



School of Geography, Archaeology & Irish Studies  
University of Galway

# Archaeology



Third Year Programme 2023/2024  
Welcome to 3rd year!

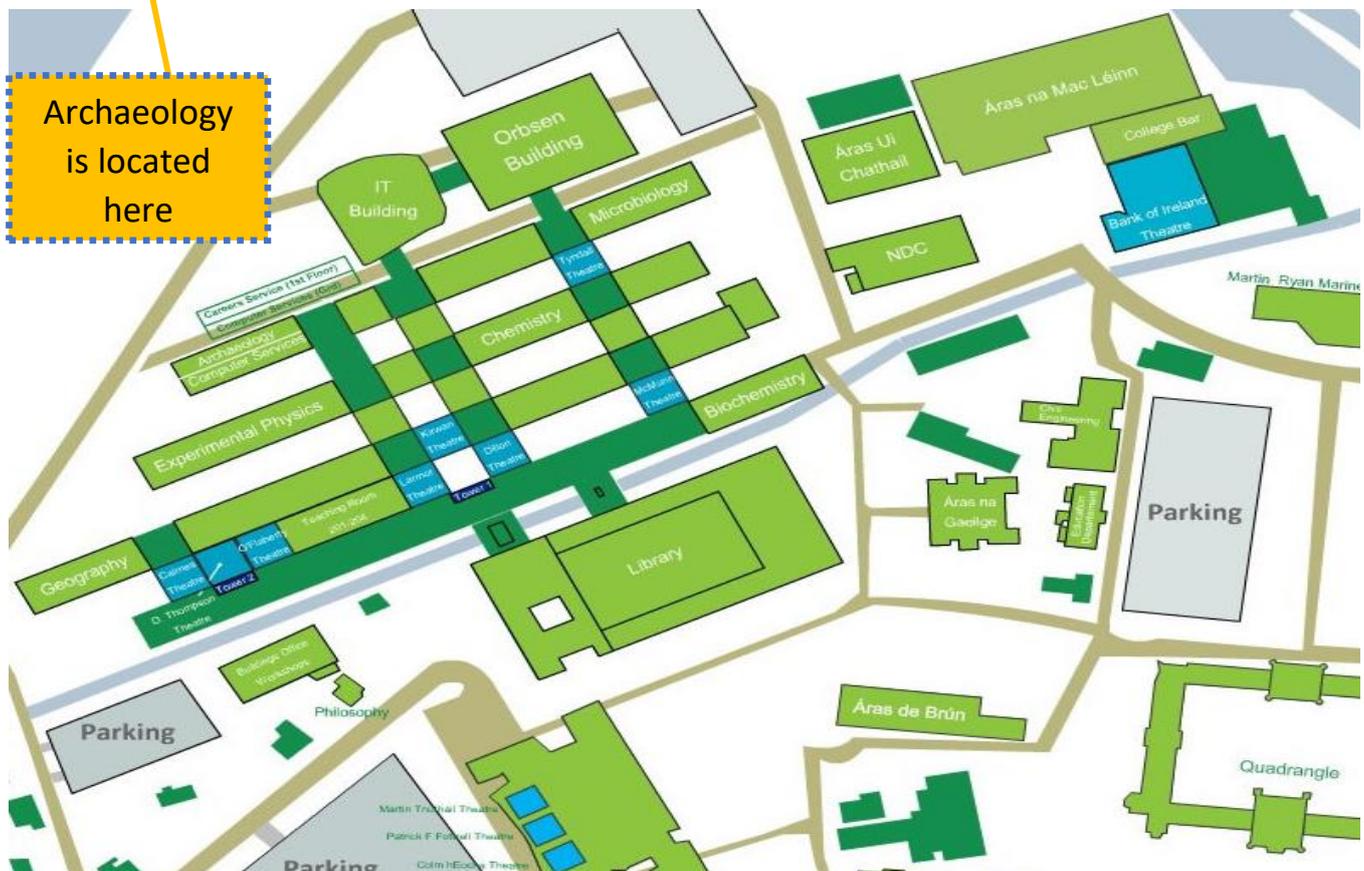
Please note, some of this information may be subject to change.  
Always check [www.nuigalway.ie/archaeology](http://www.nuigalway.ie/archaeology) for the most up-to-date version.

