



**Maynooth  
University**  
National University  
of Ireland Maynooth

**MAYNOOTH UNIVERSITY  
INTERNATIONAL SUMMER  
SCHOOL**

**SYLLABI FOR CLASSES**

***\*\*PLEASE NOTE THAT ALL  
SYLLABI MAY BE SUBJECT TO  
SLIGHT CHANGE OR  
MODIFICATION \*\****

# **CONTENTS**

1. Introduction Anthropology
2. International Marketing
3. Social Media
4. International Business Management
5. Public Speaking & Communications
6. Creative Writing
7. Modern Irish Literature
8. Ireland & The Great Famine
9. Art & Architecture in Ireland
10. Medieval Society
11. Early Ireland
12. Global Development Issues & Responses
13. Early Medieval Ireland: Society & Politics

Introduction to the  
Anthropology of Ireland

Anthropology

AN303

5 ECTS Credits

## **AN303SS: Special Topics: Area Studies: The Anthropology of Ireland**

### **Maynooth University Department of Anthropology**

What is Ireland? What is Irishness? This seminar series will consider multiple dimensions of Ireland and Irishness. In the popular imaginary, Ireland continues to conjure up images of a timeless, mystical landscape, rural animal husbandry and simple, chronically alcoholic folk. Ireland has had to contend with this image for centuries, yet its culture and people have been constantly shaped and defined by global forces, from initial contacts with continental invaders, to English colonisation, and contemporary stereotypes. What is Ireland and Irishness today?

Anthropology has played a role in this complex politics of representation, often eliding the reality of life here. Students will explore the development of cultural anthropology on both sides of the Atlantic. They will encounter important concepts and theories that will enable them to think critically about Ireland, Irishness, and questions of identity, tradition, community, family, and human-animal relationships. This seminar aims to look beyond representation and stereotypes, and explore Ireland's economic, social, and cultural challenges, and how its present and future look in the twenty-first century.

We will look at how Ireland's present-day multiplicity intersects with the traditional image of rural, Catholic monocultural, examining recent trends such as multiculturalism, activism, and social change. We will explore manifestations of Irish culture such as seeing how Irish tradition is reproduced, reformulated, and what meaning such practices hold for practitioners and spectators. Ireland has multiple and often conflicting identities, which we will examine through representation in museums and the media, and by conducting a mini-ethnography.

#### **Learning Outcomes:**

- Students will have been introduced to the development of anthropology in Ireland and its main themes that continue to be of concern and interest.
- Students will be familiar with shifting ethnographic approaches, methods and ethics to the study of human-animal relationships, family and kinship, communities, and notions of tradition.
- Through a variety of case studies, students will understand functionalism, structural functionalism, interpretative anthropology, and postmodern approaches to anthropology.
- Students will have engaged in critical thinking and ethnographic practice.

#### **Topic One:** Introducing Anthropology, Ireland, and thinking about culture

Session One: In our first seminar, we will introduce ourselves, discuss our diverse backgrounds, and why we are all here discussing Ireland and anthropology. We will then think critically about identity itself, using critical theoretical tools. We will also discuss the origins of anthropology, encounters with difference, and become familiar with some key aspects of the discipline through a practical exercise of ethnographic participant observation (written work as part of final assessment).

Session Two: In our second seminar, we will expand on our initial insights from our first practical exercise with a mini-ethnography. AN303 researchers will brainstorm the questions they want to ask

Irish people who have volunteered to visit the class. Researchers will obtain consent to audio record their interview, conduct a short interview, write fieldnotes and a short vignette of their interaction (written work as part of final assignment).

**Topic Two:** Field Trip to The Leprechaun Museum and The Tenement Museum (Dependent on Covid restrictions)

Session One: Our first meeting this week will be a field trip to The Leprechaun Museum and The Tenement Museum.

Session Two: In our second meeting this week, and following on from our trip to the museums, we will consider the culture and identity of modern Ireland and its various, sometimes conflicting, representations. We will think about how anthropologists recorded a shifting Irish culture over the decades and how this is reflected by the museums' tour guides. (Written work as part of final assessment.)

**Topic Three:** Societal shifts in Ireland and the impact on Human-Animal relationships

Session One: We will consider Ireland's (relatively) recent embrace of a progressive attitude towards divorce, LGBTQ+ and Traveller rights, and women's bodily autonomy. Amid a turn towards social conservatism across the globe, what does it mean for Ireland to be a vanguard of social change? To illuminate Ireland's recent social history, we will critically analyse *The 8<sup>th</sup>* (2021) a documentary that followed the campaign to change Ireland's abortion laws in 2018.

Session Two: We will continue to examine social change using the Second Demographic Shift as a framework. How are these values and practices changing who we include as 'family'. How have these changes contributed to an increase in considering pets as family? Does it help if they are cute? (Choose one topic from this week to write a 500 word essay as part of the final assessment.)

**Topic Four:** Irish Identity and Culture

Session One: In seminar one, we will consider the issue of race and identity, both in the construction of the figure of 'the Irish' in colonial, anthropological, and international sociocultural discourses, but also consider how it is changing in contemporary public discourse. There will also be an examination of how anthropologists have engaged with questions of racial difference over time. This will include a discussion of Irish Traveller culture and identity and their recent recognition of ethnic status by the Irish state (2017).

Session Two: In our final seminar, we will examine types of Irish performance including storytelling and a performance by guest musicians.

Readings will be available on Moodle. The module will be evaluated through participation in practical exercises (30%) and a 2000 word portfolio (70%) due at the end of the module. Details will be available on Moodle.

ENDS

International Marketing

Business

MN 313

5 ECTS Credits

## **Module Details: International Marketing**

Welcome to your International Marketing Module! This module aims to help you to gain insight into international marketing and the challenges managers face in marketing their products and services in a global context.

### **Contact:**

**School of Business**

**Maynooth University**

**Maynooth**

**Co. Kildare,**

**Ireland**

**Contact time: following lectures**

**Credit weighting: 5 ECTS**

### **Module overview:**

This course focuses on marketing management in global organisations through the international dimension. Over the eight central themes students will consider both tactical and strategic issues in marketing, as experienced by multinational companies (MNCs) and small and medium sized businesses (SMEs). Central themes are the nature of international marketing strategy; international environment(s); market analysis and selection; market entry and ownership strategies; international market segmentation; international product management; international pricing; and global communication strategies.

### **Learning outcomes:**

On successful completion of the module, students should be able to:

1. Develop a clear understanding of the nature and complexity of international marketing strategy.
2. Identify opportunities and challenges associated with the expansion into a new geographical market.
3. Formulate and analyse local and global strategies for product development, distribution, pricing, and promotion.
- 4.

### **Assessment:**

Assessment will be multi-dimensional as follows.

Details of each project will be distributed on Day 1 of the module.<sup>7</sup>

#### **1. Group Project 40%**

## **2. Individual Project 40%**

## **3. Multiple Choice Question Examination 20%**

**Pass standard:** 40%. In addition, attendance at all classes and tutorials is obligatory.

### **Moodle:**

Moodle is Maynooth University's online learning environment. All students are given access to Moodle. All content and material connected with your course will be available for viewing or for download on Moodle over the course of the Summer School. Class presentations, case studies, some readings etc, will be made available on Moodle.

### **Teaching Arrangements & Methods**

#### **Delivery and learning:**

This course is delivered through a mix of direct lecture hours, case study discussions, field trips, group work and individual work carried out during class hours. This will need to be supported by additional time spent in independent study, reading and research. While lectures and class work are an important part of the learning experience it is only a part and students are expected to supplement this through active participation in class and by independent study.

#### **Student participation:**

Students are expected to participate in all sessions through questioning and discussion to facilitate the formation of their critical judgment and thinking skills. Dissenting views are to be encouraged and explored.

**Prior Preparation:** The responsibility for learning for this course is on the student. The lectures and tutorials are designed to provide the ideal learning environment, but to get the best out of the lectures, preparation must be done by the student. You are expected to read materials in advance of lectures where advised. If you don't read in advance you are likely to be at a disadvantage in class discussions. From time-to-time additional reading will be recommended on specific topics. Participants are strongly encouraged to read outside the essential and recommended material. Presentations related to the module will be made available on Moodle. Textbook material, handouts, and PowerPoint slides should be considered as part of each lecture, they are offered to assist topic comprehension and note-taking by students; but should never be considered a substitute for taking notes. It is up to learners to take comprehensive class notes.

#### **Reading**



**The core textbook for this module is:**

Baack, D.W., Harris, E.G., and Baack, D. (2013): International Marketing, Sage.

OR (either will suffice)

Baack, D.W., Harris, E.G., and Baack, D. (2018): International Marketing, Sage.

**Supplementary book (which contains required readings also) is:**

Ghauri, P.N., and Cateora, P. (2014): International Marketing, (4th edition), McGraw-Hill.

Available to loan through the library

Available In the library:

Baack, D.W., Czarnecka, B. and Baack, D. (2019): International Marketing, (First Edition), Sage.

**Recommended Publications**

You can keep up to date with marketing developments by reading leading academic publications on business. Examples of these publications are:

- International Marketing Journal
- Harvard Business Review
- Management International Review
- International Small Business Journal
- European Journal of Marketing
- Journal of Marketing
- Journal of Global Marketing
- International Marketing Review
- Journal of International Business Studies
- Management International Review

These and many other resources can be accessed via the Maynooth University library. For access to journals, magazines, newspapers, industry reports, company reports, etc. go to the Electronic Resources tab. For journals, select “A-Z of electronic journals” (in the Quick Links section).

