FROM ST PATRICK TO THE PLANTATION: HISTORIC IRELAND
GAP2045

2015-2016
Module Guide

Module Co-ordinator: Dr Finbar McCormick

Lecturers: Dr Finbar McCormick, Dr Colm Donnelly & Dr Mark Gardiner
GAP2045: FROM ST PATRICK TO THE PLANTATION: HISTORIC IRELAND

INTRODUCTION

This module deals with the archaeology of Ireland during the Medieval period. The Early Medieval period begins after the effects of the Late Roman Empire on Ireland and lasts until the reform of the Church and the incursions of the Anglo-Normans in the later 12th century; it is also commonly known as the Early Christian period. The Later Medieval period deals with developments between the arrival of the Anglo-Normans and the sixteenth century. Although the module is concerned primarily with the archaeology of the period this cannot be considered in isolation from the available historical sources. Therefore, historical evidence will be continually used in our assessment and interpretation of the archaeology of the period.

MODULE OBJECTIVES

- Recognition of the main monuments of the period.
- Understanding their chronology and function.
- Recognising the evolution of the style of artifacts and monuments of the period.
- Relating the settlements patterns of the period to the social and political structures of the era.
- Combining the archaeological and documentary evidence to try and produce a balanced understand of life during the period.
- Understanding the impact of a strongly hierarchical society with great divisions between the powerful and the weak, on the archaeological record.
- Evaluating the value of political events (e.g. invasions) as explanations for the archaeological record.
- Development of presentational skills
- Development of writing skills

LECTURERS

Dr Finbar McCormick (f.mccormick@qub.ac.uk)
Dr Colm Donnelly (c.j.donnelly@qub.ac.uk)
Dr Mark Gardiner (m.gardiner@qub.ac.uk)

If students are encountering any problems or have any questions relating to the course they should contact the lecturers at the above e-mail addresses.

ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-hour exam</td>
<td>40%</td>
</tr>
<tr>
<td>Assessment 1: Essay</td>
<td>40%</td>
</tr>
<tr>
<td>Assessment 2: Site description</td>
<td>20%</td>
</tr>
</tbody>
</table>

The deadlines for the individual items of coursework are given below. Late submission of coursework shall be penalised as indicated in the undergraduate yearbook.

NB The method of referencing outlined in the Student Handbook (available on School www site must be adhered to.)
READING LIST

There are two books that are recommended reading for the module. These are:


In addition, two slightly older textbooks should be consulted:


O’Keeffe, T., 2000: Medieval Ireland, an Archaeology, Tempus, Stroud.

The Medieval period for Ulster is presented in:


General books which deal with individual aspects of the period include:


O’Conor, K. D., 1998: The Archaeology of Medieval Rural Settlement in Ireland, Royal Irish Academy, Dublin.


The historical background to the period can best be appreciated through reading the following texts:


**Two useful introductions to the historical sources for the Later Medieval period are:**


The ecclesiastical annals are a particularly important source of information on Irish society in the Medieval period, and the following two annals are of particular importance to the study of Ulster.


O'Donovan, J., 1856 (editor): *Annals of the Kingdom of Ireland by the Four Masters, from the earliest times to the year 1616*, seven volumes, reprinted 1998 by De Búrca Books, Dublin.

**Specific articles relevant to individual lectures will be provided on the resource section of QOL.**
## MODULE TIMETABLE

