

## Tyrants, Traders & Towns: The Vikings & Ireland

7.1 Module Overview									
<b>Module Number</b>		<b>Module Title</b>	Tyrants, Traders & Towns: The Vikings and Ireland						
<b>Stage of Principal Programme</b>			2	<b>Semester</b>	1	<b>Duration.</b> <i>(Weeks F/T)</i>	12	<b>ECTS</b>	5
<b>Mandatory / Elective (M/E)</b>	E	<b>Hours of Learner Effort / Week</b>	2.3						
Analysis of required hours of learning effort									
<b>Teaching and Learning Modalities</b>					<b>✓if relevant to this module</b>	<b>Approx. proportion of total (hours)</b>			
<b>Contact Hours</b>									
In person face-to-face					✓	28			
Synchronous									
<b>Indirect/Non-Contact Hours</b>									
Asynchronous									
Work Based									
Other:									
• Independent reading					✓	41			
• Research and preparation of assessments					✓	56			
<b>Total</b>						125			

<b>Pre-Requisite Module, if any. Module # and Title</b>	N/A	
<b>Co-Requisite Module, if any. Module # and Title</b>	N/A	
<b>Maximum number of learners per instance of the module</b>	120	
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.</b>		
<b>Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.</b>	<b>Qualifications &amp; experience required</b>	<b>Staff - Learner Ratio X:Y</b>
Lecturer	A minimum level 9 qualification in History or closely cognate area	1:120
Tutor	A minimum level 9 qualification in History or closely cognate area	1:20

Assessment Techniques – percentage contribution				
<b>Continuous Assessment</b>	100%	<b>Proctored Exam – in person</b>		<b>Practical Skills Based</b>
<b>Project</b>		<b>Proctored Exam - online</b>		<b>Work Based</b>
<b>Capstone (Y/N)?</b>	N	<b>If Yes, describe</b>		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
<b>MIMLO</b> On completion of this module a learner will be able to:	<b>Related MIPLO #</b>
1. Demonstrate a critical understanding of the Vikings and their impact on Irish society.	1, 2

2. Critically engage with the historical and methodological frameworks used by historians of the period.	<b>1, 2, 8</b>
3. Demonstrate a critical appreciation of the range of sources (written, material and archaeological) available for Viking Ireland.	<b>1 2</b>
4. Effectively engage with relevant scholarship and debates through written assessments and in-class activities.	<b>2, 3, 4, 5, 6, 7</b>

### 7.3 Indicative Module Content, Organisation and Structure

The aim of this module is to introduce learners to a significant period in medieval Irish history, the Vikings and their impact. The module will examine four core themes. How did the Vikings influence the settlement patterns, politics, religion, and culture of the Irish, and vice versa? The module will offer a fresh way of thinking about the Irish past and will challenge common perceptions of the Viking impact in Ireland. It will employ a level-appropriate approach by expanding the source base examined by learners, through the inclusion of documentary, archaeological and material evidence. Lectures 1-3 will introduce learners to Irish and Scandinavian society on the eve of Viking expansion. Lectures 4-5 will focus on the earliest contact with Viking groups. Lectures 6-9 will consider interactions between Viking groups and the Irish through an exploration of settlement, politics, trade, and religion. Finally, lectures 10-12 will consider the end of the Viking age and their legacy in and beyond the medieval period in Ireland.

An indicative lecture structure is as follows:

1. Orientation: who were the Vikings?
2. The Scandinavian World
3. Ireland on the eve of the Vikings
4. The Vikings arrive
5. The first Viking settlements
6. Kings and society: the Vikings and politics
7. The development of Viking towns
8. The Vikings & trade
9. Belief & conversion
10. The end of the Viking Age?
11. Reimagining the Vikings in Ireland
12. Conclusions: the Viking Impact

Four tutorials over the course of the module will facilitate group discussion and embed the material covered in lectures through practical in-class activities. Tutorials will be organised around the activities assigned in the module portfolio (to include development of a glossary of important terms, quizzes, short biographical notes, and object biographies) as follows:

1. Portfolio weeks 1-3
2. Portfolio weeks 4-6
3. Portfolio weeks 7-9
4. Portfolio weeks 10-12

### 7.4 Work-based learning and practice-placement *(if applicable)*

N/A

### 7.5 Specific module resources required *(if applicable)*

N/A

## 7.6 Application of programme teaching, learning and assessment strategies to this module

### **Teaching and Learning**

This module will be delivered via a combination of lectures and tutorials. In lectures learners will be engaged through lecturer-led presentations which will focus on the weekly theme, with opportunities for learner engagement through the exploration of relevant primary sources, including written, archaeological, and material sources. Specific case-studies such as the Viking settlements at Woodstown, Waterford and Wexford will be utilized and offer learners regional perspectives on the Viking impact. Lecture content will primarily be displayed via a slideshow, which will be included on the module Moodle page each week (alongside weekly and further reading). Where applicable learners will be directed to useful online databases, websites, and content.

