

THIRD YEAR

ARCHAEOLOGY

COURSE INFORMATION

2023 – 2024

Department of Archaeology

University College Cork

Roinn na Seandálaíochta

Coláiste na hOllscoile Corcaigh

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Failte go dtí Roinn na Seandálaíochta, Coláiste na hOllscoile Corcaigh.

Welcome to the Department of Archaeology, University College Cork.

For over a century, UCC has been a leading centre for the study of Archaeology in Ireland. We have a reputation for excellence in teaching and research in such areas as prehistory, medieval studies, early modern archaeology, physical anthropology, and environmental archaeology. The Department is known for innovative fieldwork and excavation, and for expertise in laboratory areas of archaeological science. We train archaeologists at undergraduate and postgraduate level, offering stimulating courses on a wide range of subjects. The aim is to provide students with a deep understanding of the discipline of Archaeology and the skills necessary to develop a career in this area (see our *Mission Statement* on page 3 of this booklet). The study of Archaeology can be a source of great personal enrichment as the individual acquires a deeper appreciation of their cultural heritage at a local, national, and European level.

This booklet will introduce you to the Third-Year teaching programme of the BA Degree in Archaeology (CK101). It also contains information on Archaeology modules offered in CK107 Geographical and Archaeological Sciences and CK123 Anthropology degrees. It contains important information about our courses and we ask that you read it carefully. While every effort has been made to ensure the accuracy of this information, it may be necessary on occasion to make changes, details of which will be communicated in class and posted on the Third Year noticeboard outside the Ó Riordáin Room on the ground floor.

Archaeology requires our students to be present on campus to attend classes in our various modules. We will not be recording lectures and expect students to be physically present in class in line with University attendance policy.

We hope you enjoy your time studying Third Year Archaeology in UCC. Dr Tomás Ó Carragáin is the Year Coordinator for Third Year students. Please contact him, your module lecturers or myself should you have any queries or encounter problems during your time in the Department.

John Sheehan

Head of Department

UCC ARCHAEOLOGY: MISSION STATEMENT

The goals of the Department of Archaeology are the advancement of research in our discipline, the education and training of professional archaeologists and the promotion of an informed appreciation and protection of the archaeology of Ireland in a European context.

The Department aims to achieve these goals by:

Research

Making a significant contribution to knowledge in different areas of our discipline, with particular reference to the archaeology of Ireland in its European context.

Learning

Creating a positive teaching environment for our students, that fosters an informed curiosity about the human past that leads to a life-long appreciation of the subject.

Training Providing students with the academic knowledge, professional expertise, and technical skills necessary to develop a career in archaeology and related areas.

Community Engagement Promoting a greater appreciation of archaeology among the general public and community organizations, and in so doing contribute to the protection and recording of archaeological heritage.

Public & Professional Service

Contributing to the development and implementation of State policy in Irish archaeology in an advisory and advocacy role.

The University

Supporting the broader teaching and research mission of UCC in respect of inter-disciplinary activity in our institution and different types of external collaboration.

DEPARTMENT STAFF

- You may contact the Department with general or specific queries at any time. To do so, please email us at: **ARCHAEOLOGY@UCC.IE**
- For module-specific queries, email your module lecturers (details below)
- For other queries, contact the Third Year Coordinator, Dr Tomás Ó Carragáin

Staff contact

Please consult Department web-site for profiles of our academic staff.

Dr. Katharina Becker	Senior Lecturer	021-4904021	katharina.becker@ucc.ie
Dr. Ben Gearey	Lecturer	021-4904245	b.gearey@ucc.ie
Mr. Nick Hogan	I.T. Officer and lecturer	021-4904346	Nick.hogan@ucc.ie
Dr. Sarah Kerr	Lecturer	021-4904395	Skerr@ucc.ie
Professor Laura McAtackney	Professor	021-4904412	Laura.mcatackney@ucc.ie
Dr. Griffin Murray	Senior Lecturer	021-4904385	g.murray@ucc.ie
Professor William O'Brien	Professor and Head of Department (Semester 2)	021-4904045	w.obrien@ucc.ie
Ms. Joy O'Callaghan	Senior Executive Assistant	021-4904048	archaeology@ucc.ie
Dr. Tomás Ó Carragáin	Lecturer	021-4904043	T.OCarragain@ucc.ie
Dr. Barra O'Donnabhain	Lecturer	021-4904163	barraod@ucc.ie
Dr. Colin Rynne	Senior Lecturer	021-4904040	c.rynn@ucc.ie
Ms. Denise Sheehan	Head Tutor (First Year)	021-4904032	denise.sheehan@ucc.ie
Mr. John Sheehan	Senior Lecturer and Head of Department (Semester 1)	021-4904044	jsheehan@ucc.ie

CONSULTATION TIMES WITH LECTURERS

For teaching-related queries, lecturers are available to meet students by appointment. Please email the staff member concerned to arrange a consultation. Our staff may be able to answer your queries by email, in other cases, an online meeting or a meeting in person in the Connolly Building will be arranged.

Name	Time	Connolly Bldg Office
Dr Katharina Becker	katharina.becker@ucc.ie	Second floor
Dr Ben Gearey	b.gearey@ucc.ie	Second Floor
Mr Nick Hogan	nick.hogan@ucc.ie	Top Floor
Dr Sarah Kerr	skerr@ucc.ie	Top Floor
Dr Laura McAtackney	laura.mcatackney@ucc.ie	First Floor
Dr Griffin Murray	g.murray@ucc.ie	Ground Floor
Prof. William O'Brien	w.obrien@ucc.ie	First Floor
Dr Tomás Ó Carragáin	t.ocarragain@ucc.ie	Third Floor
Dr Barra O'Donnabhain	barraod@ucc.ie	Second Floor
Dr Colin Rynne	c.rynne@ucc.ie	Third Floor
Ms Denise Sheehan	denise.sheehan@ucc.ie	Third Floor
Mr John Sheehan	jsheehan@ucc.ie	Ground Floor

To contact a *Part-time Lecturer*, email the Department (archaeology@ucc.ie) to send a message or arrange an appointment.

ACADEMIC MENTORING

Last year all Second Year students taking Single honours, Major or Joint Honours Archaeology were allocated a staff member as an academic advisor for the duration of their BA studies. This was your tutor in the AR2016 theory module. Third Year students are invited to meet this academic advisor for a single session early in semester 1. Following this first meeting, students may be asked to meet their advisor or may make an appointment (by email) to do so if they so wish.

The purpose of these meetings is to provide students with advice on their academic studies, to discuss on a confidential one-to-one basis any problems or issues they may have with the learning programme, and to address any attendance issues. The process does not provide students with counselling on personal matters, except insofar as they have a bearing on academic studies. For other matters students should avail of the confidential Counselling Service in UCC: www.ucc.ie/studentcounselling/ Neither does the process engage with cases of student/staff grievance, for which students should follow the recommended University policy by initially dealing with the staff member concerned and/or the Head of Department.

The Academic Advisor for each student is the same lecturer who was his or her tutor in the AR2016 theory course in Second Year. Please contact the Third Year Coordinator, Dr Tomás Ó Carragáin, if you have forgotten the name of your advisor.

Please note:

This advisory service does not apply to **visiting students**, who should contact Dr Tomás Ó Carragáin if they have any queries of a general nature, or their module lecturers with teaching-specific enquiries.

THIRD YEAR ARCHAEOLOGY PROGRAMME

The Third Year teaching programme in Archaeology builds on introductory modules taken in the second year of your BA degree, with thematic course modules on prehistory and historical archaeology, as well as advanced modules on landscape archaeology, human osteoarchaeology and environmental archaeology (see diagram overleaf). Each module is taught over six weeks, usually four lecture hours per week.

	Semester 1 (before Christmas)	Semester 2 (after Christmas)
<i>First six weeks</i>	AR3010 Research Project (<i>over both semesters</i>) AR3030 Dissertation (<i>10 credits over both semesters</i>) AR3052 Beyond the Celtic World: Ireland in the First Millennium BC	AR3045 The Industrial Archaeology of Ireland, 1750-1930 AR3051 Wetland Archaeology and Palaeoenvironments AR3058 Museums, Anthropology and Archaeology AY3002 Dark Heritage: Anthropology of Death
<i>Second six weeks</i>	AR3037 The Viking World and Ireland AR3054 Late Iron Age Ireland and the Roman World AR3056 The Archaeology of Post-Medieval Ireland, c. 1550-1750	AR3040 Health, Diet and Disease in Early Societies AR3047 Professional Practice AR3050 Archaeo-Palynology AR3053 Landscape Archaeology AR3061 Ireland's Golden Age: Art and Craft AD 600–1200

There are fourteen modules on offer in Third Year, each of five credits weighting (except for the 10-credit AR3030 dissertation). These modules are options (electives), except that single honours (50 credits Archaeology) and major honours (40 credits Archaeology) students *must* take the AR3030 dissertation; joint honours students (30 credits Archaeology) *must* take the AR3010 research project. All these students *must* take also AR3047 Professional Practice. The 20-credit and 10-credit Archaeology students do not have compulsory modules or a dissertation requirement, and not all modules are available to them (see pages 14–15 for details).

1 BA

**Introduction to
Archaeology**

**Introduction to
Irish Prehistory**

**Archaeology of
Historic Ireland**

2 BA

Theory

Culture History
> Prehistory path
> Historic path

**Archaeological
Practice**

Skills

3 BA

**Thematic
Courses**

> Prehistory
> Historic period

**Archaeological
Practice**

Skills

INTRODUCTORY

FOUNDATION

ADVANCED

The design of the BA degree in Archaeology

Summary of Third Year Modules

AR3010 Research Project (5 credits; compulsory for Joint Honours/30-credit Archaeology students)

Coordinator: *Dr Colin Rynne*

Students are required to submit a 3,000–4,000 word dissertation. This can involve library research on a suitable archaeology topic, drawing on published sources. It may also include primary analysis of a body of archaeological material, such as a fieldwork project, once this data analysis has a substantial analytical component.

AR3030 Dissertation (10 credits; compulsory for Single Honours/50 credit and Major/40 credit Archaeology students)

Coordinator: *Dr Colin Rynne*

Students are required to submit a 6,000–8,000 word dissertation. This can involve library research on a suitable archaeology topic, drawing on published sources. It may also include primary analysis of a body of archaeological material, such as a fieldwork project once this data analysis has a substantial analytical component.

AR3037 The Viking World and Ireland

Lecturer: *Mr John Sheehan*

This module begins with an introduction to the Viking Age and its background. The activities and impact of the Scandinavians in Ireland are then considered. Topics that are explored include regionalisms, economies and identity. The teaching includes a one-day field trip.

AR3040 Health, Diet and Disease in Early Societies

Lecturer: *Dr Barra O'Donnabhain*

The objective of the practical element of this course is to equip the students with the basic skills necessary to deal with the human postcranial skeleton that they might encounter during archaeological fieldwork. The practical element of this course is built around imparting a detailed knowledge of the human postcranial skeleton and, in particular, the ability to identify fragmentary human skeletal remains in varying degrees of preservation. Research into past diets is discussed, and the course will also consider the origins and evolution of human diseases.

AR3045 Industrial Archaeology of Ireland, 1750 – 1930

Lecturer: *Dr Colin Rynne*

This module provides students with an overview of the archaeology of industrial society in Ireland, c.AD 1750-1930. The main emphasis will be on an introduction to the main theoretical and methodological approaches applied to the study of settlement forms, economy, society, and material culture in Ireland in the later historical period. The teaching includes a one-day field trip to relevant archaeological sites.

AR3047 Professional Practice in Archaeology

Lecturer: *Mr John Sheehan*

This module will introduce students to the practice of professional archaeology in Ireland and the various career prospects that exist. The organization and profile of archaeology is examined, as is the economic and societal environment within which the profession operates. The legislative and administrative aspects of State archaeology are considered in respect of the work of central and local government agencies, and the commercial environment of private sector archaeology is reviewed. The role of the museum sector is examined, as is the cultural heritage management and tourism sectors.

AR3050 Archaeo-Palynology

Lecturer: *Dr Ben Gearey*

This module will introduce students to palynology, the analysis of sub-fossil pollen. It aims to provide students with a rigorous grounding in pollen analysis within the context of archaeological sites and questions, with a focus ranging from site to landscape. It will also highlight the role of palynology within broader environmental archaeological frameworks in Ireland and further afield.

AR3051 Wetland Archaeology and Palaeoenvironments

Lecturer: *Dr Ben Gearey*

This module will introduce students to wetland archaeology, the archaeological study of wetlands including peat bogs, river floodplains and coastal environments. It will present the importance of such contexts for the integrated study of archaeology and environmental archaeology. It will contrast the forms of information provided by wetland environments with terrestrial contexts and demonstrate the importance of information from both contexts for an integrated understanding of past human activity. The module will also highlight methodological approaches to investigating wetland sites.

AR3052 Beyond the Celtic World: Ireland in the First Millennium BC

Lecturer: *Dr Katharina Becker*

This module will introduce students to the Irish Iron Age, including its material remains, sites, artefacts and issues with an emphasis on new discoveries, advances in analysis and interpretation. The course will cover Irish later prehistory from the Late Bronze Age (c.1150 BC) to the beginning of the early historic period around AD 400. Sites as well as materials will form the basis for a theoretically informed examination of the Irish Iron Age. The well-known iconic Iron Age sites and artefacts will be set into their contemporary context of mostly newly excavated sites. Recent advances in our understanding of the material culture of the period will be explored in regard to how they add to our understanding of the Irish Iron Age.

