

## Making a Living in Medieval Ireland

<b>Section A: Headline Information</b>	
<b>Module title</b>	Making a Living in Medieval Ireland
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	8
<b>Module number/reference</b>	TBC
<b>Module Co-ordinator</b>	Dr Margaret Murphy
<b>Parent programme(s)</b>	BA (Honours) in English and History
<b>Stage of parent programme</b>	3 and 4 Note: This elective module will be offered to both Stage 3 and 4 learners and will run in alternate years with 'Making a living in Medieval Ireland'
<b>Semester (semester1/semester2 if applicable)</b>	1
<b>Module credit units (FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5
<b>List the teaching and learning modes</b>	Lectures, seminars, fieldtrip, web- facilitated learning
<b>Entry requirements (statement of knowledge, skill and competence)</b>	Successful completion of Stage 3 of the programme or equivalent is required.
<b>Pre-requisite module titles</b>	N/A
<b>Co-requisite module titles</b>	N/A
<b>Is this a capstone module? (Yes or No)</b>	No
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b>	Module co-ordinators must have a minimum Level 9 qualification in History.
<b>Maximum number of learners per module</b>	35
<b>Duration of the module</b>	1 semester
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	2
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Small teaching room equipped with IT resources and WIFI. Support for fieldtrip to National Museum.
<b>Analysis of required learning effort</b>	
<b>*Effort while in contact with staff</b>	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify Fieldtrip)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify )	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
22	1:15			8	1:15		95: Seminar Prep: 12 hours Presentation Prep: 8 hours Exam Prep: 20 hours Self-directed reading: 55			125 hours
<b>Allocation of marks (within the module)</b>										
				<b>Continuous assessment</b>	<b>Supervised project</b>	<b>Proctored practical examination</b>	<b>Proctored written examination</b>	<b>Total</b>		
<b>Percentage contribution</b>				40%			60%	<b>100%</b>		

### Section B: Module Descriptor

#### Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs

This elective module offers learners the opportunity to augment the understanding and knowledge of medieval Ireland gained at Stage 1.

The module's emphasis is on social and economic history and the lives of ordinary working people in medieval Ireland. It will introduce learners to different ways of studying historical periods using a variety of concepts and theories. In particular, it will induct learners into the spatial and chronological analysis of quantifiable sources. By developing these skills, learners are better equipped to understand the wider processes and structures of the past.

With its focus on the use and evaluation of primary sources and presentation of research results, the module equips learners with the skills and competencies needed for their Stage 4 Dissertation.

	<p>The museum visit and artefact evaluation will assist in the development of transferable skills and will tie-in with aspects of the career skills modules.</p> <p>The group presentation will expand their soft skills of communication, collaboration and team work</p>
<b>Module Aims and Objectives</b>	<p>This module explores life in medieval Ireland from the social and economic perspective. It introduces learners to the material world of medieval Ireland and the ideas and attitudes of the people who lived there. It considers how people, both Gaelic and English, from a variety of social classes in urban and rural Ireland responded to economic and environmental challenges. It seeks to place the Irish experience in a wider European context by reference to current research on Britain and Continental Europe. It examines the ways in which commercial, social and religious interests were intertwined in the communities of medieval Ireland and draws on landscape, archaeological and artefactual evidence as well as documentary sources.</p>
<b>Minimum Module Learning Outcomes</b>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an in-depth knowledge of the settlement patterns, standards of living and economy of late-medieval Ireland and understand how the actions of medieval men and women have shaped contemporary landscapes and settlements. (MIPLO 1, 7)</li> <li>2. Display a familiarity with a wide range of primary source materials and the skills necessary to critically evaluate and analyse them. (MIPLO 2, 3, 4, 8)</li> <li>3. Demonstrate the ability to carry out systematic analysis of quantifiable source materials to explore issues such as regional differences and change over time. (MIPLO 4, 5, 7)</li> <li>4. Participate fully in class discussion and debate and confidently present information and interpretation in structured presentations and reports. (MIPLO 5, 6, 8)</li> </ol>
<b>Information Provided to Learners about the Module</b>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<b>Module Content, Organisation and Structure</b>	<p>The following topics will be covered in lectures and seminars</p> <ul style="list-style-type: none"> <li>• Town Life: hierarchy of urban settlements, crafts and trades, guilds, markets, merchants, consumers, commercialisation, urban hinterlands</li> <li>• Country Life: arable and pastoral agriculture, manors and monastic granges, farming for the market, food processing, rural crafts</li> <li>• Standards of Living: consumption patterns, availability and diversity of foodstuffs, people and possessions, use of money</li> <li>• Popular Religion: lay piety, pilgrimage, life-cycle rituals</li> </ul>