Tutorials offer learners the opportunity to enhance their understanding of the module content and will focus on the development of the module portfolio. This formative assessment offers learners the opportunity to explore aspects of life in Viking-Age Ireland from a range of methodological perspectives. For instance, learners will be given the opportunity to explore. Learners will undertake a range of group activities and through collaboration and discussion will develop their analytical skills and critical approaches to history.

### **Continuous Assessment**

This module is continually assessed through attendance at lectures, a module portfolio, and a final end-of-term essay. The module portfolio is a formative assessment that involves creating a collection of structured notes based on the weekly topic. Each week (weeks 2-10) learners will be provided with a number of short tasks that aim to enhance and embed their understanding of the period. These include the creation of a glossary of terms, biographical notes, and quizzes. Learners will be given the opportunity to provide a sample of their portfolio entries for feedback in week 3.

The final assessment is an essay. Learners will pick from a selection of essay questions that focus on the impact of the Vikings on medieval Irish society. Essays will be designed to develop the critical and analytical skills of the learner.

## 7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
	<b>Lecture attendance</b>	<b>10%</b>
<b>2, 3, 4</b>	<b>Portfolio:</b> series of short, prescribed notes that will enhance the learner's knowledge and engagement with the topic.	<b>30%</b>
<b>1, 2, 3, 4</b>	<b>Essay:</b> the essay will enhance the learner's ability to 1. engage with primary and secondary sources, and 2. critically analyse this material in their writing.	<b>60%</b>

## 7.8 Sample Assessment Materials

### **Sample portfolio task (week 2 – the Scandinavian world):**

**Task 1 (glossary):** *This week you will begin your glossary of terms. Please write a short definition of the following terms: Viking, Runes, Saga tales.*

**Task 2 (site description):** *Write a brief note (no more than a paragraph) about one of the sites (Borre or Birka) covered in your lecture this week. What does the site tell us about the Scandinavian world in the eighth/ninth century?*

### **Portfolio Marking Rubric:**

- Accuracy of information, relevance of content and evidence of secondary reading [80%]
- Written presentation of material [20%]

### **Sample essay questions:**

1. Do you agree that the Vikings instigated a 'passing of the old order' (D.A. Binchy) in Ireland. Why or why not?

2. The Battle of Clontarf is often understood as the event that ended Viking influence in Ireland. Do you agree with this assessment? Why or why not?
3. The impact of the Vikings in Ireland has more to do with their role as traders rather than raiders. Do you agree? Why or why not?

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

## 7.9 Indicative reading lists and other information resources

### Indicative Core Reading:

1. Boyd, R., *Exploring Ireland's Viking-Age Towns: Houses and Homes* (London, 2023).
2. Brink, S. (ed.), *The Viking World* (London, 2012).
3. Carroll, J. et. al. (eds), *The Vikings in Britain and Ireland* (London, 2014).
4. Downham, C., *Medieval Ireland* (Cambridge, 2018).
5. Irish Historic Towns Atlas: <https://www.ria.ie/irish-historic-towns-atlas-online>

### Indicative Other Resources:

*This list provides an overview of the range of material available, from broad studies of the Vikings to more specific readings in an Irish context. Over the course of the module learners will be provided with additional, more specific readings that relate to the weekly theme.*

1. Clarke, H. B. & R. Johnston (eds.), *The Vikings in Ireland and Beyond: Before and After the Battle of Clontarf* (Dublin, 2015).
2. Clarke, M. et al. (eds.), *Ireland and Scandinavia in the Early Viking Age* (Dublin, 1998).
3. Downham, C., *Viking Kings of Britain and Ireland: the Dynasty of Ívarr to A.D. 1014* (Edinburgh, 2007).
4. Edwards, N., *The Archaeology of Early Medieval Ireland* (London, 1996).
5. Ó Cróinín, D., *Early Medieval Ireland 400-1200* (London, 2nd edition 2016).
6. O'Donoghue, H., *Old Norse-Icelandic Literature: A Short Introduction* (Oxford, 2004).
7. Purcell, E. et. al. (eds.), *Clerics, Kings & Vikings: Essays on Medieval Ireland in honour of Donnchadh Ó Corráin* (Dublin, 2015).
8. Sawyer, P., *The Oxford Illustrated History of the Vikings* (Oxford, 1997).
9. ———, *Kings and Vikings: Scandinavia and Europe AD 700-1100* (London, 1982).
10. Sheehan, J., and D. Ó Corráin (eds.), *The Viking Age: Ireland and the West: Proceedings of the fifteenth Viking Congress* (Dublin, 2010).
11. Smith, B. (ed.), *The Cambridge History of Ireland Volume I 600-1550* (Cambridge, 2018).
12. 100 objects website: [www.100objects.ie](http://www.100objects.ie)
13. UCD History Hub 1014 Commemoration webpage & videos: <https://historyhub.ie/battle-of-clontarf-video-series>