AR3053 Landscape Archaeology

Lecturers: *Professor William O'Brien and Mr Nick Hogan*

This module provides a general introduction to the theory and methodologies of landscape archaeology, with particular reference to recent research in Ireland. The lectures will explore different theoretical perspectives that can be applied to an understanding of 'landscape' in archaeology, and also the approaches employed in the analysis of these locations. Students will be introduced to different landscape types through case-studies drawn mainly from research undertaken in the Department of Archaeology. The module concludes with a detailed examination of an archaeological landscape where students are taken on a guided excursion.

AR3054 Late Iron Age Ireland and the Roman World

Lecturer: *Dr Katharina Becker*

This module examines the archaeological record of Ireland in the first half of the first millennium AD. This includes the newly emerged evidence for settlement, subsistence and economic activities. The evidence for different types of interaction with the Roman world is presented. The history and archaeology of the Roman Empire will be briefly outlined and the concept of Romanisation explored in a variety of case studies. These will also include areas outside the Empire such as Scotland in order to contextualize the Irish evidence. This is a joint module with the Department of Classics and co-taught by Dr David Woods.

AR3056 The Archaeology of Post-Medieval Ireland, c.1550-1750

Lecturer: *Dr Colin Rynne*

This module will review the archaeology of post-medieval Ireland, from the plantation period to the development of demesne landscapes in the early eighteenth century. Particular attention will be placed on introducing the current methodological approaches, and how post-processual theoretical brands have been

and applied to the study of settlement forms, economy, society, and material culture in Ireland during the post-medieval period.

AR3058 Museums, Anthropology and Archaeology

Lecturer: *Dr Griffin Murray*

This module examines the relationship between museums and the disciplines of anthropology and archaeology. It critically examines the history and development of museums, collections, and thinking on material culture. It explores current issues, such as the representation of peoples and cultures in museums, the display of the human body, repatriation and restitution, and the politics of exhibiting the past in the present. The module also examines modern museums as places of protest, debate, inclusion, and memory.

AR3061 Ireland's Golden Age: Art and Craft AD 600–1200

Lecturer: *Dr Griffin Murray*

This module examines the rich artefactual heritage of Ireland's Golden Age during the early and high medieval periods. This was a time when craftsmanship in Ireland reached its highest point, producing objects of global significance. The 'Tara' brooch, Ardagh chalice, Cross of Cong, Book of Kells, and the stone high crosses are all explored in detail. The module investigates the different stylistic and technical influences in this period of change, including Celtic, Anglo-Saxon, Carolingian, Viking, and Romanesque. It also examines key artefacts from areas of Irish influence in Britain and the Continent. Furthermore, it examines the major sites of craft production, the position of craftsmen in Irish society, the role of royal and church patronage, and the use of objects as agents of power and devotion in medieval society.

SHAPING YOUR BA DEGREE

Third Year students may take Archaeology in the following BA degree options:

Single Honours Archaeology

Students take 50 credits as follows:

AR3030 Dissertation (10 credits) and AR3047 Professional Practice in Archaeology (5 credits),
plus seven modules (35 credits) from the following 5-credit modules:

AR3037 The Viking World and Ireland

AR3040 Health, Diet and Disease in Early Societies

AR3045 The Industrial Archaeology of Ireland, 1750-1930

AR3050* Archaeo-palynology

AR3051 Wetland Archaeology and Palaeoenvironment

AR3052 Beyond the Celtic World: Ireland in the First Millennium BC

AR3053 Landscape Archaeology

AR3054** Late Iron Age Ireland and the Roman World

AR3056 The Archaeology of Post-Medieval Ireland, c.1550–1750

AR3058 Museums, Anthropology and Archaeology

AR3061 Ireland's Golden Age: Art and Craft AD 600–1200

AY3002 ***Dark Heritage: Anthropology of Death, War and Difficult Pasts

Major in Archaeology

Students take 40 credits as follows:

AR3030 Dissertation (10 credits) and AR3047 Professional Practice in Archaeology (5 credits),
plus five modules (25 credits) from the following 5-credit modules:

AR3037 The Viking World and Ireland

AR3040 Health, Diet and Disease in Early Societies

AR3045 The Industrial Archaeology of Ireland, 1750-1930

AR3050* Archaeo-palynology

AR3051 Wetland Archaeology and Palaeoenvironment

AR3052 Beyond the Celtic World: Ireland in the First Millennium BC

AR3053 Landscape Archaeology

AR3054** Late Iron Age Ireland and the Roman World

AR3056 The Archaeology of Post-Medieval Ireland, c.1550–1750

AR3058 Museums, Anthropology and Archaeology

AR3061 Ireland's Golden Age: Art and Craft AD 600–1200

AY3002 *** Dark Heritage: Anthropology of Death, War and Difficult Pasts

Joint Honours Archaeology

Students take 30 credits as follows:

AR3010 Research Project/Dissertation (5 credits) and AR3047 Professional Practice in Archaeology (5 credits),

plus four modules (20 credits) from the following 5-credit modules:

AR3037 The Viking World and Ireland

AR3040 Health, Diet and Disease in Early Societies

AR3045 The Industrial Archaeology of Ireland, 1750-1930

AR3050* Archaeo-palynology

AR3051 Wetland Archaeology and Palaeoenvironments

AR3052 Beyond the Celtic World: Ireland in the First Millennium BC

AR3053 Landscape Archaeology

AR3054** Late Iron Age Ireland and the Roman World

AR3056 The Archaeology of Post-Medieval Ireland, c.1550–1750

AR3058 Museums, Anthropology and Archaeology

AR3061 Ireland's Golden Age: Art and Craft AD 600–1200

AY3002*** Dark Heritage: Anthropology of Death, War and Difficult Pasts

Minor in Archaeology

Students take 20 credits by choosing four of the following 5-credit modules:

AR3037 The Viking World and Ireland

AR3045 The Industrial Archaeology of Ireland, 1750-1930

AR3051 Wetland Archaeology and Palaeoenvironments

AR3052 Beyond the Celtic World: Ireland in the First Millennium BC

AR3054** Late Iron Age Ireland and the Roman World

AR3056 The Archaeology of Post-Medieval Ireland, c.1550–1750

AR3061 Ireland's Golden Age: Art and Craft AD 600–1200

10-credit Archaeology for Students taking Single Honours in another Subject

AR3037 The Viking World and Ireland

AR3045 The Industrial Archaeology of Ireland, 1750-1930

AR3051 Wetland Archaeology and Palaeoenvironments

AR3052 Beyond the Celtic World: Ireland in the First Millennium BC

AR3054** Late Iron Age Ireland and the Roman World

AR3056 The Archaeology of Post-Medieval Ireland, c.1550–1750

AR3061 Ireland's Golden Age: Art and Craft AD 600–1200

IMPORTANT

1. * Students are not allowed to register for Geography GG3051 if they are taking Archaeology module AR3050.
2. **Students are not allowed to register for Greek and Roman Civilisation GR3029 if they are registered for module AR3054.
3. ***Students should not register for AY3002 if they are taking AR3051 or AR3045, due to timetable constraints.

CHOOSING YOUR MODULES

All Single, Major and Joint Honours students in Third Year Archaeology must do a dissertation on a research topic. Single and Major Honours students must do a major (10 credit) Dissertation (AR3030), while Joint Honours students must take a minor (5 credit) Research Project (AR3010).

Students select from a range of other optional modules, as timetables allow, to complete their credit requirements. Students interested in prehistory might select the following options: AR3052 *Beyond the Celtic World: Ireland in the First Millennium BC*; AR3053 *Landscape Archaeology*; AR3054 *Late Iron Age Ireland and the Roman World*.

Those with an interest in historic archaeology may select from one or more of the following module options: AR3037 *The Viking World and Ireland*; AR3045 *The Industrial Archaeology of Ireland*; AR3053 *Landscape Archaeology*; AR3056 *The Archaeology of Post-medieval Ireland*; AR3061 *Ireland's Golden Age: Art and Craft AD 600–1200*.

Third Year students may also select from course modules dealing with scientific aspects of archaeology. For 2023/24 these include AR3040 *Health, Diet and Disease in Early Societies*; AR3050 *Archaeo-Palynology* (full degree students only) and AR3051 *Wetland Archaeology and Palaeoenvironments*.

Please note that the selection of modules can be affected by the timetable in your other subject, and so not all options may be available.

Details of Third Year course modules are provided at the end of this booklet.

Students should also consult the College Book of Modules for further details on the courses they are taking: <https://ucc-ie-public.courseleaf.com/modules/>

Please note that the UCC Book of Modules and Programme Catalogue contain fully accurate information on your teaching programme.

THIRD YEAR DISSERTATIONS

Third Year Archaeology students taking single and major honours are required to take module AR3030 (major dissertation of 6000–8000 words). Third Year students taking joint honours are required to take module AR3010 (minor dissertation of 3000–4000 words). To complete your dissertation, you must follow these six steps:

Step 1 (Initial Briefing)

All students doing the AR3010 (5-credit) and AR3030 (10-credit) dissertation module **must attend** a briefing session, to be held on **Wednesday 4th October** at 5pm in Conn S5 (Connolly Building). This session will be given by the Dissertation Coordinator, Dr Colin Rynne, and will include the following:

- Short talk on the research design, organization and presentation of dissertations
- A Q/A session dealing with issues and concerns that students may have
- Presentation of a handout explaining the dissertation requirements
- An opportunity to look at examples of completed dissertations, some of which will be available for consultation on the Canvas page for these modules.

Step 2 (Expression of Interest)

Following the initial briefing, students must individually email the Dissertation Coordinator, Dr Colin Rynne (c.rynne@ucc.ie), outlining an area of archaeology they are broadly interested in for the dissertation topic (e.g. Bronze Age or Medieval; artifacts or fieldwork; scientific archaeology etc). The deadline for the submission of these research interests is **Friday, 27th October**. Dr Rynne will then allocate an academic supervisor to each student by return email.

Step 3 (first Supervisor Meeting)

The supervisor will meet each group of students to discuss the aims and approach to the dissertation. This is followed on the same day by a meeting between each student and the supervisor, with a view to agreeing a suitable dissertation project based on a suitable topic. The meeting, to be held by appointment by **end of November**, will also discuss the overall research design and study programme for the dissertation.

Step 4 (Annotated Bibliography/Dissertation Structure and Second Meeting)

The student must prepare an *Annotated Bibliography* on the agreed research topic, which should contain a list of the ten most relevant published references for the topic, along with a short paragraph explaining why each of these readings is important. The student must also prepare a 1–2 page statement outlining the proposed structure for the dissertation. Both documents must be emailed to the supervisor by **Friday 1st December**. The student should meet with the supervisor by appointment **later in December** to discuss the bibliography and to review the proposed dissertation structure.

Important: 10% of final dissertation mark is awarded for the *Annotated Bibliography*.

Step 5 (Student Presentation)

All dissertation students must give a Powerpoint presentation on their dissertation topic and engage in round-table discussion. Dates to be arranged by supervisor for **early April**. Students may arrange additional meetings with their supervisor (by appointment) during February and March if they so wish.

Important: 10% of the final module mark is awarded for participation in this seminar.

Step 6 (Submission)

Students must submit the dissertation through Canvas by 5pm on **Friday 19th April, 2024**. The dissertation must also be submitted through Turnitin in Canvas, with a Turnitin report attached. Late submissions will be subject to penalty mark deductions unless there are grounds for mitigation.

Summary of Dissertation Schedule

4th October	Initial Meeting – Introductory Lecture/Meeting
27th October	Deadline for submission of research interests
In November	First meeting with Supervisor, at time to be arranged.
1st December	Annotated bibliography and dissertations structure plan deadline
In December	Second meeting with supervisor, at time to be arranged.
Early April	Student presentations, at time to be arranged with supervisor
19th April	Submission deadline

THIRD YEAR ARCHAEOLOGY TIMETABLE

AR3037 The Viking World and Ireland; **AR3040** Health, Diet and Disease in Early Societies; **AR3045** The Industrial Archaeology of Ireland, 1750-1930; **AR3047** Professional Practice in Archaeology; **AR3050** Archaeo-Palynology; **AR3051** Wetland Archaeology and Palaeoenvironments; **AR3052** Beyond the Celtic World; **AR3053** Landscape Archaeology; **AR3054** Late Iron Age Ireland and the Roman World; **AR3056** The Archaeology of Post-Medieval Ireland, c.1550-1750; **AR3058** Museums, Anthropology and Archaeology; **AR3061** Ireland’s Golden Age: Art and Craft AD 600–1200; **AY3002** Dark Heritage: Anthropology of Death, War and Difficult Pasts.

Semester	9.00	10.00	11.00	12.00	1.00	2.00	3.00	4.00
1A <i>Wks 6-11</i>								
Mon.		AR3052 ConnC						
Tues.								
Wed.		AR3052 S5						
Thurs.						AR3052 S2	AR3052 S2	
Fri.								
Semester 1B <i>Wks 12-17</i>								
Mon.		AR3054 J7						
Tues.						AR3056 S5		AR3037 S3
Wed.	AR3054 S2		AR3056 J1	AR3056 J1				
Thurs.		AR3037 Conn S3					AR3056 S2	AR3054 J5
Fri.	AR3037 J1	AR3037 J1			AR3054 S5			

Semester	9.00	10.00	11.00	12.00	1.00	2.00	3.00	4.00
2A <i>Wks 24-29</i>								
Mon.						AR3051 S3A		
Tues.						AR3051 S3		
Wed.	AR3051 S2 AY3002 J1	AR3051 S2 AY3002 J1	AR3045 S5		AR3045 J1		AR3058 J7	AR3058 J7
Thurs.			AR3058 J7			AR3045 J1 AY3002 Conn B	AR3045 J1 AY3002 ConnB	
Fri.						AR3058 J7		
Semester 2B <i>Wks 30-33, 36-37</i>								
Mon.	AR3053 J7	AR3047 J5		AR3061 S3A	AR3040 S3A	AR3040 S3A		AR3050 S5
Tues.					AR3050 S3A	AR3050 S3A	AR3053 J7	AR3040 J1
Wed.		AR3047 S2			AR3053 S3	AR3053 S3	AR3061 J7	AR3061 J7
Thurs.		AR3050 J5	AR3061 J7			AR3047 J5	AR3047 J5	AR3040 J1
Fri.								

