**

**WORD COUNT**

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100-70: exceptional performance; strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base. **69-60:** good performance; evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature. **59-50:** intellectually adequate performance; evidence of some familiarity with the relevant literature and techniques; limited focus and structure; basic analytic ability only. **49-40:** minimally acceptable performance; minimal knowledge of relevant literature and techniques; lack of breadth; unsubstantiated statements; lack of thesis; poor structure. **39-0:** inadequate performance; little evidence of even superficial understanding of subject matter; lacking critical and analytical skills; limited or irrelevant use of literature.

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**

<table>
<thead>
<tr>
<th>Intellectual content</th>
<th>Essay has clear analysis and addresses assigned question clearly; argument clear and evidence used skillfully to support it.</th>
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<tr>
<td>Essay has little analysis; does not address assigned question; irrelevant material included; argument unclear.</td>
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<th>Essay makes skillful, accurate use of primary and secondary sources; situates argument in previous scholars’ work.</th>
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<tr>
<td>Essay uses few primary and secondary sources; sources misunderstood or used incorrectly.</td>
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<tr>
<th>Preparation</th>
<th>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.</th>
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<tr>
<td>Essay is careless; typographical and/or grammatical errors; inconsistencies in citations, bibliography. Layout and formatting are good.</td>
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<tr>
<th>Use of Illustrations (if relevant)</th>
<th>Essay is illustrated throughout; all images are captioned, numbered and accredited.</th>
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<tbody>
<tr>
<td>Essay has few/no illustrations, with poor use of captions, numbering and accreditation.</td>
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**ADDITIONAL COMMENTS**

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Staff Signature: ___________________________ Date: ___________________________