*All Lectures will be held in G43 - Materials Teaching Lab - in the Archaeology-Palaeoecology building at 11.00am on Tuesday and Thursday.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday 2(^{nd}) February</td>
<td>Background and introduction to Early Medieval Ireland</td>
<td>FM</td>
</tr>
<tr>
<td></td>
<td>Thursday 4(^{th}) February</td>
<td>Secular settlement I Ringforts</td>
<td>FM</td>
</tr>
<tr>
<td>2</td>
<td>Tuesday 9(^{th}) February</td>
<td>Secular Settlement 2 Enclosures</td>
<td>FM</td>
</tr>
<tr>
<td></td>
<td>Thursday 11(^{th}) February</td>
<td>Secular settlement 3 Crannogs and souterrains</td>
<td>FM</td>
</tr>
<tr>
<td>3</td>
<td>Tuesday 16(^{th}) February</td>
<td>Secular Settlement 4: Beyond the Ringfort.</td>
<td>FM</td>
</tr>
<tr>
<td></td>
<td>Thursday 18(^{th}) February</td>
<td>Early medieval agricultural economy</td>
<td>FM</td>
</tr>
<tr>
<td>4</td>
<td>Tuesday 23(^{rd}) February</td>
<td>Church in early Medieval Ireland I</td>
<td>FM</td>
</tr>
<tr>
<td></td>
<td>Thursday 25(^{th}) February</td>
<td>Church in Early Medieval Ireland II</td>
<td>FM</td>
</tr>
<tr>
<td>5</td>
<td>Tuesday 1(^{st}) March</td>
<td>Church in Early Medieval Ireland III</td>
<td>FM</td>
</tr>
<tr>
<td></td>
<td>Thursday 3(^{rd}) March</td>
<td>Trade and Craft-working in Early Medieval Ireland</td>
<td>FM</td>
</tr>
<tr>
<td>6</td>
<td>Tuesday 8(^{th}) March</td>
<td>Vikings I</td>
<td>FM</td>
</tr>
<tr>
<td></td>
<td>Thursday 10(^{th}) March</td>
<td>Vikings 2</td>
<td>FM</td>
</tr>
<tr>
<td>7</td>
<td>Tuesday 15(^{th}) March</td>
<td>Introduction to Late Medieval Ireland</td>
<td>CD</td>
</tr>
<tr>
<td></td>
<td>Thursday 17(^{th}) March</td>
<td>St Patrick’s Day – No Lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21(^{st}) March – 8(^{th}) April</td>
<td>Easter Break</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Tuesday 12(^{th}) April</td>
<td>Castles I</td>
<td>CD</td>
</tr>
<tr>
<td></td>
<td>Thursday 14(^{th}) April</td>
<td>Castles II</td>
<td>CD</td>
</tr>
<tr>
<td>9</td>
<td>Tuesday 19(^{th}) April</td>
<td>The Medieval Church I</td>
<td>CD</td>
</tr>
<tr>
<td></td>
<td>Thursday 21(^{st}) April</td>
<td>Visit to Ulster Museum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>22(^{nd}) to 24(^{th}) April</td>
<td>Compulsory Field Trip. North Donegal</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Tuesday 26(^{th}) April</td>
<td>The Medieval Church II</td>
<td>CD</td>
</tr>
<tr>
<td></td>
<td>Thursday 28(^{th}) April</td>
<td>Rural settlement 1. Houses and Booleys</td>
<td>MG</td>
</tr>
<tr>
<td></td>
<td><strong>Tuesday 3(^{rd}) May</strong></td>
<td><strong>Site description deadline, 3.30pm in School Office</strong></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Tuesday 3(^{rd}) May</td>
<td>Rural Settlement 2: Moats, Mills and Manors</td>
<td>MG</td>
</tr>
<tr>
<td></td>
<td>Thursday 5(^{th}) May</td>
<td>Gaelic Ireland I</td>
<td>CD</td>
</tr>
<tr>
<td>12</td>
<td>Tuesday 10(^{th}) May</td>
<td>Gaelic Ireland II</td>
<td>CD</td>
</tr>
<tr>
<td></td>
<td><strong>Wednesday 18(^{th}) May</strong></td>
<td><strong>Essay deadline, 3.30pm in School Office</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Thursday 12(^{th}) May</strong></td>
<td><strong>Plantation Ulster/ Module Review</strong></td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT 1: ESSAY

The Essay is worth 40% of the module’s marks.

There are two essay choices for the student and they will undertake ONE of these subjects for their essay. The essay will have a word limit of 2,500 words.

Essay Option 1: Settlement cemeteries – what are they?

