School of Geography, Archaeology
& Irish Studies
University of Galway

Archaeology

Second Year Programme 2023/2024

Welcome to 2nd year!

Welcome Back to Archaeology!

The Department of Archaeology is situated in the Arts/Science Building overlooking the River Corrib on the north side of the main campus. Members of staff have a wide variety of research interests and expertise in different aspects of Archaeology in Ireland and internationally. We have many postgraduate students undertaking research on taught programmes who study in the Department's reading and postgraduate rooms.

Contacts

Our Head of Department is Dr. Carleton Jones. Dr Stefan Bergh is the year co-ordinator for 2BA and is available to answer any queries you may have about the second-year programme at stefan.bergh@universityofgalway.ie. Our administrator, Fiona McInerney, may be contacted at fiona.mcinerney@universityofgalway.ie or on (091) 49 2167. Her office hours are from 9am to 1pm (Room ARC217).

Archaeology is located beside Career Services and above ISS

2nd Year Archaeology

2023/2024 Handbook

Year Co-ordinator: Dr. Stefan Bergh

Teaching and Learning

Semester 1 and Semester 2 modules will be solely taught on the campus during 2023/2024.

On-campus lectures begin on Monday 4th September.

This booklet contains a summary of the second year Archaeology modules and the core readings that are recommended for each module. In the event of any changes during the academic year, you will be notified through Canvas or in class.

We are ready to help you out and glad to meet you, so please do contact us with any questions you may have.

Important Message: Student Attendance and Engagement

Attendance at on-campus lectures and labs will be monitored. If you fail to attend regularly at class, you may not be permitted to take examinations and assessments.

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.

- 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 based solely on material covered in scheduled class time.

- 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 & Other Absences

If you are absent from any lecture, you must inform the College Office (see details below) with a valid reason for your absence i.e. bereavement or medical. 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. Her office is in the Arts Millennium Building – Room 217 on the 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 the lecturer prior to the commencement of the lecture and **before** you start any recording.

Exams and Assessment

The overall degree result at the end of your BA is based on 30% of the final 2nd year mark and 70% of the final 3rd year mark, so this year plays a major role in the outcome of the final degree. See page 6 of Marks & Standards for all Fulltime Undergraduate Degree Examinations
http://www.nuigalway.ie/media/collegeofengineeringandinformatics /documents/ qa228_undergraduate_marks_and_standards.pdf

All modules are examined by continuous assessment. Students who do not pass at first sitting will have the opportunity to take re-sit examinations in August. Instructions for re-sits will be posted on Canvas in May/June.

Please note: All examination results are provisional, and subject to change, until the official results are released by the Examinations office at the end of the academic year (June).

How Assignments are Assessed and Graded

Assignments are graded according to a combination of three criteria:
1. Intellectual Content
2. Research
3. Preparation (including citation and bibliography)

If illustrations and the effective use of illustrations are relevant to the topic, this aspect is assessed too.

Intellectual Content:
Good assignments (i) have clear analysis; (ii) address the question/topic clearly and with assurance; (iii) make a clear, unambiguous and well-structured argument; (iv) make appropriate and skilful use of relevant evidence/sources.
Poor assignments typically (i) have little analysis; (ii) fail to address the question/topic; (iii) draw on irrelevant evidence/sources; (iv) lack argument, structure and direction.

Research:
Good assignments (i) display knowledge of relevant sources; (ii) select and use relevant data/evidence/theories competently and with discernment.
Poor assignments show (i) poor knowledge of relevant sources; (ii) misunderstanding of data/evidence/ interpretations and theories.