THIRD YEAR MARKING SCHEME

The scheme shown below is used in marking both essays and exam scripts.

UCC Grades as %	Description
86–100	First Honours. The work is exemplary. It is exceptionally well informed about relevant scholarly debate in Archaeology and demonstrates a very high level of intellectual engagement with current archaeological practice.
76–85	First Honours. The work is outstanding and demonstrates comprehensive knowledge, understanding and skill in Archaeology, appropriate to the level of the qualification.
70–75	First Honours. The work is excellent and attests to a comprehensive archaeological knowledge, understanding and skills appropriate to the level of the qualification.
65–69	Second Honours, grade 1. The work is very good and is evidence of a strong understanding of ideas and concepts in Archaeology, as well as a strong familiarity with the archaeological record.
60–64	Second Honours, grade 1. The work is good and attests to an understanding of archaeological ideas and data, but with limited evidence of independent critique or insight. There is good evidence that all the learning outcomes appropriate to the level of qualification are satisfied.
55–59	Second Honours, grade 2. The work is academically sound and shows a good level of accuracy, discussion and use of relevant archaeological information.
50–54	Second Honours, grade 2. The work is academically sound with a reasonable level of accuracy and use of relevant archaeological information, but with limited discussion of same.
45–49	High Pass. The work is acceptable, but indicates a somewhat limited knowledge and discussion of archaeological concepts and information.
40–44	Low Pass. The work is acceptable, but provides barely adequate evidence of archaeological knowledge, understanding and skills. It

	reveals some accuracy in the use of a limited amount of archaeological information.
35–39	Fail. The work narrowly but clearly fails to be acceptable, and to provide sufficient evidence of archaeological knowledge, understanding and skills.
30–34	Fail. The work is unacceptable and provides insufficient evidence of archaeological knowledge, understanding and skills. It has some relevant observations; however, there are many factual errors and omission of important aspects of relevant material.
20–29	Fail. The work examined is unacceptable and provides little evidence of archaeological knowledge, understanding and skills. It contains highly inaccurate information and has no element of discussion.
10–19	Fail. The work examined is unacceptable and provides negligible evidence of archaeological knowledge, understanding and skills. The student has not addressed the topic in a relevant manner
0–9	Fail. The work examined is unacceptable with no evidence of relevant archaeological knowledge, understanding and skills. No answer is marked as zero.

CONTINUOUS ASSESSMENT

SUBMISSION OF ESSAYS AND OTHER CONTINUOUS ASSESSMENTS

Online submission through TURNITIN on CANVAS

What is Turnitin?

Turnitin is an online tool, which is integrated with CANVAS (see page 31 for further detail on CANVAS), that allows students to:

- submit assignments electronically
- check them for plagiarism.

How does it function?

Both students and staff are given a password that allows them to access CANVAS (<https://www.ucc.ie/en/canvas/>). When you have done so, and selected the appropriate course, on the left frame you will see an 'assignments' link: click on this. Once you have chosen the appropriate assignment, you can upload your essay – exactly as with any other email attachment – and it is sent to the assigning lecturer's prescribed Turnitin assignment page. Please find detailed instructions on TURNITIN submission on Page 35.

- A digital copy of all continuous assessment for Archaeology modules should be submitted to Canvas via Turnitin (unless otherwise advised by your module coordinator)
- Always save a copy of submission instructions for yourself

PENALTIES FOR LATE SUBMISSION OF ASSESSMENTS

Where continuous assessment work is submitted up to and including 7 days late, 10% of the total marks available shall be deducted from the mark achieved. Where work is submitted up to and including 14 days late, 20% of the total marks available shall be deducted from the mark achieved. Work submitted 15 days late or more shall not normally be accepted.

Students who submit assignments after the due date may apply to have these penalty marks waived or have their work accepted for examination. To do so, students must email their lecturer a completed *Continuous Assessment Mitigation Form* with the late assignment. Copies of this CAM form (overleaf) may be downloaded from the department web-site ('Student Resources' section) or can be obtained by emailing your lecturer.

SPECIAL NOTICE FOR THIRD ARTS STUDENTS

Students who have to repeat third year module assessments in the Autumn examinations will have a 40% cap on their final degree result (unless mitigation is approved by the University for reasons of illness etc). Note that the Second Year result contributes one third of the final Archaeology mark in Third Year.

DEPARTMENT OF ARCHAEOLOGY

Continuous Assessment Mitigation (CAM) Form

University College Cork requires all students to work to the highest standards, to realize their own potential and to reflect the academic standing of the institution. Student performance in coursework may, on occasion, be affected by circumstances outside the individual's control.

Policy

The Department will consider all genuine statements of mitigating circumstances in respect of coursework. The following are the only acceptable grounds for mitigation:

- Short- or long-term medical illness, supported by doctor and/or hospital certificates
- Personal trauma and depression-related illness, supported by documentation from UCC student counsellors and/or doctors
- Bereavement of close family members and friends during the academic year.

The Department does not approve time extensions for written coursework. Students should submit essays or other assignments as soon as possible after the due date, along with a completed Continuous Assessment Mitigation (CAM) Form explaining the reasons why the work is late or incomplete. Depending on the explanation offered, the Department will decide whether to accept the work for assessment and whether to waive penalty mark deductions.

The Department does not accept mitigation requests in respect of formal University examination papers taken in either the Summer or Autumn sittings. Students who defer module assessment, or must repeat failed courses, should apply separately to the University Mitigation procedures to have the 40% cap on their Autumn examination marks removed.

Procedure

1. Students must complete a CAM Form (next page) for each course module where consideration of mitigating circumstances is required. This form is available at the Essay box, from the Departmental Office or may be downloaded from our web-site or
2. The completed form and relevant med certs etc must be attached to the essay or other element of continuous assessment when this is eventually submitted to the Department Office.
3. Students applying for continuous assessment mitigation should also inform their module coordinator by email. Please note that individual staff members cannot give time extensions for written assignments and are not able to apply mitigation when grading coursework.
4. Any student who knowingly submits false or misleading information in connection with a CA mitigation application will be subject to Department disciplinary procedures.

Important

No requests for Continuous Assessment mitigation will be considered after 1st May each year.

Outcomes

Students should contact the lecturer concerned to ascertain whether their appeal has been successful. The decisions made by the Department in relation to these mitigation requests are final.

DEPARTMENT OF ARCHAEOLOGY

Continuous Assessment Mitigation (CAM) Form

Student name _____

Student number _____

Module code _____

Element of Continuous assessment concerned? _____

When was the written assignment due? _____

When did you eventually submit the work? _____

This form must be completed for each continuous assessment element (essay, class exam, project etc) in each module where mitigation is requested. Please attach the completed form when you are submitting the essay or other CA work.

MITIGATION

Please outline personal, medical or other extenuating circumstances why you were unable to submit the continuous assessment assignment or why the work was late. Medical certificates and other supporting documentation should be attached to this form as appropriate.

I confirm that I have read the CA Mitigation policy (overleaf) and that the above information is accurate to the best of my knowledge.

Signed _____

Date _____

DECISION

For Department use only

PLAGIARISM

It is expected that all essays, projects and other elements of continuous assessment submitted for examination will be the student's own work. Students should take care to distinguish their own ideas and knowledge from information derived from other sources. Plagiarism is the presentation of someone else's work as your own. When done deliberately, it is cheating, since it is an attempt to claim credit for work not done by you and fails to give credit for the work of others. Whether deliberate or inadvertent, plagiarism is a form of academic misconduct. It is not tolerated by the Department of Archaeology, and can result in the rejection/failure of said work and other disciplinary sanctions in line with University policy (for details see: <https://www.ucc.ie/en/exams/procedures-regulations/>)

In almost any academic pursuit, one learns from the ideas and the work of others. Therefore, in preparing any work to be presented as part of a course assessment, one must rely on other people's scholarship to develop one's own work. It is imperative, however, that these sources are fully acknowledged, following the standard referencing practice within the discipline of Archaeology (see page 70 of booklet).

Forms of Plagiarism

Verbatim (word for word) quotation without clear acknowledgement

Quotations must always be identified by the use of either quotation marks or indentation, with full referencing of the sources cited. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else's ideas and language.

Cutting and pasting from the Internet without clear acknowledgement

Information derived from the Internet must be adequately referenced and included in the bibliography. It is important to evaluate carefully all material found on the Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.

Paraphrasing

Paraphrasing the work of others by altering a few words and changing their order, or by closely following the structure of their argument, is plagiarism if you do not acknowledge the author whose

work you are using. A passing reference to the original author in your text may not be enough; you must not create the misleading impression that the paraphrased wording or the sequence of ideas are entirely your own. You must properly attribute all material derived from lectures.

Collusion

This can involve unauthorised collaboration between students, failure to attribute assistance received, or failure to follow precisely regulations on group work projects. It is your responsibility to ensure that you are entirely clear about the extent of collaboration permitted, and which parts of the work must be your own.

Inaccurate citation

It is important to cite correctly, according to the conventions of your discipline. As well as listing your sources in a bibliography, you must indicate, using an in-text reference, where a quoted passage comes from. Additionally, you should not include anything in your references or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text.

Failure to acknowledge assistance

You must clearly acknowledge all external assistance that has contributed to the production of your work. This need not apply to the assistance provided by your tutor or supervisor, or to ordinary proofreading, but it is necessary to acknowledge other guidance that leads to substantive changes of content or approach.

Use of material written by professional agencies or other persons

You cannot make use of professional agencies to produce your work nor submit material written for you, even with the consent of the person who has written it.

Auto-plagiarism

You must not submit work for assessment that you have already submitted (partially or in full) to fulfill the requirements of another course or examination.

For a detailed guide on how to avoid plagiarism consult the following UCC web-page:

<http://red.ucc.ie/index.php/writing-plagiarism>

USING OUR WEBSITE

Third Year students should be familiar with the web-site of the Department of Archaeology. This may be accessed through the UCC home page, under 'Colleges and Departments' or directly through our web address:

www.ucc.ie/archaeology

The web-site provides general information on the Department, our staff and research interests. It also provides details of our teaching programmes (www.ucc.ie/archaeology/currentstudents), as well as a 'Student Resources' page (under 'Current Students' on the menu bar).

The 'Student Resources' page contains the following documents that can be downloaded as PDF files:

- Guide to Essay Writing
- Assessment Submission Form
- Continuous Assessment Mitigation Form
- Examples of AR3010 and AR3030 dissertations
- Guide to Fieldwork Safety
- Third Year Booklet (if you lose this booklet you can download a replacement)

CANVAS

CANVAS is a system designed to make class notes, course materials, announcements, assignments, etc. available to you for each of your registered modules. Please note that you must complete all stages of the student registration process for CANVAS to become available to you. Changes in registration can take up to 24 hours to be reflected on your CANVAS account.

Your registration status for chosen courses/modules can be accessed via the MyStudentAdmin service at <https://sit.ucc.ie>

ACCESSING CANVAS

Direct access is at <https://canvas.ucc.ie> or via the UCC's Student IT homepage at <https://sit.ucc.ie>. Enter your UCC email address and SIT password.

CANVAS APP

You can also download the free CANVAS STUDENT APP for Android and iOS devices. When first launching the App search for 'University College Cork' and enter your UCC Umail address and SIT password.

DASHBOARD

The DASHBOARD is your main landing page after login to CANVAS. Here you will see tabs for each of your registered modules. These tabs can be re-arranged (drag-and-drop) in order of preference. You can also switch the DASHBOARD between 'Card', 'List' and 'Recent Activity' views.

If a module is not listed your registration may still be pending (check your status at the MyStudentAdmin), or the coordinator/lecturer may not yet have activated the module on CANVAS.

COURSE/MODULE SITE

Clicking on a tab will bring you to your chosen course/module (e.g. AR1001). Here you will have access to course content, including class notes, announcements, assignments and whatever other material your module coordinator/lecturer makes available.

You can navigate the CANVAS site using the main menu on the left side.

Please note that individual course/module sites may vary in appearance on CANVAS. This will depend on the material being made available by your module coordinator and how they choose to structure the site.

ANNOUNCEMENTS

Class announcements will be posted via CANVAS. These will be visible in the 'Announcements' section for each CANVAS site. You will also receive an announcement notification in your UCC student Umail inbox. Please **regularly check** your CANVAS and Umail for important announcements.

CALENDAR

CANVAS has a calendar function that allows you to post and keep track of events and to-do items. Some course coordinators/lecturers may use the calendar to post important dates (fieldtrips, due dates, etc.) for a course/module. These dates will also appear on your calendar. Please note, not all coordinators may avail of this function so it is important to you confirm important dates with your Module Coordinator and in your Year Booklets.

SUBMITTING ASSIGNMENTS

You will be required to submit a digital copy of your essay/assignments along with your printed submissions (see Continuous Assessment Submission Guidelines page 19). Digital submission is via file upload on CANVAS (as a PDF or Microsoft Word file).