**Recommended Databases:**

- Business Source Complete
- Science Direct
- Global Market Information Database
- LexisNexis
- Marketline Business Information Center

## Useful Websites:

[www.medialive.ie](http://www.medialive.ie)

[www.asai.ie](http://www.asai.ie)

[www.aai.ie](http://www.aai.ie)

[www.iapi.ie](http://www.iapi.ie)

[www.amarach.ie](http://www.amarach.ie)

[www.idma.ie](http://www.idma.ie)

[www.mii.ie](http://www.mii.ie)

**Field Trips:** Field trips are an essential part of the module and will enhance each student's understanding of the topics. Trips are organised to businesses who are tackling a range of international marketing challenges. Details to be announced.

## Module Topics:

The outline of topics is detailed in the table below. This outline may change based on student requirements, field trip arrangements and venue availability. Students will be informed in advance of any changes and will receive details during the module regarding field trips. In addition, not all topics will necessarily be covered in equal depth.

Classes on the daily module topics are held each morning (except for days with field trips) to cover the learning outcomes of the topic in detail. Tutorials will be held in the afternoon. Tutorials will consist of a combination of discussion and debate on the morning topics, work on case studies, work on group and individual work, etc. Tutorials are flexible in terms of content and may change depending on student's requirements and preferences.

SAMPLE SCHEDULE

<b>Week</b>	<b>Date</b>	<b>Lecture Topics</b>	<b>Readings</b>
1	Monday	Introduction to the module Approach to learning <ul style="list-style-type: none"> <li>• Introduction to International marketing &amp; the importance of Culture.</li> <li>• Markets and Segmentation</li> </ul>	Baack (Ch. 1) Ghauri (Ch. 1)  Baack (Ch. 4) Ghauri (Ch. 11)
2	Wednesday	<ul style="list-style-type: none"> <li>• International Positioning</li> </ul>	Baack (Ch. 5) Ghauri (Ch. 9 & 11)
3	Monday	<ul style="list-style-type: none"> <li>• International Product &amp; Brand Marketing</li> </ul>	Baack (Ch. 7) Ghauri (Ch. 12 & 15)
4	Wednesday	<ul style="list-style-type: none"> <li>• International Channel Management</li> </ul>	Baack (Ch. 11) Ghauri (Ch. 17)
5	Field Trip Monday	<ul style="list-style-type: none"> <li>• TBA</li> </ul>	
6	Wednesday	<ul style="list-style-type: none"> <li>• International Marketing Communications</li> </ul>	Baack (Ch. 13)
7	Monday	<ul style="list-style-type: none"> <li>• International Promotion</li> <li>• Summary in Prep for Exam</li> </ul>	Baack (Ch. 14) Ghauri (Ch. 19)
8	Wednesday	Group Project Presentations & Final Exam  Wrap up and look to the Future	
		<b>Topics and dates are subject to change</b>	

**Social Media**

**Business**

**MN 329**

**5 ECTS Credits**

## **Overview**

In a digitally connected world, it is becoming increasingly important that social media and social networking skills are integrated into our business and marketing programmes. Social media has grown to be one of the primary communication channels on the internet. It has also become an essential component to many organisations in their digital marketing strategies.

Social media has impacted how we communicate, make decisions, find information, and purchase goods and services. Social media is embedded and leveraged in each component of the Marketing mix. The social media landscape is continually changing from the (relative) demise of Twitter to the rise of Instagram and the fast-emerging phenomenon that is TikTok. This has led to a lot of questions at the individual, collective, and organisational level. Examples include the following: How are individual and group identity processed on social media? Are social media communications perceived as authentic? How does the online consumer gather information on social media? How do influencers actually influence? How do online communities inform organisations?

This module takes a consumer behaviour and organisational perspective. It looks at how

powerful psychological dynamics have been translated into social media platforms and how these can work together to create business strategies, influence consumption and access to information. This module enables course participants to harness the power of social media whilst also critically reflect on its darker components. On completion of this module, learners will have conducted rigorous primary research using social media, discuss those results in relation to organisational and psychological theories, and apply their findings to business and marketing practices.

## **Learning Outcomes**

On successful completion of the module, students should be able to:

- Analyse and draw insights from consumer identities, online communities, and cultures on social media
- Develop a systematic understanding of how marketing intelligence is built through 'big data' for effective business strategies
- Critically apply an appropriate qualitative framework to undertake consumer insight research using social media

- Effectively communicate ideas and arguments derived from consumer insight research
- Critically reflect on current issues related to social media (ie. Diversity & inclusion, sustainability, ethics and privacy,...)

### ***Indicative Syllabus***

#### **Social Media and the Consumer**

- Understanding the consumer in the context of the digital world
- The history of social media and the ideology of the Silicon Valley
- Consumer identities, communities, and cultures on social media

#### **Social Media and the Organisation**

- Social Media Marketing
- Principles and practice of Netnography
- Social media monitoring & metrics

#### **Social Media and Current Issues**

- Ethics and Privacy on Social Media
- The Future of Social Media

### ***Assessments***

#### **Individual assessment (total 60%)**

- Media diet template 20%
- Reflective essay 40%

#### **Group assessment (total 40%)**

- Presentation 10%
- Report 30%

# International Business Management

Business

MN 215

5 ECTS Credits

# Welcome Message

As coordinator of the International Business (IB) module, I wish to welcome you to the module. This module will provide students with a comprehensive overview of the key aspects of international business management. International Business is concerned with the effective management of companies, resources and people across borders, both a challenge and opportunity for multinational companies (MNCs). Technology is significantly changing MNCs' operations in modern day organizational, national and global contexts, and the module covers real examples of this through lectures and classroom-based exercises.

Businesses operate in an increasingly globalised environment and most business graduates will develop careers which will involve some degree of working and managing in international environments. This module focuses on international aspects in management theory and literature, which are relevant across international cultures and borders. There is a particular focus on comparing the institutional context and cultures of countries. This serves the basis for analysing managing in international environments, considering approaches to ethics, negotiation, motivation, and management across countries. The applicability of theoretical concepts in different international environments is explored during the module, encouraging participants to consider and recognise the importance of understanding and embracing differences across countries.

There is no one single 'best' way to do business internationally and this course aims to examine the commonalities, tensions and ambiguities usually associated with operating across institutional and cultural borders. While interrelated, each of the core IB and management theory and practice areas will be explored and students will be encouraged to critically assess recent trends, relevant case studies and developments in the fields of study. The module provides for the blending of its theory and practice contents with the experiences of the participants and to this end, participants will be expected to contribute critical reflection on their experiences along with collaborative interpretation of such experiences in both classroom and study group settings.



Should you require clarification on any matter pertaining to the module, please do not hesitate to contact me. I look forward to working with you and I hope the module will be of value to you as you continue on your career in business management.

## Introduction

This handbook is designed to provide you with details of the module MN215SS: International Business, the learning outcomes, delivery and assessment arrangements. The handbook consists of 7 parts. In Part 1, background details to the subject area are provided and the broad aims of the module are set out. Part 2, consists of the module outline. In this part the (a) module learning outcomes, (b) the themes and topics to be explored are explained along with the (c) learning supports to be used. Part 3 gives details of the module delivery arrangements. It sets out the session arrangements and the expectations in relation to your prior preparation and student engagement. Part 4, provides details of the assessment techniques used in this module explaining the assessment components. In Part 5, the Maynooth University's grading policy is explained and grade descriptors drawing on the university document are given for each assessment component (i) individual assignment 1, (ii) Group assignment 2 and (iii) individual assessment 3. Part 6 will provide concluding comments.

Hence, this IB module comprises of the function and related elements and activities to examine the managing of today's international organizations. International management is the process of developing strategies, designing and operating systems, and working with people around the world to ensure sustained competitive advantage. This is done in the context of globalization which is characterized by networks of international linkages that bind countries, institutions, and people in an interdependent global economy. Economic integration results from the lessening of trade barriers and the increased flow of goods and services, capital, labor, and technology around the world. Some argue that the world is reverting more to *deglobalization*. This retreat, or inversion, is resulting from political crises, cybertheft, protectionism, and increasing trade barriers, which, in turn, have resulted from the global trade slowdown. The changing balance of growth toward emerging markets compared with developed ones, along

with the growing number of middle-class consumers in those areas Implications of the legal and global environments are examined and current issues such as political, security and economic risks are analyzed. Emphasis is placed on the modern day importance of managing firms across different institutional and cultural contexts.

## **Module Text**

This comprehensive manual has been designed to provide the input traditionally provided in the lecture theatre or classroom. It provides a ‘road map’ to guide you through the required reading from the prescribed textbook and other reputable academic readings. The method of study for this course will include a combination of lecture and discussion, problem-solving, small groups, case studies, field trips, outside research, roleplaying, and digital and social media presentations as well as assignments. The main prescribed textbook for this module is:

The module has been designed with the text book in mind. The majority of the required reading will come from this textbook and core journal articles. Students are also expected to read a number of additional articles and many of these can be sourced through Maynooth University’s online library. This is a postgraduate module and thus supplementary reading from the listed references is a requirement.

While each topic, when read with the prescribed text and/or reading, will give a thorough understanding of the subject, students are encouraged not only to study any additional readings suggested by the module coordinator but also to source relevant materials from reputable databases and libraries.

### **Suggested reputable sources for further reading**

\*See attached list of recommended academic journals on Moodle\*

These and many other resources can be accessed at Maynooth University's library (off campus access): <http://www.nuim.ie/library/>.

Each topic on Moodle includes a listing of readings related to the subject area. Students are not required to source all of these. The listing is broad so that those of you who may have particular interests – either now or later in your careers – will know where to start looking. Additionally, a list of relevant journals is provided. For this module however, it is recommended that you read the core (specific textbook chapters & journal articles) prior to each lecture and additional readings as required. Where possible, all journal papers cited here can be accessed through the University library. In addition, journal articles on the core reading list will be available for download either through the e-library or on Moodle. If you cannot find a cited paper in the library, contact module coordinator, who can deal with it. The core and additional readings will be supplemented by lecture notes and class discussions and exercises.