Preparation:
Good assignments are (i) carefully prepared and revised; (ii) are carefully proof-read for spelling, grammar, punctuation and expression; (iii) are fully referenced in-text and have a complete and accurate bibliography or references section (including citation of sources of figures)
Poor assignments show little evidence of (i) careful preparation and revision; (ii) have not been properly proof-read, have spelling, punctuation and grammatical errors, and expression is poor; (iii) do not cite sources adequately.
Please refer to the Archaeology Stylesheet for in-text citation and bibliography:
(Link to the Stylesheet is available on the Archaeology website – Undergraduate pages)

Grades reflect the following qualities:
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.

Submission of Assignments & Plagiarism Policy

All assignments will be submitted in digital format through Turnitin on Canvas. Your lecturers will explain to you how and when to do this.

Declaration of Authorship
All work submitted to the Department of Archaeology should have the following anti-plagiary statement printed clearly on the Title Page:

I hereby declare that this submission is entirely my own work, in my own words, and that all sources used in researching it are fully acknowledged and all quotations properly identified.

Note: this statement of authorship is a solemn declaration that you have observed the rules around plagiarism and academic integrity generally as set out by the University (see: https://libguides.library.nuigalway.ie/Plagiarism), and that the work presented is your own.

The Department will spot-check by oral exam cases of suspected plagiary or suspected use of artificial intelligence to generate assignments.

Penalties for Late Submission

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

All exams or assignments which must be repeated will be capped at 40%, which is the pass rate for each module. This is a University regulation – see page 6 of Marks and Standards for all Full-time Undergraduate Degree Examinations at:
https://www.universityofgalway.ie/media/registry/exams/policiesprocedures/QA228---Undergraduate-Marks-and-Standards-approved-Sept-2022-at-AC-Standing-EN&IR-Final.pdf

Please be aware that this could have a significant impact on your overall degree result.

Modules, Class Times and Venues

Students studying for a regular BA must take six modules in two subjects to make up the total of 60 ECTS per academic year.

Students must complete six Archaeology modules over the academic year (three in semester one and three in semester two). All modules are core modules and are weighted at 5 ECTS each.

Semester 1

Core Modules

AR2102	People, Ritual and Death: Life in Early Prehistoric Europe
	(Core, Continuous Assessment)
AR246	Castles, Colonists and Crannogs 1100-1350
	(Core, Continuous Assessment)
TI254	Space, Place and the Irish Landscape
	(Core, Continuous Assessment)

Semester 2

Core Modules

AR236	Interpretation in Archaeology
	(Core, Continuous Assessment)
AR245	Archaeology in Practice
	(Core, Continuous Assessment)
AR2103	Archaeology and Irish Identity – Celts, Christians, Vikings
	(Core, Continuous Assessment)

Important note for BA Connect Students

When registering your second-year modules, please remember to choose just 25 ECTS from each of your two subjects i.e. five modules per subject (and not six modules per subject as required with the regular BA) plus 10 ECTS in your chosen specialism – a total of 60 ECTS.

Field Classes

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.

All field classes are for the whole day unless otherwise stated.

Semester 1

AR2102 Saturday 21st October: field class to Sligo with Dr Stefan Bergh
AR246 Saturday 18th November: field class to Roscommon with Dr Kieran O'Conor

Semester 2

AR2103 Saturday 20th January: field class to Caherconnell in the Burren, County Clare with Dr Michelle Comber

AR2102 People, Ritual & Death:
Life in Early Prehistoric Europe

Second Year <u>Core</u> Module
Module Co-ordinator: Dr Stefan Bergh

Lectures Commence: 6th September, 2023
Lectures End: 22nd November, 2023

Lecture Times and Venues

Wednesday 11-12am: AC213
Wednesday 1-2pm: Larmor lecture theatre

Module Summary

This course introduces and evaluates evidence from the Mesolithic and Neolithic periods in Europe and beyond, to create a context for the understanding of the early prehistory of Ireland. The overall focus of the course is based on the themes of Life, Ritual and Death and various aspects of these and their interplay over time.