The submitted document will automatically pass through TURNITIN, a system which scans the text to identify content taken from another source. The scan will typically take a few minutes, but it can take longer at busier times or for larger documents. Once completed you will receive an originality report as a percentage breakdown. Most assignments will carry a percentage of previously published material. This is perfectly fine if this material is correctly sourced and use is not excessive. You will find guidelines on essay writing in your Archaeology Year Booklets and on the Boole Library's 'Assignment Essentials' pages.

A detailed guide on the Turnitin Assignment upload process can be found on page 52

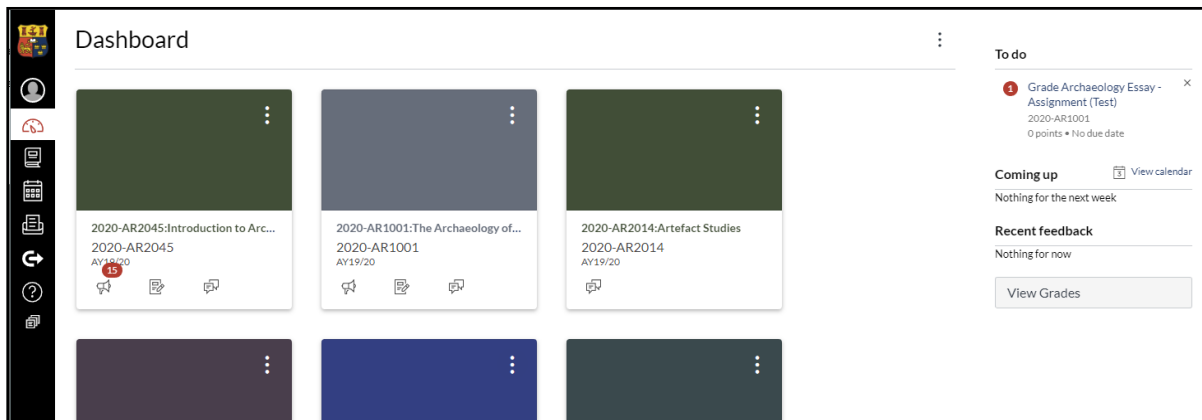
LEARN MORE

You will find a 'UCC-CanvasStudentOrientation' course available on your DASHBOARD. It is worth a look to help get you get up and running with CANVAS.

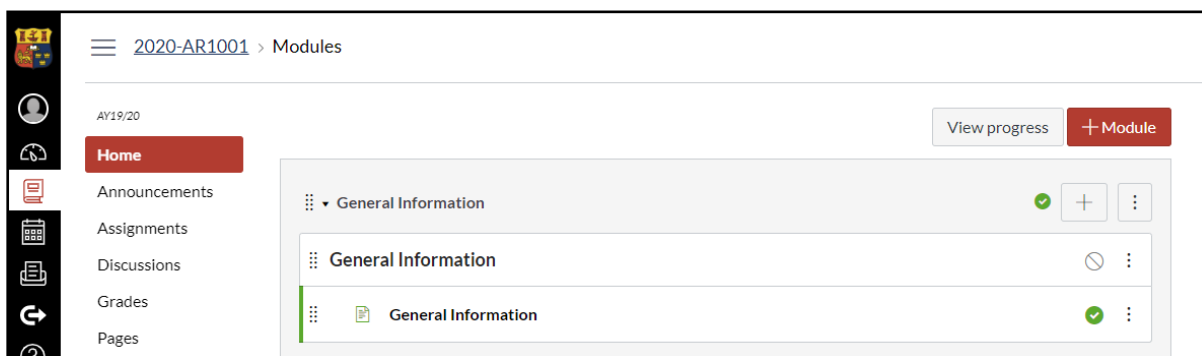
Use the HELP icon to access CANVAS support. Here you have access to 24/7 live chat, email and phone support. There is also a comprehensive FAQ section and links to detailed instructional guides and videos.

At the beginning of each module your coordinator/lecturer/tutor should give you an overview of CANVAS and how they intend to structure and use it.

CANVAS login (circled) from UCC SIT homepage



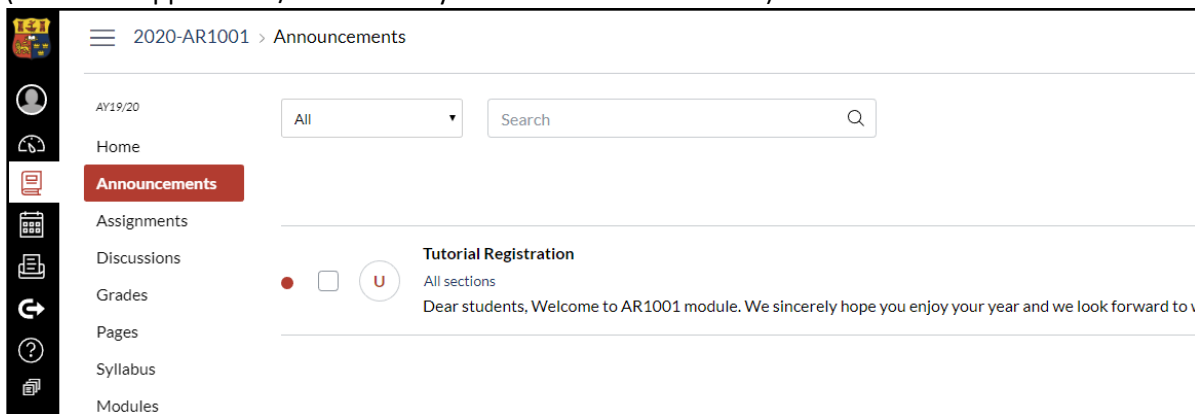
DASHBOARD where you will find all of your registered modules provided module coordinators have made them available. (Note: Your module list will differ from the above).



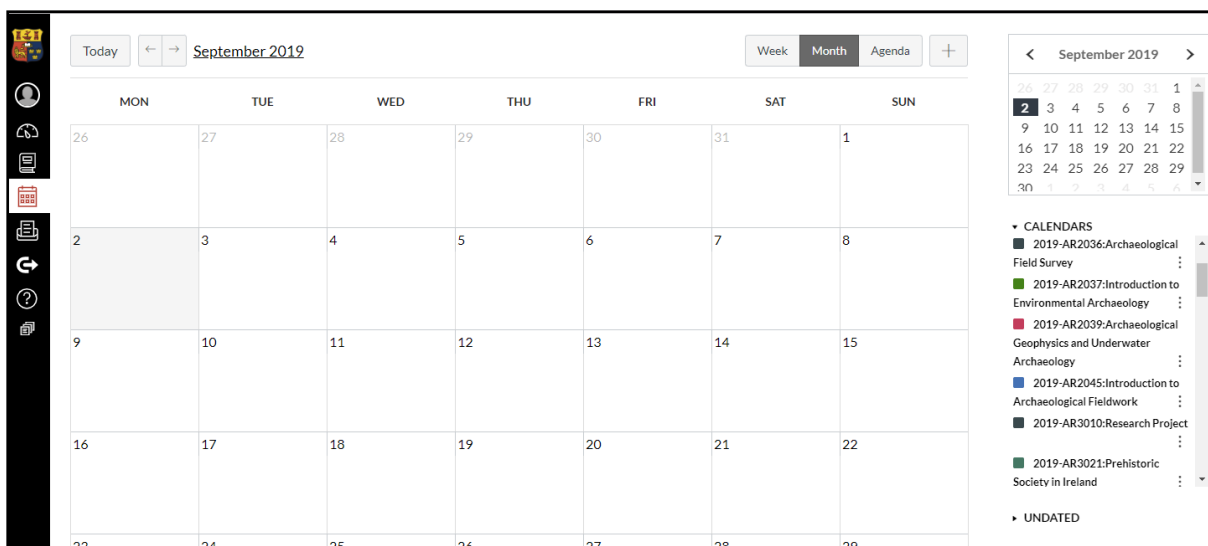
Module landing page. Note navigation menu on left which will direct you to pages – Announcements,

Assignments, etc.

(Note: The appearance/structure of your CANVAS site will differ).



An example announcement as access via the 'Announcements' tab on the navigation menu. You should also receive an automated email to your UCC Umail account once Announcements are posted to all of your registered CANVAS modules.



The CALENDAR function in CANVAS. Here you can add events and to-do items. Some Module Coordinators may use the calendar to post class events/deadlines. These will also appear on your calendar. Please note, not all coordinators may avail of this function so it important to you confirm important dates with your Module Coordinator and in your Year Booklets.

SUBMISSION OF ESSAYS THROUGH TURNITIN

ALL ESSAYS AND PROJECTS ARE SUBMITTED ONLINE THROUGH CANVAS

You should already be familiar with CANVAS. If not, please consult page 29 or see the 'UCC-CanvasStudentOrientation' course on your CANVAS DASHBOARD.

All essays/assignments/dissertations for the Archaeology Department should be accompanied by a digital copy (unless advised otherwise by your module coordinator).

Remember to submit your paper copies to the Assignment Submission Box ahead of the deadline set by your module coordinator. The digital submission should be uploaded by end of deadline day at the latest.

The submitted document will automatically pass through TURNITIN, a system which scans the text to identify content taken from another source. The scan will typically take a few minutes, but it can take longer at busier times or for larger documents.

Once completed you will receive an originality report as a percentage breakdown. Most assignments will carry a percentage of previously published material. This is perfectly fine if this material is correctly sourced and use is not excessive.

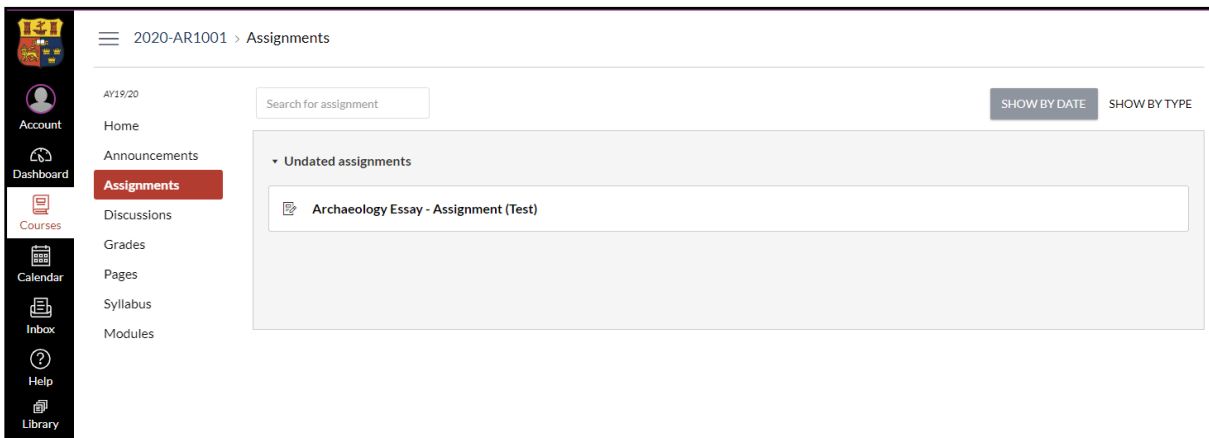
You will find guidelines on essay writing in your Archaeology Year Booklets and on the Boole Library's 'Assignment Essentials' pages.

UPLOADING AN ASSIGNMENT

1. Access your module via the **DASHBOARD**
2. Select the **ASSIGNMENT** page using **the navigation menu** on the left
3. Current assignments due for that module will be listed. Click on your chosen assignment
4. A new page giving brief details on the assignments will load
5. Click the '**Submit assignment**' button to begin the upload process. A new window will appear requesting that you choose a file
6. Select the '**Choose File**' button to locate a file from your local hard drive
7. You can upload a file direct from your **Google Drive** (or Office 365) by selecting the relevant tab and entering your login details when prompted
8. **PDF** and **Microsoft Word** documents will be accepted
9. [Optional] You can add a brief comment to accompany your submission if required
10. Check the '**Agree to**' box
11. Click the '**Submit assignment**' button

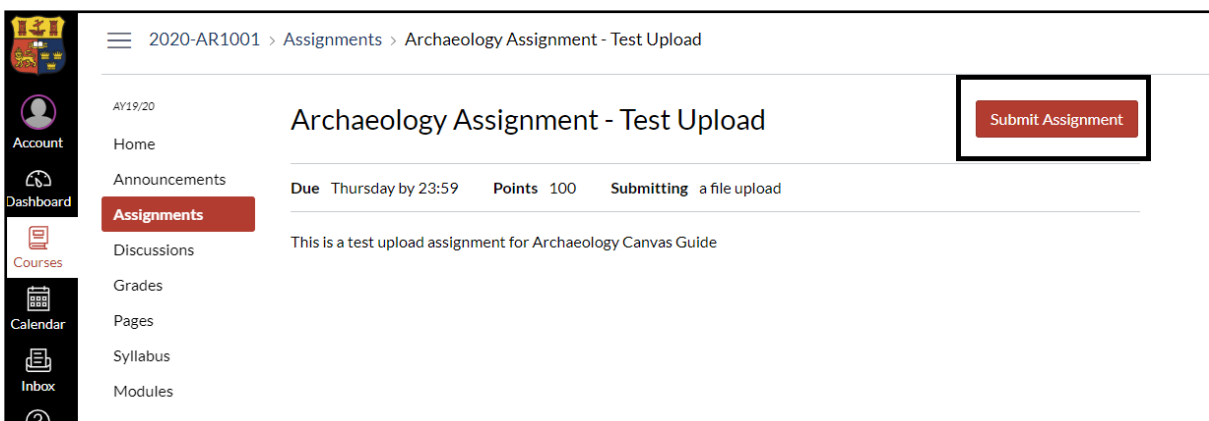
12. Upload can take a while depending on the file size and your connection speed. Once upload is complete you will receive a **'Submitted!'** notification.