Until little over a decade ago it was the general consensus that there were broadly two types of settlement sites in Ireland, ecclesiastical and secular. Burials were firmly a part of the latter type with graveyards being a consistent feature, along with churches, of the central sacred cores of early monasteries. A small number of isolate burials, or groups of burials, of early medieval date had been noted but it was thought that these represented isolated continuation of pre-Christian burial practices. These isolated burials were occasionally referred to in the early literature as *ferta* in narratives where a dying person chooses to be buried in his old ancestral burial ground rather in the new ecclesiastical cemeteries where the church would look after the mortal remains of the dead until the day of resurrection.

About ten years ago, mostly on account of large scale excavation in advance of motorway building, a new type of site came to be identified. These were cemeteries, often very large, which were not found in association with the other monuments generally found on monastic sites, such as churches, crosses and round towers. They were often located within large enclosures and in association with what seemed to be secular occupation, craftwork and evidence for farming. Variously referred to as secular cemeteries, or settlement cemeteries these sites seemed to break down the old barriers between secular and ecclesiastical. The essay will look at the evidence for these new sites and try and identify their role in early medieval Irish society.

When writing this essay the following questions should be addressed.

- Is there evidence for other ecclesiastical features on the sites
- When do the burials begin – when do they end
- Do some burials date to pre-Christian times
- Is there evidence for settlement on the sites – houses, souterrains etc. How do the dates of such features compare with the dating of the burials.
- Did burials start first and occupation come later or is it the other way round.
- What dates are the enclosures – are they earlier than the burials or are they a later addition
- Is there evidence the burials were separated physically (with ditches) from the occupation areas?
- Is there evidence for industrial activity on the site. What is it?
- Is there evidence for agriculture on these sites?
- Do they look like specialised agricultural or industrial sites – more than one would expect on a ringfort.
- Is there only evidence for occupation – industrial activity rather than actual settlement, i.e. are actual houses absent from the sites
- Are here animal bones (discarded food refuse) – this is usually a good indicator of settlement.
• Can status of settlement be identified (quality of finds)

Material on various sites of this type can be found in articles in *Archaeology Ireland* (JSTOR), Seanda (http://www.nra.ie/Archaeology/Seanda-NRAArchaeologyMagazine/) and various National Roads Authority Monographs published since 2000 (in library). The most up reports are however in Corlett and Potterton’s Death and Burial in Early Medieval society. This contains summaries of all the main recently excavated settlement cemeteries as well as discursive articles on various aspects of early medieval.


Corlett, C. and M. Potterton (editors), 2010: *Death and Burial in Early Medieval Ireland*, Bray, Wordwell.


Stout, G. and Stout M., 2008: *Excavation of an Early Medieval Secular Cemetery at Knowth Site M., County Meath*, Bray, Wordwell.

**Essay Option 2:**

**How and why did Gothic architecture in Ireland evolve in the period after c. AD 1350?**

In this essay you should give consideration to both secular (eg: tower houses) and ecclesiastic (eg: friaries) buildings, and you must include relevant examples (preferably with accompanying illustrations) to support the points that you wish to make.

The essay should commence with an overview of the architectural features associated with Irish Gothic architecture in the 15th and 16th centuries in Ireland (eg: window forms, doorways, parapets, etc), with brief summaries on the types of buildings that were being constructed in that architectural style during this period. It should then move on to provide an overview of what political and social changes had occurred in Ireland during the 14th century before reviewing what – if any – impact these changes had on the architecture of the subsequent two centuries.

To achieve this objective you will need to undertake a literature review on the subject, from the works of Harold Leask (eg: Irish Churches and Monastic Buildings), through to McNeill (1986) and Stalley (1984). And how is this subject covered in the works of more recent academics (eg: Moss, 2014; O’Keeffe 2015)?

The following texts should be read to inform the contents of your essay.

Duffy, S., 1997: *Ireland in the Middle Ages*, Gill & Macmillan Ltd, Dublin [This book provides an accessible introduction to the historical context of what is happening in Ireland during the 14th century; for the 15th and 16th centuries see the same author's *Atlas of Irish History*].


