

Re-Imagining Early and Medieval Ireland

Section A: Headline Information	
Module title	Re-Imagining Early and Medieval Ireland
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Dr Margaret Murphy
Parent programme(s)	BA (Honours) in English and History
Stage of parent programme	1
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials, field trips, web facilitated learning
Entry requirements (statement of knowledge, skill and competence)	College Entry Requirements must be satisfied for entry onto Stage 1.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
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)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in History
Maximum number of learners per module	35
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2.33
Module-specific physical resources and support required per centre (or instance of the module)	Small lecture hall equipped with IT resources and WIFI. Support required for fieldtrips
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		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					
24	1:15	4	1:15				97			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	<p>This is the first module on the Re-Imagining Ireland strand, the aim of which is to introduce learners to key themes in the study of Irish culture through a variety of different disciplinary approaches encompassing historical, philosophical and literary studies.</p> <p>Learners are introduced to key themes and start to develop knowledge in both disciplinary and interdisciplinary areas. They will practice verbal presentation and plan and develop a significant piece of written work.</p>
Module Aims and Objectives	The aim of the module is to introduce learners to four key thematic areas through the study of early and medieval Irish history. The objectives are to demonstrate the variety of perspectives that can be employed in these thematic areas and to develop in learners the skills and competencies to place these perspectives in comparative and theoretical contexts.
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate their knowledge of key issues relating to Irish history, literature and culture in the early and medieval period. (MIPLO 1, 2) 2. Adopt an interdisciplinary approach to the study of the Irish experience. (MIPLO 2, 4) 3. Demonstrate skills in critical thinking, essay writing and oral presentation, in particular they should have started to compare and assess primary materials

	against each other and against secondary commentary. (MIPLO 3, 4, 5, 7, 8)
Information Provided to Learners about the Module	<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>
Module Content, Organisation and Structure	<p>The module looks at four thematic areas each of which is covered by three lectures and one tutorial.</p> <p>Settlement/Economy</p> <ul style="list-style-type: none"> • Farming and farm units from the Neolithic to the late medieval • Urbanisation: monastic towns, Viking entrepots, Anglo-Norman towns • Overseas and inland trade, shipping, markets and money <p>Tutorial on Growth and Development of Dublin</p> <p>Politics</p> <ul style="list-style-type: none"> • Kingship. High Kings and Province Kings. Viking Wars • Anglo-Norman invasion. The Lordship of Ireland. Royal Policy • Conflict, identity, war and society. <p>Tutorial on Brian Boru and the Battle of Clontarf</p> <p>Church</p> <ul style="list-style-type: none"> • From pagan ritual to Christianity and monasticism • The Church and the two nations in late-medieval Ireland • Church and Society. Pilgrimage. Lay Piety. <p>Tutorial on religion and the life cycle</p> <p>Culture/Literature</p> <ul style="list-style-type: none"> • Gaelic literature and the role of the poet • Outsider's views of Ireland • Cultural interactions in late medieval Ireland <p>Tutorial on Bardic Poetry</p>
Module Teaching and Learning Strategy	<p>Part of the weekly two-hour lecture will be used to introduce the topics to learners via powerpoint slides, which will draw on archaeological and documentary sources. Learners will also be provided with handouts containing relevant extracts from primary and secondary sources and the second half of the lecture will frequently be spent comparing and evaluating these sources in small groups. Lectures will be complemented by more in-depth discussion of primary and secondary sources in fortnightly tutorials which will also include learner presentations. The module also includes a visit to Carlow Castle and a walking tour of medieval Carlow.</p>
Work-Based Learning and Practice-Placement	N/A