13.

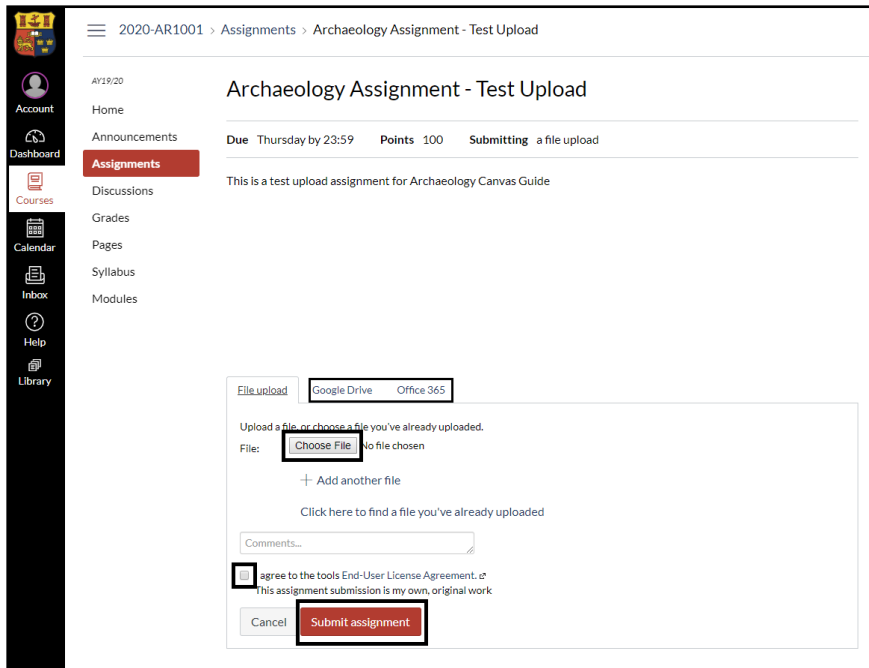


Enter your module on CANVAS and select the 'Assignments' tab on the navigation menu to left.

Select your chosen Assignment (bearing in mind there may be two or more available).



Click on 'Submit Assignment'.



'Choose File' to upload a file stored locally on your hard drive. Alternatively, link to your Google Drive (or Office 365) account. Check 'Agreement...' box and click 'Submit'.

TURNITIN

Following upload, the document will automatically pass through TURNITIN, a system which scans the text to identify content taken from another source. The scan will typically take a few minutes, but it can take longer at busier times and for larger documents. Once completed you will receive an originality report as a percentage breakdown. Most assignments will carry a percentage of published/previously uploaded material. This is perfectly fine if this material is correctly sourced and use is not excessive. You will find guidelines on essay writing in your Archaeology Year Booklets and on the Boole Library's 'Assignment Essentials' pages.

- To view TURNITIN's results, click the 'Submission Details' link which will appear following the successful file upload
- When TURNITIN completes its scan, a % figure will appear (a 'stop-watch' icon will be visible while the document is still being processed). This figure indicates the percentage of text traced to a published/previously submitted source. To further analyse this, click the % icon to launch a separate window for the TURNITIN FEEDBACK STUDIO.

(Remember that the scan is an automated process and can take some time to complete. You do not need to remain logged into CANVAS while this is underway. To come back to the results later, simply log-in to CANVAS and follow the steps outlined above to revisit the module's 'Assignments' page. Here you will find your uploaded assignment.)

- TURNITIN's FEEDBACK STUDIO will open your document and flag sections of your text that it can trace to published/previously submitted sources. This is a useful learning tool, allowing you to view an 'originality report' and to see if you have correctly acknowledged all material. Should you wish to revisit your text and make alterations, you can re-submit the assignment on CANVAS ahead of the submission deadline (depending on how your lecturer/tutor configures the assignment). To do this, follow the steps outlined above. Step 5 will now prompt you to 'Resubmit assignment'.

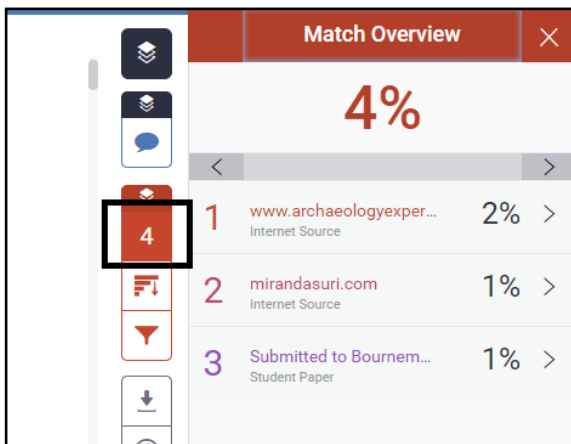
Please Note: If you choose to resubmit on CANVAS, please ensure that the version you print for marking matches the updated digital version before posting this in the 'Assignments Submission Box'.

Submission may take some time, depending on file size and network connection. Once complete you should see the above screen. To view the TURNITIN report, click on 'Submission Details'.

The 'stop-watch' icon means that TURNITIN is still processing/scanning your document. This might take some time depending on document size and connection speed. You can leave CANVAS and return at any time later – this will not disrupt the process.

When TURNITIN has completed processing you will find a % figure (4% in the example above). This is a measure of how much of the text content in your document can be traced to published material/previously uploaded

material in the comprehensive TURNITIN database. To see the results, click on the % icon. This will launch the TURNITIN FEEDBACK STUDIO in a new browser tab.



The TURNITIN FEEDBACK STUDIO will present your original uploaded document on the left and its Match Overview window (above) to the right. It identifies the published/previously uploaded material sources and flags them in the text. Click on each of the results to find more information on the source material.

THIRD YEAR ARCHAEOLOGY MODULES

AR3010 RESEARCH PROJECT

Credit Weighting: 5

Semester(s): Semesters 1 & 2.

Date and venue of module briefing: Wed 4th October at 5pm in Conn S5 (see page 18 above).

Module Coordinator: Dr Colin Rynne, Department of Archaeology.

Lecturer(s): Staff, Department of Archaeology.

Module Objective: To introduce students to archaeological research methods and test their ability to complete an archaeological project on a theme related to any module taken or being taken in the Archaeology Department.

Module Content: Students are required to submit a 3000–4000 word dissertation, which can be an essay based on archaeological literature, an analysis of a body of material, or a fieldwork project (depending on availability of material and adequate supervision). The standard of organisation and presentation (complete bibliography, proper referencing, adequate and clear illustration) is important.

Learning Outcomes: On successful completion of this module, students should be able to:

- Formulate an original research topic.
- Identify and access appropriate bibliographic resources and other sources of relevant information.
- Identify and apply appropriate research methods.
- Synthesise information on the chosen archaeological theme, with the appropriate referencing.
- Prepare a bibliography appropriate to the project.
- Communicate research results effectively in a written presentation.
-

Assessment: Total Marks 100: Continuous Assessment 100 marks (1 x 3000–4000-word dissertation).

Compulsory Elements: Continuous Assessment.

Formal Written Examination: No Formal Written Examination.

Requirements for Supplemental Examination: Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (Any failed or non-submitted dissertation must be submitted for the Autumn Supplemental Examination)

AR3030 DISSERTATION

Credit Weighting: 10

Semester(s): Semesters 1 & 2.

Date and venue of module briefing: Wed 4th October at 5pm in Conn S5 (see page 18 above).

Module Co-ordinator: Dr Colin Rynne, Department of Archaeology.

Lecturer(s): Staff, Department of Archaeology.

Module Objective: To introduce students to archaeological research methods and test their ability to complete an archaeological project on a theme related to any module taken or being taken in the Archaeology Department

Module Content: Students are required to submit a 6000–8000 word dissertation, which can be an essay based on archaeological literature, an analysis of a body of material, or a fieldwork project (depending on availability of material and adequate supervision). The standard of organisation and presentation (complete bibliography, proper referencing, adequate and clear illustration) is important.

Learning Outcomes: On successful completion of this module, students should be able to:

- Formulate an original research topic.
- Identify and access appropriate bibliographic resources and other sources of relevant information.
- Identify and apply appropriate research methods.
- Synthesise information on the chosen archaeological theme, with the appropriate referencing.
- Prepare a bibliography appropriate to the project.
- Communicate research results effectively in a written presentation.

Assessment: Total Marks 200: Continuous Assessment 200 marks (1 x 6000–8000 word dissertation).

Compulsory Elements: Continuous Assessment.

Formal Written Examination: No Formal Written Examination.

Requirements for Supplemental Examination: Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (Any failed or non-submitted dissertation must be submitted for the Autumn Supplemental Examination).

AR3037 THE VIKING WORLD AND IRELAND

Credit Weighting: 5

Semester(s): Semester 1B.

Teaching Method(s): 24 x 1hr(s) Lectures.

Date and venue of first lecture: Tuesday 24th October at 4pm in Conn S3

Lecture timetable and rooms: Tues 4-5pm S3, Thurs 10-11am S3; Fri 9-11am J1.

Module Co-ordinator and Lecturer: Mr John Sheehan, Department of Archaeology.

Module Objective: To provide students with an understanding of the archaeological evidence for the Vikings in Ireland and its background.

Module Content: This module begins with a brief introduction to the Viking Age and its background. The activities and impact of the Scandinavians in Ireland are then considered, and topics that are explored include regionalisms, economies and identity.

Learning Outcomes: On successful completion of this module, students should be able to:

- Analyse the dynamics that led to the Viking Age in Ireland.
- Define and evaluate the key characteristics of the Viking Age in Ireland.
- Critically evaluate the consequences of the Scandinavian impact on Ireland.

Assessment: Total Marks 100: Formal Written Examination 60 marks; Continuous Assessment 40 marks (Class test 30 marks; fieldtrip report 10 marks.).

Compulsory Elements: Formal Written Examination; Continuous Assessment.

Formal Written Examination: 1 x 1.5 hr(s) paper(s) to be taken in December 2023.

Requirements for Supplemental Examination: 1 x 1.5 hr(s) paper(s) to be taken in Autumn 2024. Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (Essays in lieu of failed elements of continuous assessment.).

AR3037 The Viking World and Ireland

Lecture content:

1. Introduction
2. Sources for the study of the Viking World
3. Scandinavia in the Viking Age 1
4. Scandinavia in the Viking Age 2
5. North Atlantic Vikings 1
6. North Atlantic Vikings 2
7. Viking raiding 1
8. Viking raiding 2
9. Longphorts 1
10. Longphorts 2
11. Longphorts 3
12. Graves and grave-goods 1
13. Graves and grave-goods 2
14. Graves and grave-goods 3
15. Urbanism 1
16. Urbanism 2
17. Silver hoards 1
18. Silver hoards 2
19. Urban hinterlands 1
20. Urban hinterlands 2
21. Ideology and Christianisation
22. Craft and Art
23. Class-test
24. Overview

Field-trip: Saturday 25th November 2023

This lecture schedule may be changed at the discretion of the Department

AR3040 HEALTH, DIET AND DISEASE IN EARLY SOCIETIES

Credit Weighting: 5

Semester(s): Semester 2B.

Date and venue of first lecture: Monday 26th February at 1pm in Conn S3A

Lecture timetable and rooms: Mon 1-3pm S3A, Tues 4-5pm J1 and Thurs 4-5pm J1

Module Co-ordinator and Lecturer: Dr Barra O'Donnabhain, Department of Archaeology.

Module Objective: The course introduces students to the history of ideas about human variation and the history of the study of human remains in archaeology. The emergence of bioarchaeology in the late 20th century resulted in a change of focus from typological studies to research into health, diet and disease.

Module Content: The course charts the development of modern research agendas in bioarchaeology. Research investigations into past diets are discussed and the course will also consider the origins and evolution of human diseases.

Learning Outcomes: On successful completion of this module, students should be able to:

- Demonstrate familiarity with the history of human variation in the past.
- Assess changes in the focus of the study of human remains in archaeology that reflect broader theoretical changes in the discipline.
- Assess information on current issues in palaeodietary studies.
- Assess information on current issues in palaeopathology.

Assessment: Total Marks 100: Formal Written Examination 50 marks; Continuous Assessment 50 marks (1 x In-Class Essay 50 marks).

Compulsory Elements: Formal Written Examination; Continuous Assessment.

Formal Written Examination: 1 x 1.5 hr(s) paper(s) to be taken in Summer 2024.

Requirements for Supplemental Examination: 1 x 1.5 hr(s) paper(s) to be taken in Autumn 2024. Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (as prescribed by the Department).

AR3040 Health, Diet and Disease in Early Societies

Lecture content:

Class 1/2 Introduction; the Early Modern ideas of human variation: Archbishop Ussher to Phrenology

Class 3 Darwin and evolution

Class 4 The emergence of bioarchaeology

Class 5/6 Research into past diets

Class 7 Bone chemistry and diet

Class 8 Bone chemistry case studies

Class 9/10 Teeth and diet

Class 11 Cultural contingency of ideas of health and illhealth

Class 12 Arab-Aristotelian ways in understanding the human body

Class 13/14 Class test

Class 15 Emergence of western biomedicine

Class 16 Pathology and Palaeopathology

Class 17/18 Palaeopathology and the origins of agriculture I

Class 19 Palaeopathology and the origins of agriculture II

Class 20 Activity-induced pathology

Class 21/22 Degenerative joint disease

Class 23 Trauma

Class 24 Trauma case studies

The content of this lecture schedule may be changed at the discretion of the Department.