Any student who wants to find out more about course topics should begin his/her search in the references from these sources and MU's library, ignoring newspapers, and websites such as *Wikipedia*, *tutors4u* and *dictionary.com* for the time being. They have their uses in academic work but not for our purposes here and now.

Students will be better able to engage effectively in session discussions and learning activities if they are familiar with recent developments in IB and management in the Irish, American and global settings.

Learning outcomes are outlined for each topic on the slides – in many cases these mirror the objectives in the core readings (textbook chapters and peer-reviewed article). In addition each textbook chapter presents a summary of key learning points, case studies, discussion question, experiential and application exercises. A glossary of key terms and abbreviations can be found at the end of each chapter and the textbook.

The best form of learning is *active learning*. Here is a suggested approach to enable you to get the most out of this course.

- Read the course notes for the appropriate topic (on Moodle, prior to each lecture). This will give you an overview of the topic and highlight the various themes.
- Read the learning outcomes/objectives as given in the lecture slides and textbook.
- Next read the summary at the end of the chapter. Do not expect this brief summary to mean too much at this stage, but see whether you can relate some of the points made in it to some of the learning outcomes/objectives.
- Next start reading the chapter itself. Make notes as you are reading. These might include your own comments, references to other material, ideas that strike you about

how your own organisation (or one with which you are familiar) does or does not do the things highlighted in the reading or indeed how it might do them differently. Try to form your own views. Many things are a matter of interpretation and there is often scope for alternative views.

1. When you reach the end of the chapter read the summary. Then go back to the learning outcomes/objectives and ask yourself whether you have achieved them.

## **Taking Notes during Lectures**

It is highly recommended that you actively take your own lecture notes during each block release week-end. While lecture slides are provided, they are just 'sign posts' for the lectures and you should not depend solely on them as the lecturer will normally engage in detailed explanations of concepts and material contained in the slides, textbook and the required readings.

Participation in class discussions and exercises is strongly encouraged as they are crucial to enable you to relate the theory to your personal experiences. They give you the opportunity to express your understanding and application of the topics under discussion in practice. Furthermore, you will benefit from the experiences and insights of your peers challenging your own perspectives and actions.

Students are also strongly advised to attempt the discussion questions and exercises at the end of each topic. Additional assessment questions can be found as an appendix to this handbook. The purpose of these assessment questions is not only to stimulate student interest in the topic area but also to allow the student to monitor his or her own progress. These questions simply test the students understanding of the subject area. The questions are for the student's benefit only and while we recommend that students take the time to complete each and every assessment question, students are not required to submit answers to these questions and will not be evaluated on them. Some of the answers will come from your experience and reflection. Others you can check by going back to the text. The very act of going back and searching the text for the relevant details will further improve your understanding of the material.

## **Module Learning Outcomes**

On successful completion of the module, students should be able to:

Understand the impact of economic development and technology on industry, business practice, and consumers;

Appreciate the effects of institutional context on business operations in different countries;

Understand the frameworks for analysing different international cultures and their implications for managing culturally diverse workforces in dispersed organisations;

Critically assess the challenges of managing business relationships across cultures and contexts;

Critically assess management theories of motivation, negotiation, and ethics in different countries and cultures; and

Apply key frameworks to identify and analyse worldwide industries.

## **Module Themes**

This module will concentrate on four themes as follows:

- **An Introduction to International Business**
- **The Cultural Context of Global Management**
- **Strategy Formulation & Implementation**
- **Human Resource Management**

### **Student Effort Required:**

As a 5 ECTS module, depending on your level of interest in this topic and your ability to understand, absorb and apply IB concepts and practices you will need to spend a minimum of 125 hours of study on this module, including attendance at lectures, assignments and field trips.

### **Sample Delivery Schedule**

<b>Day</b> <b>(9.00 – 12.00)</b> <b>(13.00–15.00)</b>	<b>Topics Guideline</b>
<b>Tuesday</b>	<b>An Introduction to International Business</b> Core Reading: Chapters 1 & 2 of the core text Recommended Readings Communications Skills exercise Case studies
<b>Thursday</b>	<b>The Cultural Context of Global Management</b> Core Readings: Chapters 3, 4 and 5 of the core text Recommended Readings

	Comprehensive cases
<b>Tuesday</b>	<p><b>Field Trip: International business in Manufacturing Companies</b></p> <p>Newbridge Silverware Factory &amp; Museum of Style Icons</p> <p>Preparation: <b>Review the websites and other information online. Review your Individual Assignment brief and prepare questions to ask the presenters in each location</b></p>
<b>Thursday</b>	<p><b>Strategy Formulation &amp; Implementation</b></p> <p>Core Reading: Chapter 6, 7 &amp; 8 of the core text</p> <p>Recommended Readings</p> <p>Case studies</p> <p>Guest Speaker</p>
<b>Tuesday</b>	<p><b>Strategy Formulation &amp; Implementation</b></p> <p>Core Reading: Chapters 6, 7 &amp; 8 of core text</p> <p>Recommended Readings: To be advised</p> <p>Peer Learning exercise</p> <p>Comprehensive case studies</p>
<b>Thursday</b>	<p>Strategy &amp; Human resource Management</p> <p>Core Reading: Chapters 8, 9 &amp; 10 of core text</p> <p>Recommended Readings</p> <p>Case studies</p> <p>Critical Analysis Skills exercise</p>
<b>Tuesday</b>	<p><b>Human Resource Management</b></p> <p>Core Reading: Chapters 9, 10 &amp; 11 of core text</p> <p>Recommended Readings</p> <p>Case studies</p> <p>Peer Learning exercise</p>



<b>Thursday</b>	<b>Presentations of Group projects</b> <b>MCQ Test</b> <b>Integrative Term Project</b> Core Exercise: page 475 of core text
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## Teaching Arrangements & Methods

### Delivery:

This course is delivered throughout a 4 weeks period, but needs to be supported through substantial independent study, case studies, field trips, reading and research. Lectures are important signposts to learning, but are only part of the educational process at third level.

The learning process has therefore been designed to provide students with three broad workload categories:

- a) Taught lectures with lectures exploring both required and self-directed reading material
- b) Case studies, group work and individual reflection to develop students' critical thinking skills
- c) Field trips are an essential part of the module and will enhance each student's understanding of the topics. Trips are organised to businesses that are tackling a range of international marketing challenges.

### Format:

Classes on the daily module topic are held each morning (with other arrangements for days with field trips) to cover the learning outcomes of the topic in detail. Tutorials will be held in the afternoon. Tutorials will consist of a combination of discussion and debate on the morning topics, work on case studies, work on group and individual work, etc. Tutorials are flexible in terms of content and may change depending on student's requirements and preferences.

All students will be encouraged to engage in class discussion and debate in order to facilitate the formation of their critical judgments. Teaching methods will be constructivist, i.e. they will be delivered in the form of scaffolding for the learner who will be encouraged to construct their learning under guidance and with intensive participation.

The module provides for the blending of its theory and practice contents with the collective workplace experiences of the participants and to this end, participants will be expected to contribute critical reflection on their workplace experiences along with collaborative interpretation of such experiences in both classroom and study group settings.

### **Prior Preparation:**

The responsibility for learning for this course is on you, the student. The lecturers are designed to provide the ideal learning environment, but to get the best out of the lectures, student preparation is critical.

You are expected to read materials in advance of lectures where advised. If you don't read in advance you are likely to be at a disadvantage in class discussions. From time to time additional reading will be recommended in notes on specific lectures. Participants are strongly encouraged to read outside the essential and recommended material. Presentations related to the module will be made available on moodle in advance.

Lecture notes, particularly slides, should be considered part of each lecture, they are offered to assist note taking by participants, but should never be considered a substitute for taking notes. When notes are offered in advance of a lecture certain slides may be incomplete or left blank. It is up to learners to complete these notes.

### **Case Analysis Format**

The below point/bullet format and heading act as a guide in analyzing case studies in this module. Remember that your task is to analyse and decide, not summarizing. Do a full assessment of the case and attach any appendices to support your argument.

#### 1. Data Analysis

- Assess major, relevant, consolidated factors about the situation to be resolved.
- Include analysis, assessment of implications, your thoughts, etc.

2. Problem Definition
  - Define the problem or situation which needs to be resolved
  - Do not list symptoms
3. Alternative Solutions Analysis
  - Do this ..... And then list pros and cons and assessment
4. Recommended Solution
  - Do that (don't repeat analysis or rationale here, just state recommended action from your alternatives analysis)
  - Use prescriptive format
5. Implementation
  - List actions needed to be taken to make the plan work. In response, include timing and responsibility

## Course Assessment

### 1. Continuous Assessment:

Assessment will be multi-dimensional as follows. Details of each project are found in the next section below

<b>1. Group Project</b>	<b>40%</b>
<b>2. Individual Project</b>	<b>40%</b>
<b>3. Multiple Choice Question Examination</b>	<b>20%</b>

**Pass standard:** 40%. In addition, attendance at all classes and tutorials is obligatory

### Concluding Comments

This handbook is designed to assist and guide your learning for this module. It is important that you read it regularly and do so in conjunction with the core text, the assigned readings and session materials. Should you need clarification on issues covered, please let me know during the lecture sessions.

As you reach the end of the module, it is worth returning to the start. Think of the concept of International Business: the key aspects of the Institutional and Cultural Context of Global Management, Strategy Formulation & Implementation and Human Resource Management, both in theory and in practice.