The module is structured per week with a mix of power-point presentations, videos or texts focusing on particular angles of the main themes. The course starts with a focus on the societies of the Mesolithic hunters and gatherers in Western Europe. The origin of farming in Western Asia and the changes that these new lifeways brought to Europe constitute a central part of the second half of the course. In this section the development of large-scale stone-built monuments will be explored, and particularly their role in the social and mental landscapes of the societies.

Learning Outcomes

This course enables students to:

- Describe the range of evidence for the development of prehistoric communities and societies in Europe and Western Asia.
- Place evidence for the development of prehistoric societies in Ireland in a wider context.
- Recognise selected key artefacts and site types from the relevant periods in Europe and Western Asia.

- Demonstrate critical understanding of the nature of prehistoric evidence, its chronology and classification including awareness of problems in the use of classification tools.
- Assemble and comment on evidence regarding key issues in the study of the Mesolithic and Neolithic periods in Europe.
- Critically discuss and compare interpretations by archaeologists of this evidence.
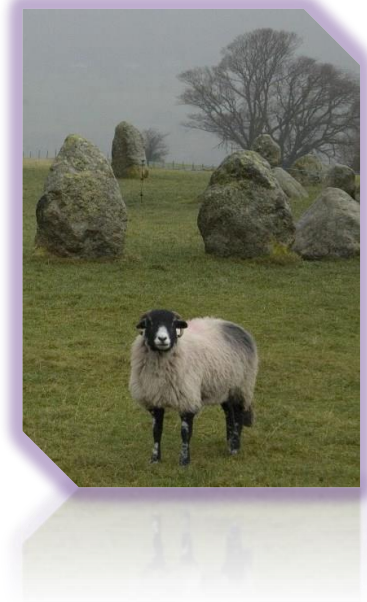
Module Structure & Delivery

The module will consist of twenty-four in-person lectures along with prescribed reading and writing exercises and discussion for a final essay. A field class to Sligo, associated with the module, will be held on Saturday 21st October 2023.

Assessment

Continuous assessment based on four short written text assignments directly related to lectures and prescribed reading (4 x 10% of marks), one class test (30% of marks) and essay based on field class (30% of marks).

Class test: 15th November

Submission date of essay: 8th December 2023

Core Texts

- Waddell, J. 2010. *The Prehistoric Archaeology of Ireland.* Bray: Wordwell.
- Cummins V. 2017 *The Neolithic of Britain and Ireland*. London: Routledge.
- Cunliffe, B. (ed.) 1994 *Prehistoric Europe: The Oxford Illustrated History of Prehistoric Europe*. Oxford: Oxford University Press.
- Whittle, A. 1996. *Europe in the Neolithic. The Creation of New Worlds*. Cambridge: Cambridge University Press.
- Price, D.T. 1987. *The Mesolithic of Western Europe*.

A comprehensive reading list will be provided at the start of the module.

AR246 – Castles, Colonists and Crannogs c.1100 AD - c.1350 AD

Second Year <u>Core</u> Module

Module Co-ordinator: Dr Kieran O'Conor

Lectures Commence: Monday 4th September, 2023
Lectures End: Tuesday 21st November, 2023

Lecture Times and Venues

Monday 11-12am: Larmor lecture theatre
Tuesday 11-12am: AC213

Module Summary

This module critically examines the archaeology of Ireland during the high medieval period from *c*.1100 until the mid-14th century. The background to the coming of the Anglo-Normans to Ireland in 1169 and the impact they had on the landscape are discussed in depth in the first part of the course. Themes for this section of the course will include the role of castles, the manorial economy, trade, the foundation of villages, rural boroughs and towns by mostly English immigrants and the growth of certain cities. Dispersed settlement in Anglo-Norman dominated parts of eastern Ireland will also be explored. In particular, in the first part of the course, the interplay between castle, town and countryside in Anglo-Norman Ireland is examined in detail. It must be remembered, however, that large parts of Ireland remained in some way under the control of Irish (Gaelic Irish) princes and lords. The Norman conquest in Ireland in the years after 1169 was only partial, unlike