AR3045 THE INDUSTRIAL ARCHAEOLOGY OF IRELAND, 1750-1930

Credit Weighting: 5

Semester(s): Semester 2A.

Date and venue of first lecture: Wednesday 17th January at 11am in Conn S5

Lecture timetable and rooms: Weds 11-12 S5, Weds 1-2pm J1 and Thurs 2-4pm J1.

Module Coordinator and Lecturer: Dr Colin Rynne, Department of Archaeology.

Module Objective: To provide students with an overview of the archaeology of industrial society in Ireland, c.AD 1750-1930.

Module Content: An overview of the archaeology of industry and industrial society in Ireland, in the period c.AD 1750-1930. The main emphasis will be on an introduction to the main theoretical and methodological approaches applied to the study of settlement forms, economy, society and material culture in Ireland in the latter historical period.

Learning Outcomes: On successful completion of this module, students should be able to:

- Understand the nature of incipient industrialisation in Ireland before AD 1750 and identify its landscape impacts.
- Critically evaluate the physical development of the types of industry created in Ireland before AD 1930.
- Gain an active appreciation of the application of recent methodological approaches in landscape archaeology to material culture of Irish industrialisation.
- Contextualise Ireland's role in the industrialisation of Britain and the continent.

Assessment: Total Marks 100: Formal Written Examination 60 marks; Continuous Assessment 40 marks (1 x In-class essay 30 marks; Fieldtrip Attendance and Report 10 marks.).

Compulsory Elements: Formal Written Examination; Continuous Assessment.

Formal Written Examination: 1 x 1.5 hr(s) paper(s) to be taken in Summer 2024.

Requirements for Supplemental Examination: 1 x 1.5 hr(s) paper(s) to be taken in Autumn 2024
Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (as prescribed by Dept.).

AR3045 The Industrial Archaeology of Ireland, c.1750-1930

Lecture content

1. Industrial archaeology: origins, definitions, scope of study
2. The development of industrial landscapes
3. Recycling past and present: building conservation and adaptive re-use
4. Industrial motive power: (i) Animal power
5. Industrial motive power: (ii) Water-power
6. Industrial motive power: (iii) Wind power
7. Industrial motive power: (iv) Steam-power
8. The archaeology of agriculture and its products: (i) Irish farm buildings and mechanisation
9. The archaeology of agriculture and its products: (ii) Flour and oat-milling
10. The archaeology of agriculture and its products: (iii) Breweries
11. The archaeology of agriculture and its products: (iv) Distilleries
12. Extractive industries: (i) Stone quarrying
13. Extractive industries: (ii) The coal industry
14. Extractive industries: (iii) Non-ferrous metals and minerals
15. Extractive industries: (iv) The iron and steel industries
16. Extractive industries: (v) The clay industries
17. Manufacturing industries: (i) Textiles
18. Manufacturing industries: (ii) Shipbuilding
19. Transport and communications: (i) Roads and bridges
20. Transport and communications: (ii) Railways
21. Utility industries (i) Water supply
22. Utility industries (ii) Gas and electricity
23. Housing the workforce
24. Summation

Fieldtrip Cork City: Saturday 17th February 2024

AR3047 PROFESSIONAL PRACTICE IN ARCHAEOLOGY

Credit Weighting: 5

Semester(s): Semester 2B.

Date and venue of first lecture: Monday 26th February at 10am in Conn J5

Lecture timetable and rooms: Mon 10-11am J5, Weds 10-11am S2 and Thurs 2-4pm J5

Module Co-ordinator and Lecturer: Mr John Sheehan, Dept of Archaeology.

Module Objective: To provide students with an overview of professional archaeology in Ireland, with reference to career possibilities in Ireland and abroad.

Module Content: This module will introduce students to the organisation and practice of professional archaeology in Ireland. The organisation and profile of archaeology is examined, as is the economic and societal environment within which the profession operates. The legislative and administrative aspects of State archaeology are considered in respect of the work of central and local government agencies, and the commercial environment of private sector archaeology is reviewed. The role of the museum sector is examined, as is the cultural heritage management and tourism sectors.

Learning Outcomes: On successful completion of this module, students should be able to:

- Understand the legal and legislative framework within which the profession of Archaeology in Ireland operates.
- Recognise areas in Archaeology where employment opportunities may exist now or in the future.
- Develop their employment potential by knowing how to build on academic training with relevant work experience and skill-sets.
- Engage with modern profession of Archaeology in Ireland in terms of its organisational and employment framework.

Assessment: Total Marks 100: Formal Written Examination 50 marks; Continuous Assessment 50 marks (1 x Class Test 50 marks).

Compulsory Elements: Formal Written Examination; Continuous Assessment.

Formal Written Examination: 1 x 1.5 hr(s) paper(s) to be taken in Summer 2024.

Requirements for Supplemental Examination: : 1 x 1.5 hr(s) paper(s) to be taken in Autumn 2024
Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (as prescribed by Dept.).

AR3047 Professional Practice in Archaeology

Lecture content

1. Course introduction: legal and organizational framework for Irish Archaeology (north and south); historical background to current policies and structures.
2. State Archaeology: work, organization and policies of central government agencies (National Monuments Service, DCHG; The Heritage Council).
3. State Archaeology: local government heritage units; archaeology in bodies such as Coillte, Bord na Móna and Bord Gáis.
4. State Archaeology: Transport Infrastructure Ireland.
5. Research Archaeology: universities.
6. Research Archaeology: the Discovery Programme; independent researchers.
- 7-8. *Case study*
9. Commercial Archaeology: history, development and organization.
10. Commercial Archaeology: professional practice and the Institute of Archaeologists of Ireland.
- 11-12. *Case study.*
1. Archaeological consultancy: specialists in the profession
2. Museum Archaeology: the role of the National Museum.
- 15-16 *Case study*
17. Museum Archaeology; local and county museums and display centres.
18. Archaeology and cultural heritage tourism. Community Archaeology
19. Teaching of Archaeology: first and second level; third and fourth level; adult education.
20. Archaeology in the media.
21. Archaeology and the Internet.
22. A career in Archaeology? Qualifications, work experience and skill-sets.
23. Postgraduate studies in Archaeology: research degrees.
24. Postgraduate studies: taught masters programmes.
- 25-26 Class exam.

AR3050

ARCHAEO-PALYNOLOGY

Credit Weighting: 5

Semester(s): Semester 2B.

Date and venue of first lecture: Monday 26th February at 4pm in Conn S5

Lecture timetable and rooms: Mon 4-5pm Conn S5, Tues 1-3pm S3A, Thurs 10-11am J5.

Module Co-ordinator and Lecturer: Dr Benjamin Gearey, Department of Archaeology.

Module Objective: This module will introduce students to the practice of palynology, the analysis of sub-fossil pollen. It aims to provide students with a rigorous grounding in pollen analysis within the context of archaeological sites and questions (archaeo-palynology) in particular, with a focus ranging from site to landscape. It will also highlight the role of palynology within broader environmental archaeological frameworks in Ireland and further afield.

Module Content: This module will be structured around lectures/seminars and practical classes. The lectures will introduce students to the theory and method of palynology, with subsequent practical classes allowing students to develop 'hands on' laboratory skills, including microscopic identification of pollen grains, data presentation and analyses. The module will also incorporate comprehensive case studies of the application of palynological data in archaeological research, including landscape scale themes such as the Mesolithic-Neolithic transition, Holocene climatic and cultural change and human activity and site-specific studies of environmental context and economy.

Learning Outcomes: On successful completion of this module, students should be able to:

- Apply basic theory, method and practice of palynology, including sample collection, sub-sampling and laboratory techniques including pollen extraction, microscope identification and data presentation.
- Critically interpret palynological data in terms of patterns of vegetation change, human activity and the associated archaeological record.
- Show an appreciation of the contribution that such data can make to understanding of long term patterns of environmental change.
- Assess the role of pollen analysis within broader archaeological study.

Assessment: Total Marks 100: Formal Written Examination 60 marks; Continuous Assessment 40 marks (1 x Class Tests 40 marks each).

Compulsory Elements: Formal Written Examination; Continuous Assessment.

Formal Written Examination: 1 x 1.5 hr(s) paper(s) to be taken in Summer 2024.

Requirements for Supplemental Examination: 1 x 1.5 hr(s) paper(s) to be taken in Autumn 2043. Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (as prescribed by the Department).

AR3050 Archaeo-palynology

Lectures

Archaeo-Palynology		
Session	Title	
1	Introduction: course outline and basic terms	Pt 1
2	Archaeology and palynology	
3	Environmental archaeology and palynology	
4	Pollen analysis: first principles	Introduction and critical concepts
5	Sampling sites and sample recovery	
6	PRACTICAL I: Introduction to sampling	
7	PRACTICAL II: Sub-sampling and sediment description	
8	Pollen extraction: laboratory procedures	Pt 2
9	Pollen identification: basic morphology and type material	Sampling and sub-sampling
10	PRACTICAL III Trees	
11	PRACTICAL IV Shrubs	
12	PRACTICAL V Herbs	
13	Identifying sub-fossil pollen and introduction to project case study	
14	PRACTICAL VI Pollen project counting	Pt 3
15	PRACTICAL VII Pollen project counting	
16	PRACTICAL VIII Pollen project counting	
17	PRACTICAL IX Data collation and analysis	
18	Data entry and analysis: TILIA and TILIA GRAPH	Pt 4
19	Data entry and analysis: TILIA and TILIA GRAPH	
20	Interpreting pollen data I: taphonomy	
21	Interpreting pollen data II: the project pollen diagram	
22	Interpreting pollen data III: time and chronology	
23	Interpreting pollen data IV: comparing archaeological and palynological data	
24	Conclusions, Q&A's	

AR3051 WETLAND ARCHAEOLOGY AND PALAEOENVIRONMENTS

Credit Weighting: 5

Semester(s): Semester 2A.

Date and venue of first lecture: Monday 15th January at 2pm in Conn S3A

Lecture timetable and rooms: Mon 2-3pm S3A, Tues 2-3pm S3, Weds 9-11am S2; Field Trip Saturday 10th February

Teaching Method(s): 24 x 1hr(s) Lectures.

Module Co-ordinator and Lecturer: Dr Benjamin Gearey, Dept of Archaeology.

Module Objective: This module will introduce students to wetland archaeology, the archaeological study of wetlands including peat bogs, river floodplains and coastal environments. It will present the importance of such contexts for the integrated study of archaeology and environmental archaeology. It will contrast the forms of information provided by wetland environments with terrestrial contexts and demonstrate the importance of information from both contexts for an integrated understanding of past human activity. The module will also highlight the particular methodological approaches to investigating wetland sites.

Module Content: This module will be structured around lectures/seminars and a field trip. It will outline the formation processes of wetland environments and consider the processes underpinning the exceptional preservation of organic material in wetland environments. The module will focus on a series of case studies of iconic wetland sites and finds from Ireland and beyond, including human remains from the peatlands of northwest Europe ('bog bodies'), the trackway complexes of the Irish midlands, the prehistoric 'lake settlements' of the Somerset Levels of southwest England and Fenlands of east England. The module will also include a significant focus on the critical contextual information provided by palaeoenvironmental data, the preservation of which is a key feature of wetland sites and landscapes. The module will also consider the fragility and vulnerability of wetland sites to a range of natural and anthropogenic threats.

Learning Outcomes: On successful completion of this module, students should be able to:

- Interpret the particular formation processes of wetland environments and their significance for human activity and the archaeological record.
- Appreciate the difference between the preservation environments of wetland and dryland contexts and the implications for the survival of different forms of archaeological and palaeoenvironmental remains.
- Assess the importance of wetland sites for the integration of archaeological and palaeoenvironmental datasets.
- Critically evaluate the contribution that wetland archaeology has made to archaeological understanding and understand the specific methodological approaches to different wetland environments.

Assessment: Total Marks 100: Formal Written Examination 60 marks; Continuous Assessment 40 marks (Class Test 30 marks; Fieldtrip report 10 marks).

Compulsory Elements: Formal Written Examination; Continuous Assessment.

Formal Written Examination: 1 x 1.5 hr(s) paper(s) to be taken in Summer 2024.

Requirements for Supplemental Examination: 1 x 1.5 hr(s) paper(s) to be taken in Autumn 2024. Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (as prescribed by the Department).

AR3051 Lectures:

Session	Title	
1	Course Introduction	Pt 1 Course Introduction and Critical Concepts
2	A brief history of wetland archaeology	
3	Wetland landscapes: formation processes	
4	Wetland landscapes: formation processes and archaeological implications	
5	Case Study I: Peatlands of Ireland and northwest Europe	Pt 2 Case studies: Peatlands
6		
7		
8		
9	The Irish Peatlands: anatomy of a resource	Pt 3
10	Peatlands continued: Case study Derryville and the Lisheen Archaeological Project I	
11	Derryville and the Lisheen Archaeological Project Practical	
12	Upland peatlands in Ireland and beyond	
13	River valleys, Lakes and floodplains	Rivers, Lakes and Floodplains
14	River valleys and floodplains cont. Case study – prehistoric environments of eastern England	
15	Living in wetlands: the ‘lake village’ settlements of southwest England	
16	Flag Fen and beyond	Rituals and rites
17	Bogbodies I	Human remains: ‘bog bodies’
18	Bogbodies II: Case Study - Lindow Man	
19	Coastal and estuarine environments	Coastal contexts and submerged landscapes
20	Other wetland landscapes: submerged and marine archaeology	
21	Case study: The lost landscapes of Doggerland	
22	A fragile resource: threats, policies and the practice of wetland archaeology	Management and Policy: wetland archaeology in the 21 st Century
23	What is ‘wetland archaeology’?	Course conclusions and summary
24	Course Summary and Q and A session	

AR3052 BEYOND THE CELTIC WORLD – IRON AGE IRELAND

Credit Weighting: 5

Semester(s): Semester 1A.