E-Learning	The Moodle VLE will be used to make lecture slides and readings available to learners ahead of the lecture so that more of the lecture time can be devoted to questions and discussion. Feedback on the essay plan and essay will also be delivered via the VLE.
Specifications for Module Staffing Requirements	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners</p> <p>Staffing requirements: 1 lecturer</p> <p>The maximum tutor:learner ratio is 20.</p>
Module Summative and Formative Assessment Strategy	<p>Assessment of this module is by tutorial presentation (20%), essay plan (20%) and essay (60%).</p> <p>Formative Assessment (MIMLO 1, 2, 3)</p> <p>Formative assessment will be given following the tutorial presentation and the submission of the essay plan. While these instruments have a small summative element, the emphasis will be on providing constructive feedback to improve learning and understanding. Feedback on the essay plan will guide the learner into taking corrective actions which will then improve their essay submission.</p> <p>Summative Assessment (MIMLO 1, 2, 3)</p> <p>The 1,500-1,750-word essay carries 60% of the assessment mark for this module.</p>
Sample Assessment Materials	<p>Essay Title: Assess the evidence for cultural interaction in late-medieval Ireland</p> <p>This essay should be between 1, 500 and 2,000 words in length and presented in accordance with the Carlow College essay requirements. Referencing conventions are particularly important.</p> <p>You must consider at least two different types of evidence (e.g. literary, archaeological, documentary, architectural) and comment on the similarities/dissimilarities of the narratives that have been constructed from them by the secondary literature.</p> <p>An essay plan must be submitted by week 7. This should outline the structure of the essay and the principal sources which will be used. It should contain some referencing examples.</p> <p>Essays will be marked in accordance with the Carlow College Marking Assessment Criteria.</p>
Reading Lists and Other Information Resources	<p>Essential Reading: Bhreathnach, Edel, <i>Ireland in the Medieval World AD400-1000: landscape, kingship and religion</i> (Dublin: Four Courts Press, 2014)</p> <p>Cosgrove, Art, (ed), <i>A New History of Ireland, vol. 2: Medieval Ireland, 1169-1534</i> (Oxford: Oxford University Press, 1993)</p> <p>Duffy, Seán, <i>Ireland in the Middle Ages</i> (London: Palgrave Macmillan, 1997)</p> <p>Ó Crónín, Dáibhí, <i>Early Medieval Ireland 400-1200</i> (London: Longman, 1995)</p>

	<p><u>Other Reading:</u></p> <p>Frame, Robin, <i>Colonial Ireland</i> (Dublin: Rev. Ed., 2012)</p> <p>Kelly, Fergus, <i>Early Irish Farming</i> (Dublin: Institute for Advanced Studies, 1997)</p> <p>Lydon, James, <i>The Lordship of Ireland in the Middle Ages</i> (Dublin: Rev. Ed., 2003)</p> <p>Mallory, J.P., <i>The Origins of the Irish</i> (London: Thames and Hudson, 2013)</p> <p>Murphy, Margaret and Michael Potterton, <i>The Dublin Region in the Middle Ages Settlement, Land Use and Economy</i> (Four Courts Press, Dublin: 2010)</p> <p>Nicholls, Kenneth, <i>Gaelic and Gaelicised Ireland in the Middle Ages</i> (Dublin: Rev. Ed., 2003)</p> <p>Orpen, G.H., <i>Ireland under the Normans 1169-1333</i> (Dublin: Four Courts Press, New Ed., 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><u>Essential Viewing:</u></p> <p>http://www.confessio.ie/# Life and works of St Patrick</p> <p>http://www.emap.ie/emap_reports.html Reports on the Early Medieval Archaeology Project</p> <p>http://dh.tcd.ie/clontarf/ Brian Boru, the Battle of Clontarf and life in Viking Age Ireland</p> <p>DVD – Medieval Dublin. From Vikings to Tudors. (Dublin City Archaeological Office, 2nd Edition, 2009)</p>
<p>Module Physical Resource Requirements</p>	<p>Small lecture hall for class of 35. Tables for group work. IT equipment and WIFI.</p> <p>Tutorial room.</p> <p>Moodle VLE</p> <p>Library resources.</p>