Lough Meelagh Crannóg, Co. Roscommon

England in 1066 which saw the complete takeover of that country by William the Conqueror. Lectures in this section of the course will examine the nature of native Irish settlement in the period under review and will argue that while there was much change, continuity from the pre-Norman early medieval period was seen too. Themes in this part of the course will include the late use of crannogs, ringforts, the Irish adoption of moated sites as princely residences and native agricultural practices. The course will also deal with the changes of the 14th century and the virtual collapse of the Anglo-Norman colony across large parts of Ireland at this time. The last lecture will be a summary of the course outlining the main points made. In particular, it will compare and contrast the landscapes of Gaelic and Anglo-Norman Ireland. Questions such as the recognition of ethnicity and cultural interface in the archaeological record will be addressed in this last lecture.

Learning Outcomes

At the end of the course (which includes the completion of the assessment) a student should be able to:

- Demonstrate knowledge and critical understanding of the archaeology of high medieval Ireland. *c*.1100-*c*.1350

- Critically analyse competing interpretations of medieval settlement in high medieval Ireland.
- Properly structure and coherently write a substantial essay.
- Employ bibliographic and referencing skills.

Module Structure & Delivery

The module will consist of twenty-three in-person lectures. A field class to Roscommon associated with the module will be held on Saturday 18th November 2022. The Announcement function on Canvas and e-mail will be regularly used to answer questions.

Assessment

Two in-class written assignments will be given out over the duration of the course (90% of the marks). A multiple-choice test will occur in class on Tuesday 21st November (10% of the marks).

A detailed bibliography will be given out by late September.

Core Texts

Please note that your full reading list will be available on Canvas from late September. As many relevant publications as possible will be posted as PDFs on Canvas at that stage. Some core texts are listed below.

(a) Barry, T. B. 1987. *The Archaeology of Medieval Ireland*. London and New York.
(b) Duffy, P., Edwards, D. and FitzPatrick, E. (eds). 2001 *Gaelic Ireland,* c.*1250-*c.*1650: Land, Lordship and Settlement*. Dublin.
(c) O'Conor, K. 1998. *The Archaeology of Medieval Rural Settlement in Ireland*. Discovery Programme Monographs 3, Dublin.
(d) O'Conor, K. 2004. *Medieval Rural Settlement in Munster*, Barryscourt Lecture No. VII, 225-56, Gandon Editions, Kinsale.
(e) O'Keeffe, T. 2000. *Medieval Ireland: An Archaeology*. Stroud.
(f) Murphy, M. And Potterton, M. 2010. *The Dublin Region in the Middle Ages.* Dublin.

Dominican Friary, Roscommon

TI254 Space, Place and the Irish Landscape

Second Year (Core)
Module Co-ordinators: Maggie Ronayne and Professor Ulf Strohmayer

*** Please note – if you choose TI254 as your module in Archaeology, and you are also studying Geography, you must not register for it as one of your Geography modules. ***

Lectures Commence: 4th September 2023
Lectures End: 24th November 2023

Lecture Times and Venues

Monday 10-11am: Larmor lecture theatre
Friday 9-10am: Larmor lecture theatre

Module Summary

This module aims to critically explore the historical and contemporary complexities of Irish culture, place and landscape through select case-studies, thematic and/or locational, and through a range of theoretical concerns from both Archaeology and Geography. The module engages the key challenge of carefully contextualising and historicising understandings of landscape, heritage and environment, and exploring urgent contemporary questions of landscape / environment sustainability, governmentality and management. The module will provide an introduction to the various ways in which human societies interact(ed) with their environment, and will be able to provide both chronological depth and thematically-specific case-study knowledge of key sites and spaces across the island of Ireland. Particular attention too will be given to the range of competing discourses on issues of environment, landscape and development in both rural and urban Ireland and their implications for communities in the present and the future. Some of the case studies will be able to provide a long term trajectory of developments (in rural landscapes, urbanisation etc.), while others may choose to focus on other aspects of the physical or social environment.