Date and venue of first lecture: Monday 11th September at 10 am in Conn C

Lecture timetable and rooms: Mon 10-11 ConnC; Weds 10-11 (S5) and Thurs 2-4 (S2).

Module Co-ordinator and Lecturer: Dr Katharina Becker, Department of Archaeology.

Module Objective: To introduce students to the Irish Iron Age, including its material remains, sites, artefacts and issues with an emphasis on new discoveries, advances in analysis and interpretation.

Module Content: The course will cover Irish later prehistory from the Late Bronze Age (c.1150 BC) to the end of the first millennium BC. Sites as well as materials will form the basis for a theoretically informed examination of the Late Bronze Age and the Irish Iron Age. The well-known iconic Iron Age sites and artefacts will be set into their contemporary context of mostly newly excavated sites. Recent advances in our understanding of the material culture of the period will be explored in regard to how they add to our understanding of the Irish Iron Age. Through lectures and student tasks the site record and material culture will be examined in detail with an explicit focus on the main research questions and issues of the period.

Learning Outcomes: On successful completion of this module, students should be able to:

1. Appreciate the range of sites and materials of the Irish Iron Age
2. Assess interpretative approaches to the Irish Iron Age and their change against the background of developments in archaeological theory and discovery
3. Critically examine the archaeological record in regard past and current interpretations of the Iron Age in Ireland.
4. Evaluate the archaeological record against its British and European counterparts.
5. Identify central current and future research issues of the period.

Assessment: Total Marks 100: Formal Written Examination 60 marks; Continuous Assessment 40 marks (Continuous Assessment 50 marks (In-class Test 30 marks; Fieldtrip Quiz 10 marks)).

Compulsory Elements: Formal Written Examination; Continuous Assessment.

Formal Written Examination: 1 x 1.5 hr(s) paper(s) to be taken in December 2023.

Requirements for Supplemental Examination: 1 x 1.5 hr(s) paper(s) to be taken in Autumn 2024. Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (as prescribed by Department.).

AR3052 BEYOND THE CELTIC WORLD – IRON AGE IRELAND

AR3052 Beyond the Celtic World – Iron Age Ireland

Lecture content:

1. Introduction: Defining the Iron Age, course information.
2. The Golden Age – settlement, burial and identity of the Dowris phase of the Late Bronze Age.
3. The Golden Age – settlement, burial and identity of the Dowris phase of the Late Bronze Age.
4. The Bronze Age – Iron Age transition – the beginning or the end?

5. Environment, climate and subsistence in the Late Bronze Age and Iron Age.
6. Trackways and other wetland sites
7. Burial in Later Prehistory - ring-monuments, cremation and personal identity
8. Non-normative burial in Later Prehistory

9. Ballydavis, Co. Laois – Case study
10. Instead of this lecture, attend either, or both, of the guest lectures in the Department of Archaeology Lecture Series by Mary Cahill on the 25th or 26th of September.
11. Irish La Tène art in its international context
12. Iron Age La Tene scabbards. Carol Smith guest lecture

13. Project preparation
14. Cork horns.
15. Iron age technologies – iron working, wood working and glass making.
16. The ceremonial centers of the Developed Iron Age – Navan and Rathcroghan

17. The ceremonial centers of the Developed Iron Age – Dun Ailinne
18. The ceremonial centres of the Developed Iron Age - discourse
19. The linear earthworks of Ireland
20. Houses and temples – identifying Iron Age settlement

21. Case studies Lismullin, Raffin and Ballycullen
22. Lough Crew and the megalithic obsession
23. Ireland on the fringes of the Roman world.
24. A Celtic Iron Age? Overview and exam preparation

Day field-trip: 21st of October – with presentations

AR3053 LANDSCAPE ARCHAEOLOGY

Credit Weighting: 5

Semester(s): Semester 2B.

Date and venue of first lecture: Monday 26th February at 9am in Conn J7

Lecture timetable & rooms: Mon 9-10am J7, Tues 3-4pm J7, Weds 1-3pm S3.

Teaching Method(s): 24 x 1hr(s) Lectures; 1 x 1day(s) Fieldwork.

Module Co-ordinator: Prof William O'Brien, Department of Archaeology.

Lecturer(s): Staff, Department of Archaeology.

Module Objective: Introduce students to the theoretical concepts and methods of landscape archaeology, with reference to case-study research undertaken in Ireland.

Module Content: This module provides a general introduction to the theory and methodologies of landscape archaeology, with particular reference to recent research in Ireland. The lectures will explore different theoretical perspectives that can be applied to an understanding of 'landscape' in archaeology, and also the approaches employed in the analysis of these locations. Students will be introduced to different landscape types through case-studies drawn mainly from research in the Department of Archaeology. The module concludes with an examination of an archaeological landscape where students will be taken on a guided field excursion.

Learning Outcomes: On successful completion, students should be able to:

- Trace the history of landscape archaeology in Ireland and abroad.
- Assess the overall approach to landscape archaeology and its methodologies.
- Apply basic field survey methods to the analysis of archaeological landscapes.
- Collate cartographic, documentary and field information with other sources, to produce reports on archaeological landscapes.
- Examine the historical significance of archaeological landscapes at a local, regional and national perspective.
- Examine the potential of local archaeological resources in terms of touristic and educational initiatives.

Assessment: Total Marks 100: Continuous Assessment 100 marks (Continuous Assessment 100 marks (1 x In-class test 30 marks; field project and participation 70 marks)).

Requirements for Supplemental Examination: Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (Failed essay to be repeated and failed project to be re-submitted (as prescribed by Department)).

AR3053 Lecture schedule 2023/24

Week 1 (commencing 26th March)

Lecture 1: What is Landscape Archaeology? (Prof. William O'Brien)

Lecture 2: Theoretical perspectives on landscape (Prof O'Brien)

Lecture 3: Lough Gur and early landscape archaeology in Ireland (Prof O'Brien)

Lecture 4: Landscapes of memory: Tara, Navan and Cruachain (Dr Katharina Becker)

Week 2

Lecture 5: Sacred landscapes: Passage tomb cemeteries (Prof O'Brien)

Lecture 6: Landscapes of power: hillforts in prehistoric Ireland (Prof. O'Brien)

Lecture 7: Garranes: a minor royal landscapes in early medieval Ireland (Prof. O'Brien)

Lecture 8: The landscape archaeology of uplands (Prof O'Brien)

Week 3

Lecture 9: Field survey methods in upland landscapes (Nick Hogan)

Lecture 10: Case study: the Ardgroom landscape, Co. Cork (Nick Hogan)

Lecture 11: Case-study: the Barrees landscape, Co. Cork (Prof O'Brien)

Lecture 12: Doing your landscape archaeology project (Nick Hogan)

Beara Peninsula project field-trip Saturday, 16th March, 2024

Week 4

Lecture 13: Introduction to GIS 1 (Nick Hogan)

Lecture 14: Introduction to GIS 2 (Nick Hogan)

Lecture 15: GIS applications in Archaeology 1 (Nick Hogan)

Lecture 16: GIS applications in Archaeology 2 (Nick Hogan)

Week 5

Lecture 17: Historic Christian landscapes (Dr Tomas Ó Carragáin)

Lecture 18: Historic urban landscapes (Dr Rynne)

Lecture 19: Industrial landscapes 1 (Dr Colin Rynne)

Lecture 20: Industrial landscapes 2 (Dr Rynne)

Week 6

Lecture 21: Ancient mining landscapes (Prof O'Brien)

Lecture 22: Coastal landscapes (Prof O'Brien).

Lecture 23: Wetland landscapes: Bogs and estuaries (Prof O'Brien)

Lecture 24: Class test.

AR3054 LATE IRON AGE IRELAND AND THE ROMAN WORLD

Credit Weighting: 5

Semester(s): Semester 1B.

Date and venue of first lecture: Monday 23rd October at 10 am in Conn J7

Lecture timetable and rooms: Mon 10-11am J7, Weds 9-10am S2, Thurs 4-5pm J5 and Fri 1-2pm S5.

Teaching Method(s): 24 x 1hr(s) Lectures.

Module Co-ordinator and Lecturer: Dr Katharina Becker, Department of Archaeology, with Dr David Woods, Department of Classics.

Module Objective: To provide students with an understanding of the archaeology of the Late Iron Age in Ireland, with reference to Romano-British connections from the first to the fifth centuries AD. To equip students with the factual and theoretical understanding to examine the history of the Roman Empire and the varied and complex relationships that existed with regions within and outside the Empire, most notably Britain and Ireland.

Module Content: This module examines the archaeological record of Ireland in the first half of the first millennium AD. This includes the newly emerged evidence for settlement, subsistence and economic activities. The evidence for different types of interaction with the Roman world is presented, considering historic, site and artefactual evidence. The history and archaeology of the Roman Empire will be briefly outlined. The concept of Romanisation and related processes will be critically examined and the example of the English and Scottish Late Iron Ages used as case studies.

Learning Outcomes: On successful completion of this module, students should be able to:

- Identify and review the various type of evidence from Ireland for interaction and contact with the Roman world.
- Outline the broad development of the Roman Empire
- Critically evaluate the evidence from Ireland in the context of processes of Romanisation and cultural contact with the provinces and regions beyond.

Assessment: Total Marks 100: Formal Written Examination 70 marks; Continuous Assessment 30 marks (Continuous Assessment 30 marks (1 x In-class test)).

Formal Written Examination: 1 x 1.5 hr paper to be taken in December 2023.

Requirements for Supplemental Examination: 1 x 1.5 hr(s) paper(s) to be taken in Autumn 2024. Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (as prescribed by the department)).

AR3054 Lecture Schedule:

1. Introduction (Dr Becker)
2. Late Iron Age Ireland in a Roman world: questions and concepts (Dr Becker)
3. The expansion of the Roman Empire (Dr Woods)
4. Roman imperialism (Dr Woods)
5. Pre-Roman Iron Age Britain (Dr Becker)
6. The slow conquest of Britain (Dr Woods)
7. Roman inventions: Coinage (Dr Woods)
8. Vindolanda: a Roman military fort on Hadrian's Wall (Dr Becker)
9. The end of Roman Britain (Dr Woods)
10. The Scottish Iron Age – new approaches (Dr Becker)
11. Roman coinage in Ireland (Dr Woods)
12. Ptolemy's map. Historic sources for Ireland and the Roman world (Dr Woods)
13. The archaeology of the Iron Age in Ireland (Dr Becker)
14. Native and non-native? The burial evidence of the Irish Iron Age (Dr Becker)
15. Late Iron Age burial in Ireland – Lambay Island and Bray Head (Dr Becker)
16. Concepts of identity – From Roman invaders to post-colonial approaches. Bateson, Rynne and the culture-historical approach (Dr Becker)
17. Drumanagh Fort and the exiled prince (Dr Becker)
18. Freestone Hill and Stoneyford – a settled Roman community? (Dr Becker)
19. Tara and the Rath of the Synods (Dr Becker)
20. Concepts of identity: from Roman invaders to post-colonial approaches. Armit on the Rath of the Synods (Dr Becker)
21. Golden, Newgrange and then Late Iron Age silver hoards– Roman objects in a pagan context (Dr Becker)
22. Roman glass and pottery from Ireland in its context (Dr Becker)
23. Late Iron Age lulls, new technologies and environmental downturns: the end of the Iron Age in Ireland? (Dr Becker)
24. Discussion and exam preparation (Dr Becker and Dr Woods)

AR3056 THE ARCHAEOLOGY OF POST-MEDIEVAL IRELAND, 1550–1750

Credit Weighting: 5

Semester(s): Semester 1B.

Date and venue of first lecture: Tuesday 24th October at 2pm in Conn S5

Lecture timetable and rooms: Tues 2-3pm S5, Weds 11-1pm J1 and Thurs 3-4pm S2

Teaching Method(s): 24 x 1hr(s) Lectures.

Module Co-ordinator and Lecturer: Dr Colin Rynne, Department of Archaeology.

Module Objective: To provide students with an overview of the archaeology of post-medieval Ireland, c.AD 1550-1750.

Module Content: A critical reappraisal of the archaeology of Ireland from the plantation period to the development of demesne landscapes in the early eighteenth century. Particular attention will be placed on introducing the current methodological approaches, and how post-processual theoretical brands have been and applied to the study of settlement forms, economy, society and material culture in Ireland during the post-medieval period.

Learning Outcomes: On successful completion of this module, students should be able to:

- Discuss the nature and extent of English attempts to colonise Ireland during the early seventeenth century, and to identify and evaluate how these transformed key aspects of the Irish landscape.
- Critically evaluate the failure of the Reformation in Ireland, and how important facets of the material culture of the Renaissance in Ireland were shaped by native resistance to English attempts to enforce change.
- Demonstrate an understanding of Ireland's important role in the burgeoning Atlantic economy, and how through this Ireland became a junior partner in English colonialism.
- Gain an active appreciation of the development of agricultural regimes and demesne landscapes in early eighteenth century Ireland.

Assessment: Total Marks 100: Formal Written Examination 60 marks; Continuous Assessment 40 marks (1 x In-class essay 30 marks; fieldtrip report 10 marks).

Formal Written Examination: 1 x 1.5 hr(s) paper(s) to be taken in December 2023.

Requirements for Supplemental Examination: 1 x 1.5 hr(s) paper(s) to be taken in Autumn 2024. Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (as prescribed by the Department).