So, how has your insight into international management changed? Can you see how integrated policies work together to achieve organisational goals? Hopefully, you have a theoretical and practical insight into the considerations of this.

I hope you enjoy the module and wish you the best of luck with the rest of your study and for the future. I hope as you navigate your management career you will be able to leverage this module and programme to manage your company and career.

**ENDS**

# Public Speaking & Communications

English

EN 010

7.5 ECTS Credits

## **Course Outline:**

This course is designed to introduce students to the basic elements of communication, to provide practical experience in the preparation and delivery of public presentations, while also delivering key critical listening skills. Businesses expect university graduates to be able to deliver a high level of written and oral communication. In fact, communications skills are amongst some of the highest rated skills expected of Irish graduates in the Irish business community. Businesses and other organizations rely on successful communications to be able to operate successfully in a challenging local and global market. We hope to improve the students' communications skills and give them the confidence they need to succeed in college presentations as well as in their future professional endeavours.

## **Primary text:**

Beebe, Stephen A. and Beebe, Susan J. *A Concise Public Speaking Handbook*, 4<sup>th</sup> ed. Pearson.

## **Preliminary Reading**

Students should prepare for the course by attaining a copy of the core text (Amazon.co.uk 35-40 Euro). Weekly readings will develop from this text. A Moodle page will also provide other resources including videos and readings. Students will have access to this page prior to and during their time at DBS.

## **Course Objectives**

The course objectives include:

1. To relate the principles of public speaking to a variety of extemporaneous speech situations.
2. To develop skill in researching a topic for a speech.
3. To prepare and organize the content for speech in an outline.
4. To improve the use of language in conveying messages.
5. To develop critical analysis while listening to speeches.
6. To deliver appropriate speeches with increased confidence and skill.

## **Assessment**

Assessment will be by way of four formally graded speeches and one in-class test. Each aspect (1 test, 4 speeches) is worth 20% each. There will be other un-marked assignments during the term including peer assessment. A typed outline will also be submitted with each speech. Full guidelines for each will be given on Moodle and in class.

Speeches:

1. Informative/Demonstrative speech: 4-6 minutes
2. Informative Speech (definition or description, research required): 4-6 minutes.
3. Sales Speech: 1-2 minutes.
4. Persuasive Speech (conviction/actuation, research required): 7-10 minutes.

## Summary of Course Structure

**Week 1:** Introductions/ General overview to Public Speaking and Communications/ Short 'get to know each other' speech

Speaking in public: why and how/ History of public speaking/ Nerves and building confidence/ Ethics

Listening skills/ How to analyse an audience/ Adapting to audience feedback and the feedback loop/  
Speech 1 due

**Week 2:** Prepare, Prepare, Prepare/ How to develop your speech/ Research and how to use it for support

Organizing your speech/ Introductions/ Conclusions

Effective outlining/ Preparation outlines/ delivery outlines/ Speech 2

**Week 3:** A visit and guided tour to the old Parliament of Ireland building (Bank of Ireland) and a guided tour of Leinster House

Revising/ Using English effectively

How to effectively deliver your speech/ Body language/ Verbal and nonverbal communications skills/  
Speech 3

**Week 4:** Adapting and delivering/ Effective usage of presentation aids

Types of speeches overview/ Informative speaking explored

Principles of persuasive speaking/ Persuasive strategies

Speaking on special occasions/ Small and large group speaking/ Speech 4/ Final test

**END**

Creative Writing  
English  
EN 272  
5 ECTS Credits



## **CREATIVE WRITING: PROSE & POETRY**

**Course Description and Rationale:** In this course, students will be introduced to creative writing, from both a practical and theoretical perspective.

Focusing on the work of contemporary Irish writers, with secondary texts drawn from international authors, students will learn flexible techniques and approaches that can be used to produce work across a range of genres. Each day will of the course will include critical reading, discussion, mutual workshopping, technique-based exercises, and time to work on individual projects.

The course will encourage an innovative and hybrid creative approach to writing, thinking not only about how to write, but about how writing can be experienced by the reader, on and off the page. As well as writing for print, we will look at visual techniques, digital, sound and performance.

By the end of the course, students will have completed a short piece of writing in any creative prose or poetry genre, or in a hybrid genre mix.

Reading material will be provided in-class, and students are free to write on laptops or on paper. Computers will be needed for the editing and presentation of material in class. Students are also encouraged to bring whatever they need to feel comfortable and creative — for example, a favourite pen or paper, or headphones, which are permitted during creative writing sessions.

**Textbooks and Materials:** Extracts are provided by the instructor in-class and should be read by students before each class.

**Instructional Methodology:** The course involves the reading, writing, and critical analysis of prose along with peer critique (workshop) and interactive discussion.

## **The course will encompass three areas:**

Writing. Exercises designed to help students experiment with literary techniques and to discover their find own voice and preoccupations.

Reading: Reading and analysis of extracts from a range of genres, eliciting techniques and approaches for use in students' own work.

Discussion: Using the workshop (peer critique) approach, we will read from these writings and discuss them in class.

**Instructional Examination:** No examination in this course, though the course involves peer critique (workshop) and interactive discussion.

## **Topics breakdown:**

### DAY 1

#### **Why write? How to start?**

What are the factors involved in the impulse to put pen to paper? How can we prepare ourselves to write in whatever genre (or genres) we have chosen.

**Morning:** Why write? Some starter exercises, working with our immediate object and environment.

**Afternoon:** How can we start to approach putting life onto the page?

Today we'll use writing by international authors Anne Boyer and Georges Perec that I find particularly effective. All other workshops will use contemporary Irish writing.

### Day 2

#### **Starting short, with the short story.**

We'll look at stories by two contemporary Irish writers, Wendy Erskine and June Caldwell.

**Morning:** We'll start by workshopping writing from the previous session by two student writers.

Following on from the last session, we'll look at memory, objects and place in June Caldwell's story, Upcycle.

**Afternoon:** Looking at Wendy Erskine's story Parc des Princes and think about how to render effective dialogue alongside and interior monologue.

## Day 2

**Patchwork strategies: experimenting with found material in poetry and prose.**

### **Morning:**

We'll start by workshopping writing from the previous session by two student writers.

Opening the box. We will look at extracts from the poet, Gail McConnell's, The Sun is Open with practical exercises based on her use of a personal archive.

**Afternoon.** Working with Kimberley Campanello's Mother Baby Home, we'll practice using archival and found material to create new work.

## Day 4

**Body, performance, voice.**

**Morning:** We'll start by workshopping writing from the previous session by two student writers.

We'll look at voice in performance. We'll watch a video of Play (Samuel Beckett), and also artist and writer, Emma Wolf Haugh's Campaign Furniture, thinking about the place of the body in both pieces.

**Afternoon:** we'll experiment with using phones or laptops to record speech versions of the writing we did in the morning, and on previous sessions. Phones or laptops will be necessary for this workshop.

## Day 5

A day trip to MOLI, the Museum of Literature in Dublin .

Half way through the course we'll take an inspirational trip to Dublin's museum of literature.

After the museum, there will also be a chance to explore central Dublin, the setting for so much Irish writing.

## **Day 6:**

### **The Absurd**

Irish literature is well known for its use of absurd humour, in terms of language (James Joyce), post-modern fantasy (Flann O'Brien) and beyond in contemporary writing.

**Morning:** We'll start by workshopping writing from the previous session by two student writers.

Using two classic texts, Flann O'Brien's, *At Swim Two Birds*, and James Joyce's *Finnegans Wake*, as well a text by a contemporary writer, Gavin Corbett's, *Green Glowing Skull*, we'll think unravel the techniques and purposes of each writer's 'absurd' style, and use them to write personal absurd texts.

## **Day 7**

### **Digital strategies**

Ireland has a thriving community of writers working with technology.

**Morning:** We'll start by workshopping writing from the previous session by two student writers.

We'll look at the world of generative and digital literature, starting with poet Christodoulos Markis, and also my own hybrid print/digital work for the 2020e Markievicz Award, *Miss-Communication*.

**Afternoon:** We'll use the program, Twine, to create a simple interactive narrative. Laptops will be necessary for this class.

## **Day 8**

**Creative non-fiction.** Learn how to blend personal voice with essayistic technique in the work of contemporary writers.

**Morning:** We'll start by workshopping writing from the previous session by two student writers.

We'll look at work by Maria Fusco, Doireann Ní Gríofa and Sara Baume to discover a range of strategies, from the essayistic, to diaristic, to poetic, for writing creative non-fiction.

Afternoon: choosing from, and blending the techniques discussed in the morning, we'll work on a piece of creative non-fiction.

### **Aims:**

Via an introduction to a range of contemporary Irish writers, students will create their own toolkit for creative approaches to writing, applicable across genres of the each student's choice.

### **Course Objectives:**

- To introduce students to the understanding and practice of reading and writing a variety of prose and poetry including drafting, revising, and editing their own work.
- To give students some idea of the range of contemporary Irish literary practice in a variety of genres.
- To enable students to produce an completed short work in prose or poetry.
- To introduce students to active participation in creative writing workshops.

### **Course Outcomes:**

- Students will be able analyse a written text and isolate techniques used by the author, reading critically with creation in mind.
- They will be able to confidently experiment with applying these techniques creatively to personal work.
- They will learn to workshop other students' work kindly, confidently, and constructively.

- They will understand how to learn from in-workshop critiques, and also to judge when it is appropriate to reject advice.