This semester the lectures will consist of an introduction to key themes and approaches to landscape studies. This is followed by lectures on themes such as ways of reading landscapes; landscape and representation; symbolic, vernacular and folkloristic landscapes; landscapes and power; landscapes of the North; archaeology, landscape and identity; Ireland's Great Famine: representation and reality; institutional landscapes, landscapes and commemoration.

Transferable Skills

- Interpretation of written and visual materials
- Creative engagement with material landscapes
- Explanation and justification of interpretative data
- Organising differently structured data and materials
- Representing geographical and archaeological data
- Effective work within a team, including time-management and communicative skills.

Learning Outcomes

Upon completion of the module, students will be able to:

- Engage with the history of landscape through many different materialities;
- Differentiate between different sensory engagements that combine to make landscapes;
- Understand and critically engage with the constructed nature of landscapes through history;
- Analyse policies at a range of scales that impact upon the construction and maintenance of landscapes;
- Critically review the uses to which landscapes are being deployed in contemporary society;
- Appreciate aesthetic qualities emanating from landscape;
- Critically read the rich diversity of landscape, culture and heritage across the island of Ireland and to understand its key historical contexts;
- Deconstruct the various political, cultural, economic and symbolic significances of a range of Irish urban and rural landscapes.

Assessment

The assessment consists of 2 essays (1500 words each), one covering the first, the other covering the second half of the course and worth 50% each of the overall mark. The deadline for submission of essay 1 is Friday 13th October and for essay 2, Friday 15th December 2023.

Bibliography

Below you'll find a list of key general texts as well as more specific texts pertinent to particular segments of the course. Most of these are included in the alphabetically organised "Readings" folder on Blackboard. We will refer to these in our lectures and invite you to engage with readings throughout the course. In addition, the texts below should serve as a first port of call when you start to engage with your two course essays. Further readings may be added to the above list during the term. Please take note of any email announcements. We are happy to suggest further readings for your essays via email.

Core Texts

- Bender, B. and M. Winer (eds), 2001, *Contested Landscapes: Movement, Exile and Place.* Berg: Oxford and New York
- Brett, D., 1996, *The Construction of Heritage*, Cork University Press, Cork
- Cosgrove, D. and S. Daniels (eds), 1988, *The Iconography of Landscape*, Cambridge University Press, Cambridge
- Duncan, J. 1990, *The City as Text: The Politics of Landscape Interpretation*, Cambridge University Press, Cambridge
- Duncan, J. and D. Ley (eds), 1993, *Place/Culture/Representation*, Routledge, London
- Graham, B.J., Ashworth, G.J. and J.E. Tunbridge (eds), 2000, *A Geography of Heritage: Power, Culture and Economy*, Arnold, London
- Head, L. 2008 Geographical scale in understanding human landscapes. In: B. David & J. Thomas (eds.) *Handbook of landscape archaeology*, 379–85. Left Coast Press, Walnut Creek.
- Hetherington, K., 1998, *Expressions of Identity: Space, Performance, Politics*, Sage, London
- Howard, P, Thompson, I and Waterton, E (Eds), 2013, *The Routledge Companion to Landscape Studies*, Routledge, New York, NY,
- Kearns, G. and C. Philo (eds), 1993, *Selling Places*, Pergamon, Oxford
- Lowenthal, D., 1998, *The Heritage Crusade and the Spoils of History*, Cambridge University Press, Cambridge
- Tunbridge, J. and G. Ashworth, 1996, *Dissonant Heritage: The Management of the Past as Resource in Conflict*, Wiley, Chichester
- Turner, S., Shillito, L.-M. & Carrer-Howard, F. 2018. Landscape archaeology. In P. Howard, I. Thompson & E. Waterton (eds.), *The Routledge companion to landscape studies*. Second edition. New York: Routledge. [The version by Turner in the first edition of this book is also fine.]
- Wolf, N., 2008, *Landscape Painting*, Taschen, Köln
- Wylie, J., 2007, *Landscape*, Routledge, New York