	<ul style="list-style-type: none"> <li>• Response to climate change, famine and disease</li> </ul> <p>Each topic will be covered by a lecture and a seminar. Lectures will introduce the topic and discuss the historiography and current areas of debate. Seminars will focus on detailed reading and analysis of primary sources and examination of appropriate case studies.</p> <p>A fieldtrip will be arranged to visit the National Museum of Ireland's medieval collection where learners will locate and study artefacts associated with everyday life in medieval Ireland.</p>
<b>Module Teaching and Learning Strategy</b>	<p>There will be a maximum of 35 learners taking this module which will facilitate learner engagement, group work and one-to-one feedback.</p> <p>Learners will play an increasingly important role in determining the structure and content of the seminars. Learners will prepare for each seminar and will be expected to participate fully in seminar discussion and debate. Unseen primary sources will be produced for group discussion. Evaluative skills will be built up over the duration of the course so that by the end, learners are confident in locating, describing and assessing primary material. At each seminar up to five learners will deliver a group presentation on a predetermined topic and take questions from the class. Their powerpoint slides will then be available to the class group through Moodle.</p> <p>The fieldtrip, organised at an early stage in the module will contribute to social learning and group cohesion thus facilitating collaboration and groupwork.</p>
<b>Work-Based Learning and Practice-Placement</b>	N/A
<b>E-Learning</b>	<p>Moodle used for teaching resources and for learners to upload and share presentations and videos.</p> <p>Learners encouraged to access and use the wealth of information and resources on the internet.</p>
<b>Specifications for Module Staffing Requirements</b>	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p>
<b>Module Summative and Formative Assessment Strategy</b>	<p><b>Summative:</b></p> <p><b><u>Proctored written examination</u></b> A two-hour exam in which learners answer two questions, one to be a document question (60%). This will test achievement of MMLOs 1-3</p> <p><b><u>Continuous Assessment</u></b></p> <p>A group presentation delivered at a seminar (20%) This will test achievement of MMLO 4.</p> <p>A 500-750 word report or ten minute video on an artefact (20%) This will test achievement of MMLO 3.</p>
<b>Sample Assessment</b>	<b>Sample Examination Question</b>

<p><b>Materials</b></p>	<p>Document Question Extract from 13<sup>th</sup> Century Murage Charter for Kilkenny:</p> <ol style="list-style-type: none"> <li>a) Provide background information on the form and function of murage charters (20%)</li> <li>b) Summarise what this extract tells us about the economy of the town of Kilkenny and its rural hinterland (20%)</li> <li>c) Comment on the benefits and pitfalls of murage charters as a primary historical source (20%)</li> <li>d) Discuss commercialisation in 13<sup>th</sup> century Ireland, drawing comparisons with other parts of Europe in this period (40%)</li> </ol> <p><b>Group Presentation</b> Marks awarded as follows:</p> <ul style="list-style-type: none"> <li>• Evidence of teamwork (20%)</li> <li>• Appropriateness of material (20%)</li> <li>• Level of research evident (20%)</li> <li>• Standard of Presentation (20%)</li> <li>• Individual contribution (20%)</li> </ul> <p><b>Artefact Report or Video</b> Marks awarded as follows:</p> <ul style="list-style-type: none"> <li>• Content (descriptive)- to include provenance, appearance and function (40%)</li> <li>• Content (analytic) – to include context, uniqueness, cultural significance, value as a primary source (40%)</li> <li>• Presentation (20%)</li> </ul>
<p><b>Reading Lists and Other Information Resources</b></p>	<p><b>Essential Reading:</b> Printed primary sources e.g. Paul Dryburgh and Brendan Smith, (eds), <i>Inquisitions and Extents of Medieval Ireland</i>. (London: List and Index Society, 2007)</p> <p>Online primary sources e.g. CIRCLE: <a href="https://chancery.tcd.ie/">https://chancery.tcd.ie/</a></p> <p>Campbell, B.M.S., 'Benchmarking medieval economic development: England, Wales, Scotland and Ireland, c.1290', <i>EHR</i>, 61 (2008), 896–945</p> <p>Murphy, M, 'The medieval Economy' in Brendan Smith (ed), <i>The Cambridge History of Ireland. Volume One: Ireland, 600-1550</i> (Cambridge: Cambridge University Press, 2018)</p> <p>Murphy, M. and M. Potterton, <i>The Dublin Region in the Middle Ages, Settlement, Land-use and Economy</i> (Dublin: Four Courts Press, 2010)</p> <p>Murphy, M. and M. Stout, (eds), <i>Agriculture and Settlement in Ireland</i> (Dublin: Four Courts Press, 2015)</p> <p><b>Other Reading:</b> Barry, T., <i>The Archaeology of Medieval Ireland</i> (London: Routledge, 1987)</p> <p>Cosgrove, Art, (ed.) <i>A New History of Ireland. Vol.2: Medieval Ireland, 1169-1534</i></p>

	<p>(Oxford: Oxford University Press, 1993)</p> <p>Duffy, Seán, <i>Ireland in the Middle Ages</i> (London: Palgrave Macmillan, 1996)</p> <p>Duffy, Seán, (ed.) <i>Atlas of Irish History</i> (Dublin: Gill and Macmillan, 1997)</p> <p>Dyer, Christopher, <i>Making a Living in the Middle Ages</i> (Yale: Yale University Press, 2002)</p> <p>Frame, Robin, <i>Colonial Ireland</i> (Dublin: Four Courts Press, Rev. Edition, 2012)</p> <p>Lydon, James <i>The lordship of Ireland in the middle ages</i> (Dublin: Four Courts Press, 2003)</p> <p>Kelly, Maria, <i>A History of the Black Death in Ireland</i> (Stroud: Tempus, 2001)</p> <p>Nicholls, Kenneth, <i>Gaelic and Gaelicised Ireland</i> (Dublin: Gill and Macmillan, New ed. 2003)</p> <p>Orpen, G.H. <i>Ireland under the Normans 1169-1333</i> (Dublin: Four Courts Press, New Ed., 2005)</p> <p>Potterton, Michael, <i>Medieval Trim. History and Archaeology</i> (Dublin: Four Courts Press, 2005)</p> <p>Watt, J.A, <i>The Church and the Two Nations in Medieval Ireland</i> (Cambridge: Cambridge University Press, New Ed. 2007)</p> <p><b>Websites</b>  <a href="https://www.ria.ie/research-projects/irish-historic-towns-atlas/ihta-digital">https://www.ria.ie/research-projects/irish-historic-towns-atlas/ihta-digital</a>  Irish Historic Towns Atlas Digital</p>
<b>Module Physical Resource Requirements</b>	<p>Small room for class, tables for group work. IT equipment and WIFI.</p> <p>Moodle VLE</p> <p>Library resources.</p>