Modern Irish Literature  
English  
EN 254

5 ECTS Credits

## EN 254SS Irish Studies 1 - Modern Irish Literature - 5 ECTS

The early decades of the twentieth century was a period of remarkable creativity in Irish writing. During those decades Irish writers made a significant contribution to both Irish literature and world literature. In this course we will discuss a number of exemplary works from this period, beginning with the founding of the Abbey Theatre in 1904 and some of the plays produced there. We will then explore the poetry of W.B Yeats, paying attention to the different stages in his writing career and his evolving poetic engagement with Ireland and modernity. Finally we will examine two works by James Joyce, his short story 'The Dead' and his first novel, *A Portrait of the Artist as a Young Man*.

Throughout we will be exploring the complex relationship between literature, culture and politics in this formative period of Irish history. We will also be developing our understanding of the Irish Revival and of Irish Modernism.

### Primary texts:

Augusta Gregory (with W.B. Yeats), *Cathleen Ni Houlihan*

W. B. Yeats, *The Countess Cathleen*

J.M. Synge, *The Playboy of the Western World* and *Riders to the Sea*

W.B.Yeats, selected poetry

James Joyce, 'The Dead' and *A Portrait of the Artist as a Young Man*

### Preliminary Reading

Students should read all of the primary texts in advance of the course.

Students should read the following poems by W.B. Yeats (available on Literature Online (LION) database via NUIM library website):

'To Ireland in the Coming Times', 'The Stolen Child', 'The Lake Isle of Inishfree', 'Cuchulain's Fight with the Sea', 'The Man who Dreamed of Faeryland', 'The Hosting of the Sidhe', 'Red Hanrahan's Song about Ireland', 'Upon a House Shaken by the Land Agitation', 'At Galway Races', 'To a Wealthy Man who promised a Second Subscription to the Dublin Municipal Gallery if it were proved the People wanted Pictures', 'September 1913', 'Paudeen', 'To a Shade', 'In Memory of Major Robert Gregory', 'An Irish Airman Foresees his Death', 'Easter 1916', 'The Second Coming', 'Meditations in Time of Civil War' 'Nineteen Hundred and Nineteen', 'A Prayer for My Daughter', 'Leda and the Swan', 'Among Schoolchildren', 'Under Ben Bulbin'.

Declan Kiberd, 'A New England called Ireland?' and 'Inventing Irelands' from *Inventing Ireland* (1996) [will be available on moodle]

### Course Materials



The texts of the four plays, along with 'The Dead', will be available electronically on Moodle.

Students should acquire a copy of *A Portrait of the Artist as a Young Man*.

Secondary material will be made available on Moodle.

In addition NUIM library has an extensive collection of critical material on Irish literature; students are encouraged to make use of this during their stay in Maynooth. The library also subscribes to the major electronic databases, and also the *Cambridge Companions Online*; the latter includes volumes on Synge, Yeats and Joyce, along with others on Irish literature and are an extremely useful resource.

### **Assessment**

Essay Plan (10%)

2500-3000 word essay (90%)

### **Prerequisites**

None



Ireland & the Great Famine

History

HY 273

5 ECTS Credits

Maynooth University International Summer

School

Department of History

HY 273SS

The Great Irish Famine



### Module description

This module will introduce the student to the causes and consequences of the Great Irish Famine, when between 1845 and 1852 an estimated one million people died and a further one million migrated. While in terms of deaths the Great Irish Famine does not rank anywhere near a number of other such events – for example the Irish Famine, 1740-41, when approximately half-a-million of an estimated population of two-and-a-half million died, or the Great Bengal Famine, 1769-1773, which caused roughly 10 million deaths – it has remained a focus of popular memory and scholarly study. While the immediate cause of the famine was the failure of the potato crop, this module will place this event within the broader social, economic, political and cultural context of nineteenth-century Ireland. In doing this, it seeks to understand the multiple factors that caused this disaster; the varied local, state and philanthropic responses to it; and its long-term impacts. Students will be introduced to the

economic and theological concepts that guided contemporary reaction to the outbreak of the famine, as well as responses to it. Finally, students will gain an understanding of the contested nature of the historiography

and remembrance of the famine.

To help attain this goal, students will study a range of secondary and primary sources, including journals, newspapers, correspondence and eyewitness accounts

#### Learning outcomes

- i. Identify and understand the key causes and consequences of the Great Irish Famine
- ii. Contextualise the changes in Irish society as a result of the famine
- iii. Understand and analyse the broad range of primary and secondary source material which underpins the study of the Great Famine
- iv. Interpret and understand a broad range of historiographical arguments relating to the famine.
- v. Students will construct a researched, structured and persuasive essay on an aspect of the Great Irish Famine
- vi. Students will develop skills in teamwork and group-research projects
- vii. Students will develop their oral communication skills through seminars and a formal group presentation

#### Readings

Students are provided with an extensive reading list outlining the main reference, general and Famine-specific works by historians. All of these are available through the Maynooth University Library, either in hard copy or as online resources. To identify additional works pertaining to the Great Irish Famine, students are encouraged to consult Irish History Online (<https://catalogues.ria.ie/Presto/home/home.aspx>), a bibliography of Irish history, and the library online catalogue (<https://www.maynoothuniversity.ie/library>).

#### Moodle

The course outline, lecture slides, reading list, course announcements and links to recommended websites will be posted on Moodle, the university's online learning environment ([moodle.nuim.ie](https://moodle.nuim.ie)).

#### Assessment

Assignment 1: Review of secondary source (15%) 750-word review

Assignment 2: Analysis of primary sources (15%) 750 words

Assignment 3: Field-trip report (10%) 500 words

Assignment 4: Group presentation (30%). This will consist of a twenty-minute presentation based on a research topic chosen by the group. This topic should be agreed with the course lecturer and work on this will form a significant part of the module.

Assignment 5: Essay (30%) 1,500-word research essay

Day 1 (4 July) 09.30-12.00	Morning Introduction and course preview Lecture: Historiography of the famine
13.00-15.30	Afternoon Secondary sources – Journal articles Preparation assignment 1
Day 2 (6 July) 09.30-12.00	Morning Lecture: Pre-famine Ireland Primary source analysis & discussion
13.00-15.30	Afternoon Lecture: Potato blight: the start of the famine Lecture: Government response to famine, 1845-52 (1) Preparation assignment 2
Day 3 (11 July) 09.30-12.00	Morning Lecture: Government response to famine, 1845-52 (2)
13.00-15.30	Afternoon Lecture: Local, Private and Landlord relief efforts, 1846-52 Preparation for group presentations [Assignment 1 due]
Day 4 (13 July) 09.30-12.00	Morning Lecture: Poor Law Unions and Workhouses Primary source analysis & discussion
13.00-15.30	Afternoon Lecture: Disease and Public Health Lecture: Outrages and violence [Assignment 2 due]
Day 5 (20 July)	Field Trip to the National Famine Museum Strokestown
Day 6 (22 July) 09.30-12.00	Morning Lecture: Emigration and the emigrant experience Primary source analysis & discussion
13.00-15.30	Afternoon Group presentations
Day 7 (27 July) 09.30-12.00	Morning Lecture: The famine in the arts, media and cultural memory Famine documentary analysis & discussion

13.00-15.30	Afternoon Film: Black 47 Fictional depiction of famine analysis & discussion [Fieldtrip report due]
Day 8 (29 July) 09.30-12.00	Morning Lecture: Ireland after the famine
13.00-15.30	Afternoon Module overview & course conclusions [Extended essay due]

**ENDS**



# Art & Architecture in Ireland

1600-1900

History

LS20

5 ECTS Credits

Irish Art and Architecture 1600-1900

Module outline (LS20)



James Barry (1741-1806), *Portraits of Barry and Burke in the Characters of Ulysses and his Companion Fleeing from the Cave of Polyphemus*, c.1776, Crawford Art Gallery, Cork. Oil on canvas, 127x 102 cms.

### **Module overview:**

This module will explore the concept of tangible cultural heritage evident in Ireland during the period 1600 – 1900, primarily, but not solely, through the prisms of art and architecture.

A wide selection of primary sources will be utilised to enable students to identify and understand key artistic and cultural trends in Ireland and Europe during this period, and to familiarise themselves with its most significant cultural and artistic achievements. In addition

to examining fine art such as painting, it will also explore how developments in such fields impacted design and taste in everyday life via topics such as fashion and interior decoration.

### **Module content:**

During the period 1600-1900 Irish artists, architects, designers and craftsmen responded to prevailing European taste conventions. Over the course of this module, students will be introduced to the key architectural and stylistic movements of the period, and Irish responses to these movements. These movements, reflected in painting, sculpture, architecture, fashion, interiors and public spectacles will be examined, through primary sources, via the perspectives of social, culture, political and economic change experienced in Ireland and the wider world during these years.

### **Learning outcomes:**

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

- Identify and describe the prevailing stylistic movements evident in Irish art and architecture during the period 1600-1900.
- Understand the evolving social conditions of the period and how these impacted on the development of Irish art and architecture.
- Analyse and investigate a piece of visual art/artefact/building or interior designed and produced in the period.
- Discuss the features of Irish design, craft, architecture and art within the different stylistic periods and evaluate their relative strengths and weaknesses.
- Develop an appreciation for the importance of secondary readings in the analysis of art and architecture.

### **Readings:**

Students will be provided with an extensive reading list. All of these are available through the Maynooth University Library, either in hard copy or as an online resource. To identify additional relevant material, students are encouraged to consult the library online catalogue ([www.maynoothuniversity.ie/library](http://www.maynoothuniversity.ie/library)) and will be assisted in using this in class if required.

## Moodle:

The course outline, lecture slides, selected articles and links to useful websites will be posted on Moodle. Lecture slides will be posted after lectures, and students will be encouraged to retain their own notes and discuss these during tutorials.

## Assessments

This module will be assessed by three continuous assessment assignments.