Introduction and Approaches to Studying Landscape

- Brown, W, 2017, *Walled states, waning sovereignty,* Zone Book, New York, second edition
- Casey, E. 2002, *Representing Place. Landscape, Painting, Maps,* Minneapolis, University of Minnesota Press, 131-153
- Graham, B.J., Ashworth, G.J. and Tunbridge, J.E. (eds), 2000, *A Geography of Heritage: Power, Culture and Economy*, Arnold, London (chapters 1-4)
- Henderson, G. 1998, '"Landscape is Dead, Long Live Landscape": A Handbook for Sceptics', *Journal of Historical Geography*, 24, 1, pp. 94-100
- Johnson, N. 1999, 'Framing the Past: Time, Space and the Politics of Heritage Tourism in Ireland', *Political Geography*, 18 (2), pp. 187-207
- Nash, C., 2005, 'Landscape', in: Cloke, P., Crang, P. and Goodwin, M., *Introducing Human Geographies*, Hodder Arnold, Abingdon, pp. 156-167

Irish Vernacular Landscapes

- Aalen, F, Whelen, K. & Stout, M. (1997) *Atlas of the Irish Rural Landscape*, Cork University Press

- Birkeland, Y. (2002) *Design for Sustainability: A sourcebook of integrated eco-logical solutions*, Earthscan
- Brook, I. (1998) 'Goethean science as a way to read landscape', *Landscape Research*, 23 (91), 51-69
(http://writtle.academia.edu/IsisBrook/Papers/136326/Goethean_Science_as_a_Way_to_Read_Landscape)
- Duffy, P. J. (2007) *Exploring the History and Heritage of Irish Landscapes*, Four Courts Press (see ch. 4 on the built environment)
- Galway County Council (2005) *Design Guidelines for the Single Rural House*, GCC
(http://www.galway.ie/en/Services/Planning/DevelopmentPlans/GalwayCountyDevelopmentPlan2009-2015/CountyDevelopmentPlan2009-2015/A4%20Design%20Guidelines%20for%20Single%20Rural%20House.pdf)
- Mike Shanahan Architects & Colin Buchanan & Partners (2003) The Cork Rural Housing Design Guide, Cork County Council (http://www.corkcoco.ie/co/pdf/578944050.pdf)

'Constructing' the (Mobile) Irish Landscape

- Addison, J., "from *The Spectator*, No. 414, 25 June 1712" in John Dixon Hunt and Peter Willis, eds. *The Genius of the Place: The English Landscape Garden 1620 - 1820* (Cambridge, Massachusetts: The MIT Press, 1988) 141 - 143
- Burke, E., "A Philosophical Enquiry into the Sublime and the Beautiful" [1757] in Ian Thompson, *Rethinking Landscape: a critical reader* (Oxford: Routledge, 2009) 41 - 44
- Heely, J., "From *Letters on the Beauties of Hagley, Envil, and The Leasowes* [1777]" in John Dixon Hunt and Peter Willis, eds. *The Genius of the Place: The English Landscape Garden 1620 - 1820* (Cambridge, Massachusetts: The MIT Press, 1988) 326 - 329
- Robinson, T., "Listening to the Landscape" in *Setting foot on the shores of Connemara and other writings* (Dublin: The Lilliput Press, 1996) 151 - 164
- Ryan, A., "Stasis and Mobility" in *Where land meets sea: coastal explorations of landscape, representation and spatial experience* (Farnham: Ashgate, 2012) 65 - 95

Landscapes of 'the North'