## 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. Maggie Ronayne is the year co-ordinator for 3/4BA and is available to answer any queries you may have about the third-year programme at [maggie.ronayne@universityofgalway.ie](mailto:maggie.ronayne@universityofgalway.ie). Our administrator, Fiona McInerney, may be contacted at [fiona.mcinerney@universityofgalway.ie](mailto: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**

# 3<sup>rd</sup> Year Archaeology

2023/2024 Handbook

Year Co-ordinator: Maggie Ronayne

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# Teaching and Learning

Semester 1 and Semester 2 modules will be solely taught on the campus during 2023-24.

On-campus lectures begin on Monday 4<sup>th</sup> September.

This booklet contains a summary of the third 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 2<sup>nd</sup> year mark and **70% of the final 3<sup>rd</sup> year mark**, so this year plays a major role in the outcome of the final degree.

See page 7 of Marks & Standards for all Fulltime Undergraduate Degree Examinations

<https://www.universityofgalway.ie/media/registry/exams/policiesprocedures/QA228---Undergraduate-Marks-and-Standards-approved-Sept-2022-at-AC-Standing-EN&IR-Final.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 The Department will spot-check by oral exam in cases of suspected plagiarism.

Please refer to the Archaeology Stylesheet for in-text citation and bibliography which is on the Department of Archaeology website:

<https://www.nuigalway.ie/media/collegeofartssocialsciencescelticstudies/schools/geography/archaeology/archaeology/documents/Department-of-Archaeology,-University-of-Galway,-Guide-to-Referencing-and-Citation.pdf>

### **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-plagiarism 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 plagiarism 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 Fulltime 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 & 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 weighted at 5 ECTS and all are assessed by continuous assessment. 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

<a href="#">AR3100</a>	Metal, Warfare and Chiefdoms – The Bronze Age Roots of European Civilization
<a href="#">AR343</a>	Public Archaeology
<a href="#">AR338</a>	Explaining Prehistory – Current Research Trends

## Semester 2

### Core Modules

<a href="#">AR332</a>	The Development of the Castle in Medieval Europe
<a href="#">AR347</a>	Palaeoecology – Reconstructing Past Environments

### Option Modules – Choose one

<a href="#">AR325</a>	Minor Dissertation (only available to students with an overall result of 2H1 or above in second year)
<a href="#">BSS2104</a>	Introduction to Sustainability

## Field Classes

Please 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

AR338 Saturday 4<sup>th</sup> November: field class to Sligo led by Dr Stefan Bergh

AR343 Saturday 11<sup>th</sup> November: field class to East Galway led by Maggie Ronayne

### Semester 2

AR332 Saturday 9<sup>th</sup> March: field class to East Galway and Laois led by Dr Kieran O’Conor

## Timetable Semester 1

Code	Module Name	Day	Time	Venue
AR343	Public Archaeology	Monday	12 pm – 1 pm	AC203
AR338	Explaining Pre-history – Current Research Trends	Tuesday	12 pm – 1 pm	IT202
AR338	Explaining Pre-history – Current Research Trends	Tuesday	1 pm – 2 pm	IT202
AR3100	Metal, Warfare and Chiefdoms – The Bronze Age Roots of European Civilization	Wednesday	12 pm – 1 pm	AC202
AR3100	Metal, Warfare and Chiefdoms – The Bronze Age Roots of European Civilization	Thursday	12 pm – 1 pm	Mc Munn
AR343	Public Archaeology	Friday	12 pm – 1 pm	AC213

## Timetable Semester 2 Core Modules

Code	Module Name	Day	Time	Venue
AR347	Palaeoecology – Reconstructing Past Environments	Tuesday	12 pm – 1 pm	TBA
AR347	Palaeoecology – Reconstructing Past Environments	Friday	12 pm – 1 pm	TBA
AR332	The Development of the Castle in Medieval Europe	Wednesday	12 pm – 1 pm	IT202
AR332	The Development of the Castle in Medieval Europe	Thursday	12 pm – 1 pm	IT125 (1 <sup>st</sup> Floor)