	Description	Percentage of marks	Length	Due date
Assignment No.1	In-class presentation	25%	10 minutes	
Assignment No. 2	In-class test	25%	50 minutes	
Assignment No.3	Essay	50%	1,500 words excluding references	

All assignments must be accompanied by a fully completed cover sheet.

All books, journals and other websites used in the production of the essay must be fully referenced as per the university's Department of History guidelines which follow the 'Rules for contributors' of Irish Historical Studies. These conventions are available for download from the Department of History's website and will be fully explained to students during the course.

## Assessment 1 – In-class presentation

Learning outcomes

Upon successful completion of this assignment, students will have;

1. Gained experience of preparing and delivering a scholarly presentation of their ideas to their peers.
2. Developed the ability to think critically about and condense large amounts of information

into a concise and timed presentation.

### **Assessment details**

Students will prepare and present a 10-minute presentation on their field trip to Dublin. They may discuss either what they saw of Georgian Dublin, or instead choose to focus on a painting or paintings in the National Gallery of Ireland. It is important that they talk about their own impressions of the places they visited and interpretations of objects they noticed instead of simply narrating what they saw. They can use up to eight Power Point slides and times limits will be adhered to for their presentation. They will be required to submit these slides on the day of their presentation.

### **Assessment 2 – In-class test**

Learning outcomes

Upon successful preparation for this short test, students will have;

1. Gained an appreciation of the impact of European art on design on many aspects of Irish visual culture.
2. Differentiate between key artistic styles and movements.
3. Accurately describe objects, works of art, buildings, interiors and other items of material culture according to their design, material, style, function and value.

### **Assessment details**

This will be a short in-class test in which students will be required to identify and describe a series of selected images based on the buildings, paintings and other objects discussed in lectures during the course. The selected objects will represent key artistic styles and concepts and will be selected from lecture slides. Sample images and a sample model answer will be circulated on Moodle ahead of the assessment.

### **Assessment 3 – Essay**

Learning outcomes

Upon successful completion of this assignment, students should be able to;

1. Conduct historical research using both primary and secondary sources.

2. Evaluate the relative merits and characteristics of a variety of stylistic eras and themes.
3. Identify the range of artistic expression within the period 1600 – 1900.
4. Understand the conceptual and practical use of material culture as a means of Interpreting the past.
5. Accurately and coherently cite source material through the use of footnotes and bibliographies.

### **Assessment details**

A 1,500 word essay based on the following:

Students are required to research one or two of the following: building, artefact, painting, artist or architect from Ireland in the period 1600-1900, using a range of primary and secondary sources such as journal articles, books, images, websites, artefacts, buildings, paintings or documents. The essay should include, where appropriate, clearly labelled illustrations to support arguments made. In order to secure a high mark, students must demonstrate analytical ability as well as the ability to effectively research their chosen topic, and should critically assess its cultural or political context and artistic merit. Possible conceptual and methodological frameworks for this research will be discussed in lectures. Essay deadline: This essay topic must be agreed with the lecturer by Week 3 of the course and submitted in hard copy at the last lecture.

ENDS

# The Cultural Heritage of Medieval Society

Nua Gaeilge

ID 202

7.5 ECTS Credits

MAYNOOTH UNIVERSITY INTERNATIONAL SUMMER SCHOOL

CENTRE FOR IRISH CULTURAL HERITAGE

**ID202 THE CULTURAL HERITAGE OF MEDIEVAL SOCIETY**

Contact Hours: 40+

Credits: 7.5 ECTS

**COURSE AIMS**

Students will develop a broad understanding of early cultural heritage in the areas of archaeology, history and early Irish literature and assess this in the context of the presentation of heritage knowledge.

**MODULE CONTENT**

This is a foundation course in Irish Cultural Heritage Studies. While introducing students to the main aspects of early cultural history, the emphasis is on the importance of academic knowledge of the past as a foundation for the presentation and dissemination of cultural heritage for both a scholarly audience and the general public. This is an assessment of the diverse and exciting aspects of Irish cultural history including archaeology, history, architecture and the arts, the literature of places and the creation and manipulation of history in relation to some of the great prehistoric and early medieval locations in Ireland. The care, presentation and future development of important heritage sites such as Trim Castle and Clonmacnoise will be assessed in the context of modern scholarly interpretation and the increasing importance of cultural awareness.

**FIELD SEMINARS**

An essential part of the teaching in this module is on-site, at the great monuments and complexes that partly form the focus of study.

1. Laraghbryan medieval church
2. Trim Castle
3. The monastic complex at Clonmacnoise
4. Maynooth Castle

**TEACHING AND LEARNING METHODS**

This module involves a mixture of lectures, class seminars and independent study but there is a particular emphasis on Field Seminars where teaching takes place at the sites and monuments associated with early Irish cultural heritage.



	<i>Mon.</i>	<i>Tue.</i>	<i>Wed.</i>	<i>Thur.</i>	<i>Fri.</i>	<i>Assignments due</i>
<b>Week 1 (4–8)</b>	Lectures Lectures		Lectures Laraghbryan			
<b>Week 2 (11–15)</b>	Lectures Lectures		Trim			<b>Assignment 1:</b> Independent Study Report (Wednesday)
<b>Week 3 (18–22)</b>	Clonmacnoise		Lectures Lectures			<b>Assignment 2:</b> Site Report (Wednesday)
<b>Week 4 (25–29)</b>	Lectures Lectures		Assignment workshop Maynooth Castle			<b>Assignment 3:</b> Essay (Wednesday) All assignments to be completed by the end of the course.

### **Week 1 Introduction (Archaeology, History and Literature)**

Field Seminar 1: Laraghbryan medieval church—

In this first week, students will be introduced to some of the most fundamental aspects of cultural heritage. The available sources of information and their strengths and weaknesses will be discussed, including the surviving corpus of Irish manuscripts. As such, this will form the backbone of the course, to which further information will be added in the coming weeks. The method of assessment and the first assignment (see above) will also be discussed. At the end of the first week, the first Field Seminar will be held at Laraghbryan medieval church.

### **Week 2 Case Study 1: Medieval and Early Modern Society**

Deadline for Assignment 1: Independent Study Report—

Preparation for Field Seminar 2: Trim Castle.

Field Seminar 2: Bective Abbey, Trim Castle—

Early medieval society was based around the family (*fine*, a complex multigenerational social and legal unit) and the tribe (about 150 examples) cradled in a number of important social systems including kinship, clientship, fosterage and formal concepts of honour. For these Ireland is fortunate in having a great deal of both historical documents (such as the Annals, Law Tracts, Genealogies, Hagiographies and a wealth of early literature) and archaeological data. For example, most families resided in ringforts (enclosed and defended farmsteads) of which over 40,000 can still be identified; excavation of many of these has revealed important details of the day-to-day lifestyle, farming economy, craftsmanship and transportation. Students will be introduced to early medieval society through multidisciplinary perspective including archaeology, history and literature which will include the role and status of women. Particular attention will be given to the information which can be gleaned from the Annals, Law Tracts and prose literature.

A specific genre of early Irish literature ('The Death Tales'—royal deaths by wounding, burning and drowning) deals with these issues of secular and religious tension; these stories may well relate back to the Iron Age Bog Bodies—victims of ritual murder that display evidence for multiple fatal wounds. The extraordinarily well-preserved bodies provide important insights into pre-Christian society and socio-political customs.

### **Week 3 Case Study 2: The Church in Medieval Society**

Deadline for Assignment 2: Site Report—

Preparation for Field Seminar 3: Clonmacnoise.

Field Seminar 3: Clonmacnoise—

The great monastery at Clonmacnoise (*Cluain Mhic Nóis*: 'meadow of the son[s] of Nos') is one of the most complete religious complexes of early medieval Ireland (c. 400–1200 AD). Although reputedly founded in 548 AD by St Ciarán, most of the remains (three high crosses, a round tower, eight churches, and over 600 early medieval graveslabs) date to the period between 800–1100 AD. Clonmacnoise became one of the most powerful, wealthy and influential monastic centres in Ireland. It had a famous school and scriptorium (for the copying and illumination of early manuscripts), and was an important centre for metal craftsmanship and stone carving. Significant persons associated with the monastery include St Ciarán, the later abbots Colmán and Odo, several kings of Tara (including Diarmait *mac Cerbaill*, Flann Sinna, Turlough and Rory O'Connor) and the infamous Dearbhforgaill (Derval). Clonmacnoise was virtually an island surrounded by the River Shannon and its floodplain ('the callows') and peatland. The monastery is on an important 'crossroads': the north-south axis of the River Shannon and the east-west route along a glacial ridge which was an important natural route ('The Pilgrim Road', the *Slige Mór*) from the prehistoric period. Since the early medieval period Clonmacnoise has been an important centre of Christian pilgrimage and spiritual devotion. There are also the remains of the earliest bridge in Ireland (c. 804 AD) and an impressive early Norman castle (1214 AD).

### **Week 4 Case Study 3: Late Medieval and Early Modern Society**

Deadline for Assignment 3: Essay—

Field Seminar 4: Maynooth Castle—

The final section of the course will discuss a number of aspects of the manuscript tradition, and the manner in which it was both continued and reshaped into the late medieval, early modern and modern period. This will include a discussion of the institution of hereditary 'learned' families in the arts, supported by patronage, within Irish society in the late medieval period. The production of Irish language translations of medical and religious texts during this same period will also be considered.

As a postscript, the survival of the Irish manuscript tradition into the modern era—well beyond the advent of the printing press—will be briefly discussed.