- Abdelmonem, M.G. and McWhinney, R., 2015. In search of common grounds: Stitching the divided landscape of urban parks in Belfast. *Cities*, *44*, pp.40-49.
- McClelland, A., 2020. Spaces for Public Participation: valuing the cross-border landscape in North West Ireland. *Irish Geography*, *52*(2), pp.193-211.
- Murtagh, B., 2011. Ethno-religious segregation in post-conflict Belfast. *Built Environment*, *37*(2), pp.213-225.
- Murtagh, B., 2011. Desegregation and place restructuring in the new Belfast. *Urban Studies*, *48*(6), pp.1119-1135.
- Selim, G., 2015. The landscape of differences: contact and segregation in the everyday encounters. *Cities*, *46*, pp.16-25

The Great Famine: Representation and Reality

- Crowley, J., Smyth, W.J. and Murphy, M. (eds.) 2012. *Atlas of the Great Irish Famine*. Cork: Cork University Press
- McDonough, T. (ed.) 2005. *Was Ireland a Colony? Economics, Politics and Culture in Nineteenth Century Ireland.* Dublin and Portland, Oregon: Irish Academic Press (especially Chapters 3, 4 and 13)

- Morash, C. and Hayes, R. (eds.) 1996. *Fearful Realities: New Perspectives on the Famine.* Dublin and Portland, Oregon: Irish Academic Press (especially chapters by Stout, Orser, Morash and Kelleher)
- Orser, C.E. (ed.) 2006. *Unearthing Hidden Ireland. Historical Archaeology at Ballykilcline, County Roscommon.* Bray: Wordwell.
- Whelan, K. 2011. *The Modern Landscape: From Plantation to Present.* In F.H.A. Aalen, Whelan, K. and Stout, M. (eds.), Atlas of the Irish Rural Landscape. Cork: Cork University Press. 73-113.

AR236 Interpretation in Archaeology

Second Year <u>Core</u> Module
Module Co-ordinator: Maggie Ronayne

Lectures Commence: 10th January 2024
Lectures End: 29st March 2024

Lecture Times and Venues

Wednesday 11am-12pm AMB008
Friday 11am-12pm AC204

Module Summary

This course is an introduction to the different theories and frameworks archaeologists have used to interpret the past. The key question today is how our approach to our work as archaeologists can relate positively to communities whose heritage we are investigating. After a look at theories archaeologists used in the 19th and 20th centuries, we will examine recent and exciting work by archaeologists together with communities. Examples will be drawn from Ireland and all over the world – from the struggle to reclaim a district of Cape Town bulldozed in apartheid South Africa to explorations of Indigenous women's role in the development of agriculture in North America and Western Asia to the archaeology of maroons and opposition to slavery in the Americas. The course will provide students with an opportunity to engage in discussion about particular readings and issues.

Learning Outcomes

This course will enable students to:

- Recognise a variety of approaches to interpretation in Archaeology
- Place these approaches in their wider academic, historical and social context
- Compare approaches to interpretation in different parts of the world
- Understand the role of interpretation
- Critically discuss and evaluate contrasting interpretations and current debates
- Construct a clear, coherent argument
- Assess the theoretical framework and social context of archaeological writing, projects or other work
- Appreciate the need for professionals to work with communities in the development of interpretations

Module Structure and Delivery

This module consists of 24 lectures as well as background reading and class discussion. All lectures will be delivered on campus.

Assessment

Assessment for this module consists of 1 in-class written assignment (30% of overall mark) and 1 essay assignment of 2000 words (70% of overall mark). The in-class assignment will take place halfway through the module and the deadline for the submission of the essay is Tuesday 16th April 2023.