## Timetable Semester Two - Option Modules

Code	Module Name	Day	Time	Venue
BSS2104	Introduction to Sustainability	Thursday	4-6pm	Live Online
AR325	Minor Dissertation	Suitable day/time will be selected with students		

## AR343 Public Archaeology

Third year core module (semester one)

Module co-ordinator: Maggie Ronayne

Structure of module: 23 lecture hours over twelve weeks in semester one and a field class.  
Module Commences: Monday 4<sup>th</sup> September 2023  
Module Ends: Friday 24<sup>th</sup> November 2023

### Lecture times and venues

Day	Time	Location
Monday	12 – 1 pm	AC203
Friday	12 – 1 pm	AC213

Assessment: An in-class assignment (20% of overall mark), essay (2000 words and 50% of overall mark) and a project (1500 words and 30% of overall mark).

Essay due on Tuesday 28<sup>th</sup> November, 2023  
Project due on Monday 19<sup>th</sup> January, 2024

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.

### 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

- Hamilakis, Y. and Duke, (eds) 2007. *Archaeology and Capitalism. From Ethics to Politics*. California: Left Coast Press. (Selected papers).
- Vitelli, K.D. (ed.), 1996. *Archaeological Ethics*. Walnut Creek: Altamira Press.
- Zimmerman, L.J., Vitelli, K.D. and Hollowell-Zimmer, J. 2003. *Ethical Issues in Archaeology*. Walnut Creek: Altamira Press.

Students are also advised to consult issues of the journal *Public Archaeology*. A more detailed reading list will be provided in class and much of this material will be available on Canvas.

# AR338 Explaining Prehistory Current Research Trends

Third year core module (semester one)  
Module Co-ordinator: Dr Stefan Bergh

Structure of module: 24 lectures/workshops over twelve weeks in semester one with 6 teaching hours on each of the four themes, consisting of lectures, workshops and in-class assignments; 1 full-day field class to Sligo.

Module Commences: Tuesday 5th September 2023  
Module Ends: Tuesday 21st November 2023

## Lecture times and venues

Day	Time	Location
Tuesday	12 – 1 pm	IT202
Tuesday	1 – 2 pm	IT202

Assessment: Continuous assessment by text assignments and active workshop participation. A final essay will be based on the field class (20% of overall mark).

The submission deadline for the final essay is Friday 12th January.

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.

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 Canvas.

## THE COURSE CONSISTS OF THE FOLLOWING FOUR THEMES

### Mesolithic ritual and religion

The Mesolithic period has often been seen as the part of the Stone Age where 'nothing much happens' in between the more dramatic Palaeolithic when the first modern humans created spectacular cave art and the Neolithic when farming began and megalithic tombs appeared. The discussion of evidence from the Mesolithic period by archaeologists has often been characterized by subsistence models with far less attention to ritual, giving rise to the impression that there is not much evidence of ritual or religious belief from this time.



More recent research on Mesolithic ritual and religion, as well as work on the significance of places and landscape to hunter-gatherer societies, is changing this perspective. Over two workshops, we will discuss the evidence for Mesolithic rituals associated particularly with the remains of the dead. The first workshop will look at the interpretation of Mesolithic ritual in Europe and the second will apply insights from this work to the apparently rather scant evidence of ritual from Mesolithic contexts in Ireland.

### 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.

### **The Neolithic family home – a wild goose chase?**

In the Early Neolithic a large house is burning on the lake shore. Is this a sad sight with people's thoughts going to those who just lost their home, or is it a planned burning of a house not necessarily lived in? Around c. 3700BC there was a sudden and brief 'building boom' of large rectangular timber houses in Ireland. They quickly went out of fashion and our search for the 'Neolithic farmstead' has become more of a 'wild goose chase'. Besides the rectangular houses, the only other houses from the Neolithic are small circular houses, often found in clusters on mountain tops. Why this sudden appearance/disappearance of large, rectangular houses? What was the function of the circular houses? Where did people actually live in the Neolithic???