## **ASSESSMENT**

### **Assignment 1—Independent Visit to a Cultural Heritage Site or Institution: 15%**

Students will make an independent visit to at least one cultural heritage institution (from an approved list that includes three venues of the National Museum of Ireland in Dublin, the National Gallery of Ireland [all free], St Patrick's Cathedral, Dublin Castle, Trim Castle [entry fee]) and respond to a questionnaire dealing with their impressions and assessment of the cultural experience. They can attend as individuals or in groups; sites visited by students in the course of other field trips (such as Castledermot) may be accepted for this assignment.

### **Assignment 2—Site Report: 35%**

Students will prepare a short written paper (less than 1000 words) on an aspect of the Cultural Heritage of the Hill of Tara, Bective Abbey or Trim Castle.

### **Assignment 3—Essay: 50%**

This essay (1500 words) will be on one of a number of topic options dealing with an aspect of the Cultural Heritage of medieval society.

As already noted, all written assignments must be submitted before the end of the course.

A core reading list and sources will be made available to students on Moodle.

## **ENDS**

# Introducing the Cultural Heritage of Early Ireland

Nua Gaeilge

ID 201

7.5 ECTS Credits

**MAYNOOTH UNIVERSITY INTERNATIONAL SUMMER SCHOOL**

**CENTRE FOR IRISH CULTURAL HERITAGE**

**ID201 INTRODUCING THE CULTURAL HERITAGE OF EARLY IRELAND**

**Credits: 7.5 ECTS**

**Contact Hours: 40+**

**COURSE AIMS**

Students will develop a broad understanding of early cultural heritage in the areas of archaeology, history and early Irish literature and assess this in the context of the presentation of heritage knowledge.

**MODULE CONTENT**

This is a foundation course in Irish Cultural Heritage Studies. While introducing students to a general understanding of early cultural history, the emphasis is on the importance of academic knowledge of the past as a foundation for the presentation and dissemination of cultural heritage for both a scholarly audience and the general public. This is an assessment of the diverse and exciting aspects of Irish cultural history including archaeology, history, architecture and the arts, the literature of places and the creation and manipulation of history in relation to some of the great prehistoric and early medieval locations in Ireland. The care, presentation and future development of important heritage sites such as Emain Macha, the Boyne Valley (Newgrange) and Clonmacnoise and Glendalough will be assessed in the context of modern scholarly interpretation and the increasing importance of cultural awareness.

**FIELD SEMINARS**

An essential part of the teaching in this module is on-site, at the great monuments and complexes that form the focus of study.

1. Laraghbryan medieval church (7 July)
2. The Brú na Bóinne (Boyne Valley) World Heritage site (including Newgrange, and Knowth) (14 July)
3. The monastic complex at Glendalough (21 July)
4. Maynooth Castle (28 July)

**TEACHING AND LEARNING METHODS**

This module involves a mixture of lectures, class seminars and independent study but there is a particular emphasis on Field Seminars where teaching takes place at the sites and monuments associated with early Irish cultural heritage.

July	Monday	Tuesday	Thursday	Other assignments
Week 1 (4-8)		Lectures lectures	Lectures Laraghbyran	
Week2(11-15)		Lectures Lectures	Boyne valley	Assignment 1: independent study visit report
Week3(18-22)		Lectures lectures	Glendalough	Assignment 2: Site report
Week4(25-29)		Lectures lectures	Workshop Maynooth castle	Assignment 3: Essay

### **Week 1 Introduction (archaeology, history and literature)**

#### **Case Study 1: Newgrange and the Boyne Valley**

#### **Field Seminar 1: Laraghbyran medieval church (Thursday 6 July)**

The Boyne Valley is one of the most significant cultural landscapes in Ireland and its designation as a UNESCO World Heritage Site underlines its justifiable international status. This section of the module provides a multi-disciplinary examination of the rich history, literature and archaeology of the Brú na Bóinne Complex including Newgrange, Knowth and Dowth. In addition to the three great Neolithic passage tombs (built c. 3200 BC) and the late Neolithic and Chalcolithic (Copper Age) ceremonial complexes this area was the focal point for the early medieval Uí Neill kingdom of North Brega.

#### **Week 2 Case Study 1: Newgrange and the Boyne Valley**

#### **Preparation for Field Seminar 2: Brú na Bóinne (Boyne Valley) World Heritage site**

#### **(including Newgrange and Knowth) (Thursday 14 July)**

#### **Deadline for Assignment 1: Independent Study Visit—14 July**

The Boyne Valley is one of the most significant cultural landscapes in Ireland and its designation as a UNESCO World Heritage Site underlines its justifiable international status. This section of the module provides a multi-disciplinary examination of the rich history, literature and archaeology of the Brú na Bóinne Complex including Newgrange, Knowth and Dowth. In addition to the three great Neolithic passage tombs (built c. 3200 BC) and the late Neolithic and Chalcolithic (Copper Age) ceremonial complexes this area was the focal point for the early medieval Uí Neill kingdom of North Brega.

The Boyne Valley and the earlier monuments feature in the tales, history and genealogies of this and other important early medieval families and tribes. The presence of heroes, like Cú Chulainn and Finn mac Cumail, and prominent early historic figures such as Diarmait mac Cerbaill, in stories set in the area will also be considered. An exception feature of the Boyne Valley is how successive generations built on and borrowed from past histories to re-create the landscape. The way in which this wealth of heritage is interpreted and presented to visitors as well as the strategies of conservation, and occasionally re-construction will also be explored.

### **Week 3 The monastic complex of Glendalough**

#### **Preparation for field seminar 2: Glendalough the monastic settlement (Thursday 21 July)**

#### **Deadline for assignment 2: Site report (21 July)**

The monastic settlement at Glendalough is the most visited of all early Christian sites in the country, and is central to Ireland's Ancient East. This section of the module will provide a multi-disciplinary perspective on Ireland's early Christian past. We will investigate and examine the archaeological and architectural features of Glendalough and discuss practices such as mining, craft and pilgrimage.

The monastic complex of Glendalough was founded by St. Kevin in 6<sup>th</sup> century, the monastic settlement area grew and flourished until its destruction by the Normans in 1398. Born of nobility St. Kevin was the son of *Coemell* and *Coemlog* of the Dál Messin Corb, the proto-historical dynasty of Laigin, who ruled Leinster. Enmeshed in the stories of Kevin are numerous tales of miracles, one of which includes the famous Finn Mac Cumail, many of the tales involve animals, inspiring comparisons with St. Francis of Assisi.

### **ASSESSMENT**

#### **Assignment 1 Independent Visit to a Cultural Heritage Site or Institution: 15%**

Students will make an independent visit to at least one cultural heritage institution (from an approved list that includes three venues of the National Museum of Ireland in Dublin, the National Gallery of Ireland [all free], St Patrick's Cathedral, Dublin Castle, Trim Castle [entry fee]) and respond to a questionnaire dealing with their impressions and assessment of the cultural experience. They can attend as individuals or in groups; sites visited by students in the course of other field trips may be accepted for this assignment. (Submission deadline 14 July)

#### **Assignment 2 Site Report: 35%**

Students will prepare a short written paper (less than 1000 words) on an aspect of the Cultural Heritage of one of the Field Seminar sites. (Submission deadline 21 July)

**Assignment 3 Essay: 50%**

This (1500 words) will be on one of a number of topic options dealing with an aspect of Irish Cultural Heritage. (Submission deadline 28 July)

***All written assignments must be submitted before the end of the course.***



Global Development Issues  
and Responses

*(Contemporary Issues &  
Policies)*

KD 310

5 ECTS Credits

## Module Details - Department of International Development

### KD310 - Global Development Issues and Responses (Contemporary Issues and Policies)

5 ECTS Credits

#### Introduction:

This module on 'Global Development Issues and Responses' focuses on the big challenges facing our world today and how we can respond to them. It aims to enhance students' understanding of international development priorities and policies and their knowledge of Ireland's and the EU's relationship with the wider world. The module will examine the causes and consequences of climate change, globalisation and migration and the roles of government, business, civil society, and individuals in addressing these global challenges.

#### Learning Outcomes:

On successful completion of the module, students will have gained a deeper understanding of the current international development priorities and policies, have critically engaged with contemporary debates in development policy, and have developed their own critical appraisal and presentation skills.

#### Module description – Broad questions and topics addressed:

1. ***What are the major development challenges facing our world today?*** An Introduction to global development issues and theories, including understandings of development, measuring development and the sustainable development goals (SDGs).
2. ***How does Globalisation affect Poverty and Inequality?*** The Social and Economic dimensions of globalisation, including understandings of globalisation, Ireland's and the EU's relationship with the wider world, global economic development systems, trade and international finance.
3. ***What are the effects of Climate Change on development around the world and what are communities doing to respond to it?*** Economic and environmental sustainability, global population dynamics and sustainable development policies.
4. ***How does migration affect poverty and the human rights of people and communities?*** Exploring the causes and consequences of migration on development in communities around the world, including a focus on humanitarian action.
5. ***Who can make a difference when it comes to reducing global poverty and inequality?*** Examining the roles that governments, non-governmental organisations,

businesses and civil society activists play in relation to global poverty and inequality with reference to case studies from the Irish and European context and developing students' skills and capacities to engage in active global citizenship.

6. **Field Trip** – This will involve visits to key state and civil society organisations engaged in global development issues in Ireland and learning from them about their policies and strategies for global development.

### **Sessions and Timetable – topics & timing may change**

Week 1 – Intro. to Global Dev Challenges and Actors in Development

Day 1: Intro to Development and Global Development Challenges; Measuring Development and the Sustainable Development Goals

Day 2: Overview of Development actors & the roles of the state, the market and civil society; Financing Development – Aid and Taxes.