Core Texts

- Gamble, C. 2001. Chapter 2: How Many Archaeologies Are There? In *Archaeology: The Basics.* London and New York: Routledge, 21-44.
- Hodder, I. and Hutson, S. 2003. *Reading the Past.* Cambridge: Cambridge University Press.
- Orser, C. 1996. *A Historical Archaeology of the Modern World.* New York and London: Plenum Press.
- Trigger, B. 1996 [1984]. Alternative Archaeologies: Nationalist, Colonialist, Imperialist. In R. Preucel and I. Hodder (eds.), *Contemporary Archaeology in Theory.* Blackwell: Oxford and Cambridge, Mass., 615-631.
- Trigger, B. 1989. *A History of Archaeological Thought.* Cambridge: University Press.

A detailed reading list will be provided in class and a good amount of this reading material will be on Canvas.

AR245 Archaeology in Practice

Second Year <u>Core</u> Module
Module Co-ordinator: Dr Carleton Jones

Lectures Commence: 8th January 2024
Lectures End: 26th March 2024

Lecture Times and Venues

Monday 11am-12pm AC214
Tuesday 11am-12pm McMunn

Structure of Module

Thirteen initial lectures on different aspects of archaeology in practice followed by a final field survey project.

Assessment

In-Class Test 1 (25%)   January 30th

In-Class Test 2 (25%)   February 27th

Final Project (50%)   Submission on May 1 by 12 noon

Course Weighting: 5 ECTS

Module Summary

The objective of this module is to teach students about the ways in which archaeologists go about researching the past.

In the **first part** of the course, we will look at:
QUESTIONS & DATA - Research questions, nature of the archaeological record
RECOVERY - Data Collection, primarily survey & excavation
ANALYSIS - Post-fieldwork laboratory analysis
INTERPRETATION - Frameworks and resources
DISSEMINATION - Sharing of results through various media

In the **second part** of the course students are given the opportunity to do some original archaeology via a project in which the student will use both online and in-the-field methods and resources.
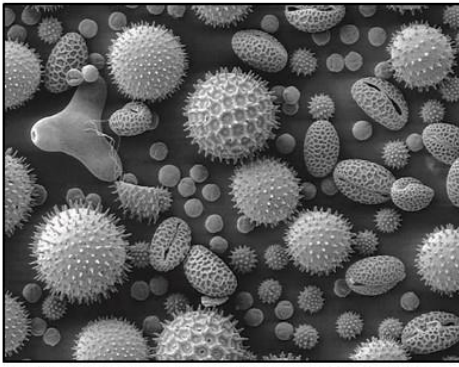
Pollen grains viewed with a scanning electron microscope

Stone projectile points

A late medieval tower house

A human burial

Some of the range of evidence used by Archaeologists

Learning Outcomes

At the end of this module, it is expected that students will have acquired a basic knowledge about the ways in which archaeologists go about researching the past as well as having gained some first-hand experience of archaeological research themselves.

Core Texts

Reading lists will be provided in class.

AR2103 Archaeology and Irish Identity – Celts, Christians, Vikings

Second Year <u>Core</u> Module
Module Co-ordinator: Dr. Michelle Comber

Lectures Commence: 10th January 2024
Lectures End: 29th February 2024

Module Structure

Two on-campus lectures per week:
Wednesday 1pm - 2pm (IT125/upper floor)
Thursday 11am - 12pm (SC003 Dillon Theatre)

Field class:

Caherconnell, Co. Clare, Saturday 20th January 2024

Assessment

Three assignments over eight weeks:

1. Participation in online discussion at start of module
(weeks 1 and 2, Mon. 14th - Fri. 19th January)

2. Short assignment related to the field-class
(field class Sat. 20th Jan., related assignment due before/on Thurs. 1st February)

3. End-of-module in-class quiz
(Thurs. 29th February)

Course Weighting:

5 ECTS

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, metalsmiths, 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 Canvas and/or recommended in class.

Raftery, B. 2000. *Pagan Celtic Ireland*. Any Ed. London, Thames and Hudson.

Edwards, N. 2002. *The Archaeology of Early Medieval Ireland*. Any Ed. London, Routledge.

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/

- **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.