This theme will take a critical look at houses and what people called 'home' in the Irish Neolithic. This will be done through recent discoveries as well as through new interpretations of older findings.

### **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.



Creevykeel court tomb, Co. Sligo



Parknabinnia wedge tomb, Co. Clare  
© The Irish Fieldschool of Prehistoric Archaeology

Photo © National Monuments Service

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.

## 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

## Core Texts

There will be four themes with detailed reading lists available on Canvas.

# AR3100 Metal, Warfare and Chiefdoms

## The Bronze Age Roots of European Civilization

Third year core module (semester one)  
Module Co-ordinator: Dr Carleton Jones

Structure of module: 24 lecture hours over twelve weeks in semester one  
Module Commences: Wednesday 6th September 2023  
Module Ends: Thursday 23rd November 2023

### Lecture times and venues

Day	Time	Location
Wednesday	12 - 1pm	AC202
Thursday	12 - 1pm	Mc Munn

Assessment: Two smaller assignments during the course and a final essay.

- Assignment 1 (15% of overall mark): Source-checking and fact-checking exercise on an AI-generated text (will be provided) discussing an aspect of the Bronze Age. Due Monday, October 2nd.
- Assignment 2 (15% of overall mark, 700 words): Analysis of a core text (provided) that applies an anthropologically-derived model to the archaeological evidence. Due Monday, November 13th.
- Final Essay (70% of overall mark, 2500 words) due on Thursday December 14th.

Course Weighting: 5 ECTS



Bronze Age  
palace of  
Knossos on  
Crete

## 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.



Irish Bronze Age high-status ornamentation and weaponry  
Photos © National Museum of Ireland

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 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 Canvas.

# AR332 The Development of the Castle in Medieval Europe

Third year core module (semester two)  
Module Co-ordinator: Dr. Kieran O’Conor

Structure of module: 24 lecture hours over twelve weeks in semester two and a field class to East Galway and Laois  
Module Commences: Wednesday 10th January 2024  
Module Ends: Thursday 28th March 2024

## Lecture times and venues

Day	Time	Location
Wednesday	12 - 1pm	IT202
Thursday	12 - 1pm	IT125 (first floor)

Assessment: Two in-class written assignments will occur over the duration of the course (90% of the marks). A multiple-choice test will occur in class on Thursday 28<sup>th</sup> March (10% of the marks). A detailed bibliography will be given out in early February.

Course Weighting: 5 ECTS



## Module Summary

Thousands of castles of various forms can still be seen in the Irish landscape. They are really the principal visible reminder throughout Europe of the whole later medieval period. Castles were one of the major means by which medieval lords controlled society and land in the period from the eleventh century to c.1600. Their study tells us much about the way society was organised and administered during medieval times. Students will be introduced to current thinking on the development of castles and the basics of architectural dating will be taught. While the course will consider castles across Britain, Europe and the Crusader lands, the Irish evidence will be examined in detail. One particular theme will be the differences between the Gaelic-Irish and Anglo-Norman usage of fortifications during the late 12th, 13th and 14th centuries.

## Learning Outcomes

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

- Demonstrate an understanding of the development of castles in medieval Europe and the historical context in which this occurred
- Critically analyse competing interpretations of the role of castles in medieval Europe
- Properly structure and coherently write a 3,000-word essay
- Understand the chronological development of medieval architecture
- Employ bibliographic and referencing skills