[Although now somewhat dated, Leask's work on both churches and castles were hugely influential and were ground-breaking texts when they were first published]

McNeill, T., 1986: “Church-building in the 14th century and the ‘Gaelic Revival’”, *Journal of Irish Archaeology* 3, 61-64. [If you are to have any hope of achieving a good mark for this essay then you must demonstrate that you have read and – most importantly – understood the contents of McNeill’s paper; likewise Stalley’s 1984 paper]

Moss, R., 2014 (editor): *The Art and Architecture of Ireland, Volume 1: Medieval c.AD 400- c.AD 1600*, Royal Irish Academy & Yale University Press. [A recent - and lavish -
overview of architecture in Ireland during the Medieval period, with good case-studies throughout]

O’Keeffe, T., 2015: Medieval Irish Buildings, 1100 – 1600, Maynooth Research Guides for Irish Local History, Four Courts Press, Dublin. [Although in places it verges towards the polemic, this new book does cover a huge amount of ground and is a good introduction to the subject; it’s a pity, however, that it didn’t have the production budget that Moss and her colleagues had at the Royal Irish Academy!]


Hosted by Trinity College Dublin, a new image database of Gothic architecture and architectural features in Ireland can be accessed at: http://www.gothicpast.com/

NOTE: Whichever one of the two essay options you decide to do, your essay must contain a bibliography of the works that you have read and cited in the text, and all items listed must be referred to within the essay. The bibliography must conform to the Harvard System in the form given on the School website:

http://www.qub.ac.uk/schools/gap/CurrentStudents/EducationalSupport/Guidance Documents/

ASSESSMENT 2: SITE DESCRIPTION

The Site Description is worth 20% of the module’s marks

During the course of the Medieval Buildings fieldtrip to north Donegal (Friday 22th April to Sunday 24th April 2016) the students will be brought to see a range of buildings and monuments, and they are to base their Site Description on one of these.

The objective of this exercise is to demonstrate that the student can write clearly and concisely, and present archaeological information to the general public. It takes the form of writing a guide-book for an archaeological site aimed at a member of the interested public who is visiting the site. The description should include a summary of the history of the site and a guide to the main and a description of the main archaeological features to be seen. The object is to produce a balanced interesting text which does not leave out any of the important historical or archaeological features but does no go into excessive unnecessary detail.

There should be no references within the text but one could have a “Suggested extra reading” list at the end with a maximum of three references. There should be plan of the site and a maximum of half a dozen photographs. Source documents will be made available in Queen’s-on-Line (QOL).

The Site Description is to have a word limit of 1,250 words.
APPENDIX

ATTENDANCE

Attendance at all taught classes is a key part of your study and learning in Archaeology and Palaeoecology. ArcPal has a statutory responsibility to monitor attendance. Employers are also keen to know if students are good attenders and will look for this information in references provided by staff. Students should be warned that they may miss out on job opportunities if their attendance at university has been poor.

Registers are taken at each session, and attendance is collated centrally. If you do not attend regularly the Module Co-ordinator will wish to have a full explanation of your absence. If you persist in poor attendance you will meet with the Director of Education to determine whether you should continue your studies.

ILLNESS AND ABSENCE

ABSENCE from a lecture, tutorial, seminar, class test, fieldtrip or practical must be covered by a PINK form.

If you are ill for more than 5 days, you must ring the School Office. You should also inform the School Office in the event of the death of a family member or friend, jury service, stress or financial difficulties or any other situations which impacts on your ability to attend classes.

EXTENUATING CIRCUMSTANCES – ILLNESS, ABSENCE AND LATE SUBMISSION

Extenuating circumstances, for the purposes of assessment decisions, are defined as unforeseen factors, or factors outside a student’s control which have a negative impact on his or her performance. Chronic conditions for which students have received support and reasonable adjustments do not constitute extenuating circumstances, though a worsening of a condition may do so.

When extenuating circumstances occur close to a student’s examination or an assessment deadline, the University will ensure that the student will not be disadvantaged, providing that his or her need is genuine, and that the correct procedures are followed. It is the student’s responsibility to submit evidence of extenuating circumstances, e.g. a medical certificate or a letter from their GP, which does not simply report the student’s circumstances, but verifies the circumstances, and/or provides a medical opinion.