AR3056 Lecture Outline

1. Introduction: the archaeology of modernity
2. Capitalism, colonialism and global trade networks
3. Later Gaelic Ireland: (i) Societal structure and polity
4. Later Gaelic Ireland: (ii) Economy and settlement
5. The ideology of the plantation: colonialism
6. Plantation Ireland (ii) The Munster plantation
7. Plantation Ireland (iii) The Ulster plantation
8. The plantation economy (i) agriculture
9. The plantation economy (ii) exploitation of natural resources
10. Crafts and industry
11. Food and diet
12. Urban landscapes of the 17th-century
13. Richard Boyle: a colonial entrepreneur in 17th-century Ireland
14. The archaeology of the Reformation
15. Ireland in the Renaissance
16. Ireland and the rise of the Atlantic economy
17. The development of demesne landscapes, 1600-1750
18. Elite housing in 17th-century Ireland: the fortified house and the demise of the tower house
19. The introduction of artillery fortifications
20. Transport and communications
21. The Georgian country house
22. Georgian cities in Ireland
23. Communications
24. The archaeology of proto-industrialization
25. Summary

Fieldtrip: Saturday 18th November, 2023

AR3058 MUSEUMS, ANTHROPOLOGY AND ARCHAEOLOGY

Credit Weighting: 5

Semester(s): Semester 2A.

Date and venue of first lecture: Wednesday 17th January at 3pm in Conn J7

Lecture timetable and rooms: Weds 3-5pm J7; Thurs 11-12noon J7; Fri 2-3pm J7

Teaching Method(s): 24 x 1hr(s) Lectures.

Module Co-ordinator: Dr Griffin Murray, Department of Archaeology.

Lecturers: Dr Griffin Murray, Margaret McCabe, Shauna Allen.

Module Objective: This module will examine the importance of museums in the modern world, the anthropological study of museums, and the work that anthropologists and archaeologists do within museums.

Module Content: Taking anthropological perspectives, this module will examine the changing relationship between museums and the people and communities from whom their collections originated. It will also examine audiences in the modern day, and the potential of museums as sites of imagination, debate and inclusion. Topics covered include the history and development of museums; the museum in the public sphere; the representation of indigenous peoples in museums; addressing colonial narratives; museums as memorial space; the display of the human body, and the politics of exhibiting the past in the present.

Learning Outcomes: On successful completion of this module, students should be able to:

- Appreciate the historical development of museums and their changing relevance to society
- Identify different anthropological approaches to the study of museums
- Interpret the political context of museums in modern society
- Apply theoretical frameworks from archaeology and anthropology to the study of objects and the relation between people and things in museum settings
- Evaluate the future of the museum in society.

Assessment: Total Marks 100: Formal Written Examination 70 marks; Continuous Assessment 30 marks (1 x 1,000 word project (Exhibition Review) 30 marks).

Formal Written Examination: 1 x 1.5 hr(s) paper(s) to be taken in Summer 2024.

Requirements for Supplemental Examination: 1 x 1.5 hr(s) paper(s) to be taken in Autumn 2024. Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (as prescribed by the Department).

AR3058 Lecture Outline

1. Introduction to the module
2. The Evolution of Museums
3. Museum Development
4. Ireland's Earliest Museums
5. The RIA's Archaeological Museum
6. World Fairs and Museums I
7. World Fairs and Museums II
8. The National Museum of Ireland (case study)
9. Oxford University Museum and the Pitt Rivers Museum (case study)
10. Museum Repatriation I (Margaret McCabe)
11. Museum Repatriation II (Margaret McCabe)
12. Museums and Racism
13. Universal Museums and the Parthenon sculptures (case study)
14. Human Remains I
15. Human Remains II
16. Indigenous Peoples and Museums
17. Indigenous Peoples and Human Remains (case studies)
18. Museum Activism I (Shauna Allen)
19. Museum Activism II (Shauna Allen)
20. Museums and Memory I
21. Museum and Memory II
22. Gender and Museums
23. Museums in Crisis
24. Module review and exam preparation

AR3061 IRELAND'S GOLDEN AGE: ART AND CRAFT AD 600–1200

Credit Weighting: 5

Semester(s): Semester 2b.

Date and venue of first lecture: Monday 26th February at 12noon in Conn S3A

Timetable and classrooms: Mon 12-1pm S3A, Weds 3-5pm J7 and Thurs 11-12noon J7

Module lecturer: Dr Griffin Murray, Department of Archaeology.

Module Objective: This module explores the art and craftsmanship of medieval Ireland, focusing on the metalwork, manuscripts, and sculpture of the 'Golden Age'.

Module Content: This module examines the rich artefactual heritage of Ireland's Golden Age during the early and high medieval periods. This was a time when craftsmanship in Ireland reached its highest point, producing objects of global significance. The 'Tara' brooch, Ardagh chalice, Cross of Cong, Book of Kells, and the stone high crosses are all explored in detail. The module investigates the different stylistic and technical influences in this period of change, including Celtic, Anglo-Saxon, Carolingian, Viking, and Romanesque. It also examines key artefacts from areas of Irish influence in Britain and the Continent.

Learning Outcomes: On successful completion of this module, students should be able:

- To evaluate the significance of Ireland's contribution to art and craftsmanship in the early and high medieval periods.
- Assess the impact of external cultural influences on art and craftsmanship in the period in Ireland.
- Assess the impact of Irish art and craftsmanship in Europe during the period.
- Record and analyse the key artefacts and sites of craft production from this period of Irish history.

Assessment: Total Marks 100: Formal Written Examination 70 marks; Continuous Assessment 30 marks (1 x In-class test 20 marks and Fieldtrip attendance and participation 10 marks).

Formal Written Examination: 1 x 1.5 hr(s) paper(s) to be taken in Summer 2024.

Requirements for Supplemental Examination: 1 x 1.5 hr(s) paper(s) to be taken in Autumn 2024. Marks in passed element(s) of Continuous Assessment are carried forward, Failed element(s) of Continuous Assessment must be repeated (as prescribed by the Department).

AR3061 Ireland's Golden Age: Art & Craft AD 600-1200

Lecture Schedule

1. Introduction to the module
2. 'Celtic' inheritance and Roman influence
3. Techniques of fine metalworking
4. The production of illuminated manuscripts
5. Artefacts of early Christianity
6. Personal ornaments and royal power in the 7th century
7. The development of Insular art: the long 8th century
8. 'Tara' and silver annular brooches
9. Ardagh and early European chalices (*Case study*)
10. The Derrynaflan hoard, a remarkable liturgical set (*Case study*)
11. Shrines and reliquaries in the 8th and 9th centuries
12. Bells and early bell-shrines
13. Insular crosiers background and meaning
14. Insular crosiers in Ireland and Scotland
15. The Viking impact on craft and artistic production
16. The Book of Kells (*Case study*)
17. The development of high crosses
18. Muiredach's cross at Monasterboice (*Case study*)
19. Manuscripts and metalwork in the 9th and 10th centuries
20. Church metalwork in the 11th century
21. Viking art in Ireland
22. The Cross of Cong and St Manchan's shrine (*Case study*)
23. Hiberno-Romanesque sculpture
24. SLIDE TEST

Day fieldtrip to see Treasury Exhibition at the National Museum of Ireland and to high cross at Moone, Co. Kildare, **Saturday 13th April 2024.**

CORE TEXTBOOKS FOR ARCHAEOLOGY

Lecturers provide reading lists at the start of each module. Recommended books are available in the Boole Library, with a limited number of copies for each title. Some lecturers place recommended articles and other readings on the Canvas page for a particular module. Student may also wish to purchase core text-books for some course modules. The following are some core texts that can be purchased through the University bookshop, Lowercase Ltd, located in the Student Centre (titles can be ordered for you if not in stock):

Semester 1

AR3054 Later Iron Age Ireland and the Roman World

Hobbs, R. and Jackson, R. 2010. *Roman Britain*. British Museum Press, London.

REFERENCING YOUR COURSEWORK

Referencing source material is an essential part of the writing of an essay or thesis. This is where you acknowledge the books, articles, websites, and any other material used in the submitted work. Failure to do so is poor scholarship, undermines the value of the work, and may lead to charges of plagiarism, resulting in a fail mark and possible disciplinary action.

Each essay and thesis must include a *Bibliography* that lists in alphabetical order all published or unpublished sources cited in the work. Each *Bibliography* entry must have enough information for the reader to locate that source on-line or in a library. *Citation* is where you refer in-text to sources that are mentioned or quoted within your writing. The in-text citation refers the reader to the exact place in your *Bibliography* where you will provide the full details of the source.

There are many ways of referencing sources. The following examples explain conventions in the so-called Harvard Style used by the Department of Archaeology, UCC. Correct and consistent application of punctuation and typography is very important, as in the following examples of a book and article reference:

BOOK

Bradley, R. 1990. *The Passage of Arms*. Cambridge University Press, Cambridge.

Surname [followed by comma and space] **Initial** [full stop and space] **Year of Publication** [full stop and space] **Book title** [in italics with principal words capitalized] [full stop and space] **Publisher** [comma and space] *Place of publication* [full stop]

ARTICLE IN JOURNAL

Blance, B. 1961. Early Bronze Age colonists in Iberia. *Proceedings of the Prehistoric Society* 35, 192–202.

Surname [followed by comma and space] **Initial** [full stop and space] **Year of Publication** [full stop and space] **Article title** [only first word capitalized, apart from names etc] [full stop and space] **Title of Journal** [in italics, with principal words in capitals] [space] **Volume number** [comma and space] **pagination** [full stop]

EXAMPLES

BOOK

Bradley, R. 1990. *The Passage of Arms*. Cambridge University Press, Cambridge.

BOOK (two authors)

Bradley, R. and Edmonds, M. 1993. *Interpreting the Axe Trade*. Cambridge University Press, Cambridge.

MONOGRAPH IN SERIES

Manning, C. 2009. *The History and Archaeology of Glanworth Castle, Co. Cork: Excavations 1982–4*. Department of the Environment, Heritage and Local Government Archaeological Monograph Series 4. Dublin.

CHAPTER IN BOOK (i.e. Monograph in Series, Edited volume etc).

Charles, J.A. 1992. Determinative mineralogy and the origins of metallurgy. In Craddock, P. and Hughes, M. (eds) *Furnaces and Smelting Technology in Antiquity*. British Museum Occasional Papers 48, 21–28.

ARTICLE IN JOURNAL

Blance, B. 1961. Early Bronze Age colonists in Iberia. *Proceedings of the Prehistoric Society* 35, 192–202.

THESIS

Anderson, E. 1994. Flint Technology in the Irish later Mesolithic. Unpublished MA thesis, University College Cork.

Please remember...

Italics only used for title of publication, be it a book, monograph or journal (but not a thesis, which is an unpublished work)

Do not use inverted commas; do not write 'p.' for page; do not write 'vol.'; do not write forenames in full.

Be sure to use an *en dash* to express page range (192–202), not a hyphen (192-202).

In-text Harvard references

In the body of the text, only the author's name and the year of publication should be cited, as well as the page numbers, e.g. '(Murray 1965, 243)', '(Murray and Brown 1968, 42)', except when the reference clearly is the overall publication, rather than a piece of information from within it (e.g. 'Waddell's publication is the main text book on Irish Archaeology' (Waddell 2000)).

Where the author's name occurs in the sentence, only the year and page number should be given in brackets, e.g. 'Murray (1965, 162) compared...'.

Where reference is made to a paper by three or more authors it should be shortened in the text, e.g. '(Downey *et al.* 2012)', but all of the author names should be given in the bibliography.

When referencing articles contained in monographs in series/edited volumes in your text, always reference the author or the individual paper, not the editor of the volume.

Referencing on-line sources

Example for a general website:

Wikipedia 'Ringfort', available: <http://en.wikipedia.org/wiki/Ringfort> [accessed 20 January 2011, 14:30]

The in-text citation will read: (Wikipedia 2011)

Example for a (fictitious) article published online:

Bloggs, J. 2009. The ringforts of west Cork. *Munster Archaeological Journal*, 29, 22–32. Available: <http://www.somewebsite.ie/somelink/someotherlink.cfm> [accessed 25 January 2010, 15:40]

The in-text citation will read: (Bloggs 2009)

Example for a (fictitious) book published online (E-Book):

Bloggs, J. 2010. *Archaeology in the Cork region*, Google Books [online], available: <http://www.google.com/somelink/someotherlink/etc> [accessed: 28 January 2010, 16:40]

The in-text citation will read: (Bloggs 2010)

Example of a (fictitious) image on the web:

Bloggs, J. 2008. The City from Above [image online], available: <http://www.jbloggs.com/somelink/someotherlink> [accessed: 15 January 2011, 12:30]

The in-text citation will read: (Bloggs 2008).

SAFETY GUIDELINES FOR FIELDTRIPS

- Obey the instructions of the fieldtrip leader(s).
- Take care when boarding and alighting from the bus – watch out for traffic.
- Wear suitable clothing and footwear, including a rain jacket.
- Walk, don't run, on uneven ground and slopes – Do not climb on walls
- No unruly behaviour or consumption of alcohol.
- Do not endanger yourself or others in the bus, in the field or during lunch-break.
- Respect other people's property - buildings, land, animals and fences.
- Always close gates.
- Walk around the edge of fields with crops.
- Bring your litter home.
- Beware of bulls, dogs and other animals.
- Do not interfere with machinery or power lines.
- Keep to arranged times and meeting places for lunch-breaks etc.
- Do not get separated from main group (or you could be left behind).
- Inform the leader before the tour if you have any particular health problems.
- Should you suffer any injury on a fieldtrip, please inform the leader immediately.

Please remember that you are representing University College Cork on field excursions and while conducting your own fieldwork.