## Core Texts

- Barry, T.B. 1987. *The Archaeology of Medieval Ireland*, London and New York.
- Cairns, C.T. 1987. *Irish Tower-Houses, a Co. Tipperary Case Study*, Athlone.
- Creighton, O. 2002. *Castle and Landscapes*, Continuum.
- Creighton, O. and Higham, R.2003. *Medieval Castles*, Princes Risborough.
- Higham, R. and Barker, P. 1992. *Timber Castles*, London.
- Higham, R. and Barker, P. 2000. *Hen Domen Montgomery - A Timber Castle on the English / Welsh Border*, London.
- Johnson, M. 2002. *Behind the Castle Gate*, London and New York.
- Kennedy, H. 1994. *Crusader Castles*, Cambridge.
- Kenyon, J. 1990. *Medieval Fortifications*, Leicester and London.
- Kenyon, J. and O'Connor, K (eds.) 2003. *The Castle in Ireland and Wales*, Dublin.
- King, D.C. 1988. *The Castle in England and Wales*, London and Sydney.
- Leask, H.G. 1941. *Irish Castles and Castellated Houses* (1st ed.), Dundalk.
- McAlister, V. 2019. *The Irish Tower House: Society, Economy and Environment, c.1300-1650*.
- McNeill, T.E. 1992. *Castles*, London.
- McNeill, T.E. 1997. *Castles In Ireland - Feudal Power In a Gaelic World*, London and New York.
- O'Connor, K.D. 1998. *The Archaeology of Medieval Rural Settlement in Ireland*, Dublin.
- O'Keefe, T. 2000. *Medieval Ireland, an Archaeology*, Stroud.
- O'Keefe, T. 2015. *Medieval Irish Buildings, 1100-1600*, Dublin.
- Pounds, N.J.G. 1990. *The Medieval Castle in England and Wales*, Cambridge.
- Sweetman, D. 1999. *The Medieval Castles of Ireland*, Cork.
- Wheatley, A. 2004. *The Idea of the Castle*, York.

## AR325 Minor Dissertation

Third year option module (semesters one and two)

Module Co-ordinator: 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 3BA & 4BA 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.

Lecture times and venue: Please note that the module convenor will arrange an initial meeting with the students taking this option in September in order to establish dates, times and a venue for the lectures which are convenient for all. **Note that all lectures are obligatory.** A deduction of 5% will be made for each lecture not attended.

Assessment:                      Research Design (10%) – due Friday 24th November 2023  
   Annotated Bibliography (10%) – due Friday 9th February 2024  
   Final Dissertation (80%) - due Friday 19th April 2023

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 co-ordinator 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

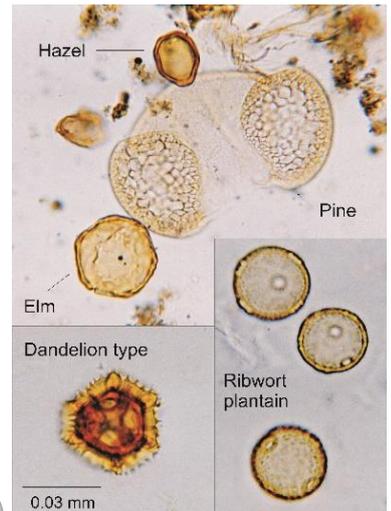
This module enables students to:

- 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

# AR347 Palaeoecology – Reconstructing Past Environments

Third year core module (semester two)  
Module Co-ordinator: Dr Karen Molloy

Structure of module: 24 lecture hours over twelve weeks in Semester two.  
Module Commences: Tuesday 9th January, 2024  
Module Ends: Friday 30th March, 2024



## Lecture times and venues

Day	Time	Location
Tuesday	12 – 1 pm	School Lab
Friday	12 – 1 pm	School Lab

Assessment: Continuous assessment with weekly MCQs (10% of overall mark); assignment 1: based on laboratory sessions (40% of overall mark) is due on March 13<sup>th</sup>; assignment 2 (40% of overall mark) is due on 8<sup>th</sup> April.

Course Weighting: 5 ECTS

**N.B.** AR347 includes three compulsory 2-hour laboratory sessions (in weeks 4, 5, 6 and 7). The dates and times of these will be finalised at the start of Semester two. Attendance at the laboratory sessions is mandatory.

## 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 palaeo-environmental 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

- Fægri, K. and Iversen, J. (1975, 1989). *Textbook of Pollen Analysis*. Blackwell (3rd ed) and Wiley (4th ed by Fægri K, Kaland PE, Krzywinski K.). 581.38
- Moore, P.D., Webb, J.A. and Collinson, M.E. (1991). *Pollen Analysis* (2nd ed). Blackwell Scientific Publications, Oxford.