Week 2 – Globalisation and Development, Value Chains and Fast Fashion

Day 1: Globalisation – definitions, measurement and identities

Day 2: Economic Globalisation - Trade, Value Chains & Fast Fashion.

Week 3 – Climate Change, Migration and Human Rights

Day 1: Climate Change and Development

Day 2: Migration, Human Rights and Development

Week 4 – Field Trip, Global Activism, Media and Advocacy for Change

26<sup>th</sup> July – Field Trip

28<sup>th</sup> July – Global Activism, Media and Advocacy for Change

### **Assessment:**

Assessment Module Graded (numeric value) or Ungraded (Pass/Not Passed): Graded Assessment type

Weighting Continuous Assessment 100% Total 100% Pass standard: 40%

**Dairy of Learning Reflection Paper** - Students will be asked to critically reflect on their learning throughout the module and keep a learning diary which can be drawn upon to write an end of module reflection paper (2,500 words).

Full attendance for this module is compulsory.

### **Delivery and Teaching:**

This module will be delivered using a combination of methods. The emphasis will be on participatory and experiential learning where students are encouraged to reflect on their understanding and questions they have in the light of their own experience. Lecturers will introduce students to new material using a variety of media and students will learn interactively through group work, case studies, games and role plays.

The module will be facilitated by the core academic staff in the Department of International Development, each of whom will draw on their years of experience, their own research and their expertise to enhance the learning experience for participants.

### **Guideline Reading:**

There is no single textbook for this module but the following readings will be helpful for various aspects of the course:

Fagan, H. and Munck, R. (2018) *Handbook on Development and Social Change*, UK, Edward Elgar Publishing. [Available through the MU library as an e-book]

Haslam, P.A., Schafer, J. and Beaudet, P. (eds) (2016) *Introduction to International Development: Approaches, Actors and Issues*, Third Edition, Oxford: Oxford University Press. [Available in the MU Library]

McCann, G. and McCloskey, S. (2015) *From the Local to the Global: Key Issues in Development Studies*, London: Pluto Press. [Available through the MU library as an e-book]

McMichael, P. (2017) *Development and Social Change – A Global Perspective*, Sixth Edition.

Early medieval Ireland:

Society and Politics

HY

5 ECTS Credits

**Maynooth University International Summer School**  
**Department of History**

**HY202SS**

**Early medieval Ireland: Society and Politics**



Illustration from MS 700 National Library of Ireland, f. [39] v.

**Module description**

This module introduces students to the history of early medieval Ireland. It explores Irish society from the arrival of St Patrick in Ireland to the death of Brian Boru in 1014. Throughout the course students will be introduced to a variety of primary source material while also contextualising developments in Irish society throughout the period. The topics covered include Christianity and the development of monasteries, Gaelic Irish society, kingship, vernacular law, the Viking raids and the

development of Viking settlements, a study of Brian Boru as well as the impact of the Battle of Clontarf on contemporary Irish society and subsequent Irish history.

### **Module aims and objectives**

The module aims to enable the student to identify types of sources, demonstrate competence in their analysis, and describe the social and political environments of medieval Ireland. Students will acquire a critical understanding of medieval Ireland and be able to communicate this understanding in both written and vocal formats.

### **Learning outcomes**

On completion of this module, students will be able to:

- i. Discuss sources for medieval Ireland, including their strengths and weaknesses.
- ii. Describe the social and political environments of medieval Ireland, with reference to primary and secondary source material.
- iii. Demonstrate critical learning and research skills in both written and vocal forms.

### **Assessment**

Assessment for this module will take the form of continuous assessment in three parts.

Assignment	Due Date	Grade
1. Critique of primary source document (1500 words)	July 12th	20%
2. In-class presentation based on essay topic (10 minutes)	July 19h	20%
3. Essay (3500-4000 words)	July 28th	60%

All written assignments must be submitted with a fully completed cover sheet, a copy of which can be found here:

[https://www.maynoothuniversity.ie/sites/default/files/assets/document/Cover%20sheet%20for%20History%20undergraduate%20assignments\\_1.pdf](https://www.maynoothuniversity.ie/sites/default/files/assets/document/Cover%20sheet%20for%20History%20undergraduate%20assignments_1.pdf)

## **Attendance**

Regular attendance for this module is expected and will be recorded in accordance with the departmental policy which states:

**‘A student must have attended a minimum of 50% of the module lectures. If this condition is not met the module result is capped at a maximum of 35%.’**

*Department of History,  
Undergraduate Handbook, p. 24*

## **Essay Topics** (please select one by July 14<sup>th</sup>)

1. Discuss the conversion of Ireland to Christianity between the fifth and seventh centuries.
2. Analyse the maintenance of social position in early Irish society.
3. What were the various attitudes toward warfare in early medieval Ireland? Discuss.
4. Consider the influence of Ireland’s ecclesiastical communities on medieval Irish primary sources.
5. Discuss the dominance of the Uí Néill with reference to the kingship of Tara.
6. What marriage practices were common in Ireland and how did they affect the political landscape?
7. Was the impact of the Vikings on Ireland destructive or constructive? Explain your position.
8. Was Brian Boru’s career a positive or negative for Ireland? Discuss.

## **Moodle**

Students are expected to engage with the module content on Moodle ([moodle.nuim.ie](http://moodle.nuim.ie)). Module documentation including the module outline, primary source material, interactive links, a detailed reading list and other information will be posted here. Please check regularly.

## **Readings and participation**

Students are provided with an extensive reading list of books and articles central to the course period and themes. All these secondary sources are available through the



Maynooth University Library or will be posted on Moodle. For the purpose of in-class discussion, selected required readings from primary sources will be uploaded to Moodle. Students are expected to read the required readings and to participate in the class discussions.

### **Citation and Plagiarism Policies**

All written submitted work should include footnotes and a bibliography based on Irish Historical Studies' Rules for Contributors. A copy of the guidelines can be found on Moodle or here: <https://www.irishhistoricalstudies.ie/site/assets/files/1/rulesforcontribs-1.pdf>. Online sources should be from a reputable repository and fully referenced. These are not a substitute to engagement with the academic texts contained in the reading list.

Students should take special note of the consequences for plagiarism as dictated in the departmental Undergraduate Handbook, a copy of which can be found here: [https://www.maynoothuniversity.ie/sites/default/files/assets/document/Undergraduate%20Handbook%20October%202018\\_0.pdf](https://www.maynoothuniversity.ie/sites/default/files/assets/document/Undergraduate%20Handbook%20October%202018_0.pdf)

<b>Lecture Schedule</b>	
Day 1 (5 July)	<u>Morning</u>
9:30am—12:00pm	Course Overview Lecture 1: Manuscripts and men: sources and debate
1:00pm—3:30pm	<u>Afternoon</u> Lecture 2: St. Patrick, the conversion, and the church
Day 2 (7 July)	<u>Morning</u>
9:30am—12:00pm	Lecture 3: Literature, learning, and law Class Discussion: <i>Confessio</i> (St. Patrick's Confession)
1:00pm—3:30pm	<u>Afternoon</u> Lecture 4: Social Position Class Discussion: <i>Gubretha Caratniad</i> (False judgements of Caratnia)

<p>Day 3 (12 July)</p> <p>9:30am—12:00pm</p> <p>1:00pm—3:30pm</p> <p><b>[Review due]</b></p>	<p><u>Morning</u></p> <p>Lecture 5: Warfare and wealth</p> <p>Class Discussion: <i>Fled Bricrenn</i> (Feast of Bricriu)</p> <p><u>Afternoon</u></p> <p>Lecture 6: Family and fosterage</p> <p>Class Discussion: <i>Tecosca Cormaic</i> (The Instructions of Cormac)</p>
<p>Day 4 (14 July)</p>	<p><b><i>Field trip to Trim, County Meath</i></b></p>
<p>Day 5 (19 July)</p> <p>9:30am—12:00pm</p> <p>1:00pm—3:30pm</p> <p><b>[Presentation due]</b></p>	<p><u>Morning</u></p> <p>Lecture 7: Irish kingdoms and kingship in Ireland</p> <p>Class Discussion: Selected passages from Genealogies and law-tracts</p> <p><u>Afternoon</u></p> <p>Student Presentations</p>
<p>Day 6 (21 July)</p> <p>9:30am—12:00pm</p> <p>1:00pm—3:30pm</p>	<p><u>Morning</u></p> <p>Lecture 8: The kingship or 'high-kingship' of Ireland</p> <p>Class Discussion: Passages from <i>Lebor na Cert</i> (The Book of Rights)</p> <p><u>Afternoon</u></p> <p>Lecture 9: Irish Marriage Practice and its Political Implications</p> <p>Class Discussion: The <i>Banshenchas</i> (lore of women)</p>
<p>Day 7 (26 July)</p> <p>9:30am—12:00pm</p> <p>1:00pm—3:30pm</p>	<p><u>Morning</u></p> <p>Lecture 10: The Vikings in Ireland</p> <p>Class Discussion: Selected annal entries</p> <p><u>Afternoon</u></p> <p>Lecture 11: Brian Boru and the Battle of Clontarf</p>

	Class Discussion: <i>Cogad Gaedel re Gallaib</i> (War of the Irish with the foreigners)
Day 8 (28 July)	<u>Morning</u>
9:30am—12:00pm	Lecture 12: The impact of Clontarf
1:00pm—3:30pm	Class Discussion: Selected later sources, including the letters of Lanfranc and Anselm, The Deeds of the Normans in Ireland, and <i>Expugnatio Hibernica</i> (The conquest of Ireland).
<b>[Essay due]</b>	<u>Afternoon</u>
	Lecture 13: Conclusion and revision
	Class Discussion: Debate on a question of medieval Irish history.

**ENDS**