### Vegetation history of Ireland and north-western Europe

- Hall, V. 2011. *The Making of Ireland's Landscape Since the Ice Age*. Collins Press, Cork. 554.15
- Mitchell, F. and Ryan, M. 1997. *Reading the Irish Landscape* (3rd ed.) Country House, Dublin. 551.4109415. (also previous edition useful: Mitchell, F. (1986). *The Shell Guide to Reading the Irish Landscape*, 2<sup>nd</sup> ed. Country House, Dublin. 911.415)
- O'Connell, M. and Molloy, K. 2001. Farming and woodland dynamics in Ireland during the Neolithic. *Biology and Environment (Proc R Ir Acad, Ser B)*, **101**, 99-128. **NOTE:** this journal article is also available in book format as follows: Mitchell, F.J.G. (Ed.) 2001. *From palaeoecology to conservation: an interdisciplinary vision. Biology and Environment (Proceedings of the Royal Irish Academy, Ser. B)*, Vol. 101B, issues 1-2. Royal Irish Academy, Dublin. 3 copies in library at 574 BIO.
- O'Connell, M. 1994. *Connemara. Vegetation and Land Use since the Last Ice Age*. Office of Public Works, Dublin, 64 pp. At 574.94174; 2 copies in library.

# BSS 2104 Introduction to Sustainability

Third year option module (semester two)

Module Co-ordinator: Dr Gesche Kindermann

Structure of module: 24 lecture hours over twelve weeks in Semester two.

Module Commences: Thursday 11th January, 2024

Module Ends: Thursday 28th March, 2024

## Lecture times and venues

Day	Time	Location
Thursday	4 – 6 pm	Live online

Assessment: Three online timed MCQ quizzes on the content covered in the previous 4 weeks' lectures worth 40% of the final mark; a project and presentation on one of the UN sustainable development goals (to be assigned by the module co-ordinator) worth 50%; class/online discussion board participation worth 10%. Assignment deadlines will be announced at the start of the module.

Course weighting: 5 ECTS

## Module Summary

The module is future oriented and explores the concept of sustainability in the face of global change. The module introduces students to a broad range of relevant topics relating to all aspects of sustainability, including environmental, social and economic sustainability, and how these relate to each other. It encompasses a wide range of theory and practice and links international examples to local context and relevance. It utilises the expertise of staff from across the university who teach on this module and introduce students to relevant topics and research. The module encourages critical reflection on sustainability and current approaches to sustainability. Discussion sessions with several subject experts will be arranged throughout the term to discuss sustainability with the class from a variety of perspectives.

Topics covered include the following:

- Introduction to Sustainability
- Climate Change and the Anthropocene
- Heritage, Communities and Sustainability
- History of Globalisation
- Biodiversity and Sustainability
- The Built Environment and Sustainability
- Economic & Organisational Sustainability
- Circular Economy
- Personal & Environmental Resilience
- Sustainable Consumption
- Healthy Sustainable Futures
- Sustainability and Global Perspectives

## Learning Outcomes

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

- Define and explain key aspects of sustainability
- Critically assess existing evidence in relation to how sustainability can best be promoted, in particular in the face of global change and uncertainty
- Evaluate approaches employed to lead on environmental issues and the impacts they have
- Apply and appraise sustainable approaches that are used to help reduce environmental pressures and promote sustainability
- Recommend appropriate practices to create a sustainable environment

## Core Texts

Jacques 2014, *Sustainability: The Basics*. Routledge US [ISBN: 978-04156084]

Monbiot, G. 2018, *Out of the Wreckage: a New Politics for an Age of Crisis*. Verso UK [ISBN: 978-178663289]

UN Sustainable Development Goals:

<https://sustainabledevelopment.un.org/?menu=1300>

NUI Galway Sustainability Strategy  
[http://www.nuigalway.ie/media/researchcentres/sustainability/uploads/NUIG\\_-Sustainability\\_Strategy\\_v4.pdf](http://www.nuigalway.ie/media/researchcentres/sustainability/uploads/NUIG_-Sustainability_Strategy_v4.pdf)

## 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 firstyear 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.