Procedure

You MUST follow the correct procedure to request absence from an examination or an extension to a deadline for an assessment:

Evidence of extenuating circumstances must be submitted to the School Office, together with the appropriate form, normally within three working days of returning to study or, in the case of emergencies which arose during examinations, normally
within three working days of the date of your last examination. If you believe you are going to miss an assignment deadline or an examination because of extenuating circumstances, you should inform the School Office in advance by telephone or letter. If this is not possible, a third party should contact the School. Boards of Examiners are not obliged to consider any medical certificate or evidence of extenuating circumstances presented more than three working days after the last examination.

**LATE SUBMISSION OF COURSEWORK – PENALTIES**

Late coursework (without a medical note or other valid supporting documentation) will be penalised as follows:

<table>
<thead>
<tr>
<th>Days late</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (including any time after 3.00 on the submission date)</td>
<td>5% deducted</td>
</tr>
<tr>
<td>2</td>
<td>10% deducted</td>
</tr>
<tr>
<td>3</td>
<td>15% deducted</td>
</tr>
<tr>
<td>4</td>
<td>20% deducted</td>
</tr>
<tr>
<td>5</td>
<td>25% deducted</td>
</tr>
<tr>
<td>6</td>
<td>No marks awarded</td>
</tr>
</tbody>
</table>

Extenuating circumstances may NOT be considered unless the student has requested it by submitting the approved form and supporting documentation. Self-certification is not acceptable, nor are uncorroborated statements from friends or relatives.

If an assessed tutorial, seminar, presentation or practical is missed, an extenuating circumstances form with supporting documentation must be submitted to the School Office. Advice should be sought from the module co-ordinator about whether or not you also need to submit a copy of the written work.

Late work should be submitted as soon as possible after the original deadline. It will initially be marked without any penalty for late submission. Penalties will be applied at the end of the module by the Special Circumstances Board, which will then report the decisions made to the Examinations Board. If reasons are genuine, which normally requires the extenuating circumstances form and independent supporting evidence, then the penalty is waived. Your Personal Tutor or Advisor of Studies may also draw to the attention of the Board that there is a general problem affecting your work, which should be taken into account. **For this reason it is important that you contact your Personal Tutor or Advisor of Studies and the School Office immediately if you are experiencing difficulties – do not leave it to the end of the year.**

**GUIDELINES ON EXTENUATING CIRCUMSTANCES**

Computer problems/failure or a breakdown in the student’s car on coursework submission day should not be treated more generously than any similar misfortune on other days. It is incumbent on students not to leave things until the last minute. If they do and arrangements go wrong, the University is under no obligation to alleviate the consequences. This is distinct from clear cases of force majeure, for
example rail strikes, civil unrest, where events outside the student's control affect their ability to submit their coursework on time.

The table below provides a few examples of extenuating circumstances which have arisen in the past from students seeking exemption from penalty. It is a guide and is not meant to be prescriptive. On the basis of the facts presented, the decision to waive the penalty will be made.

<table>
<thead>
<tr>
<th>Extenuating Circumstances</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normally Acceptable</td>
<td></td>
</tr>
<tr>
<td>1 Death of a close relative or friend</td>
<td>'Close' means parent or guardian; partner or spouse; child or sibling. Where there is a demonstrably close relationship between the student and the deceased, a death certificate or a letter confirming the death from an independent person should be submitted.</td>
</tr>
<tr>
<td>2 Serious illness of student</td>
<td>An incapacitating illness or an on-going illness or medical condition. This includes breaks and serious sprains to the normal writing hand/arm.</td>
</tr>
<tr>
<td>3 Serious illness of a close relative</td>
<td>See notes at 1 above for definition of 'close'</td>
</tr>
<tr>
<td>4 Hospitalisation</td>
<td>A medical letter/certificate from the relevant hospital confirming the nature and severity of the student’s circumstances and the likely impact it has on the student’s ability to undertake formal assessment will be required.</td>
</tr>
<tr>
<td>5 Acute Personal/Emotional Circumstances</td>
<td>The following will be required: · A medical certificate or letter from the appropriate medical professional; or · A letter from the University Counselling Service, or equivalent confirming the nature and severity of the student’s circumstances and the likely impact it has had on the student’s ability to perform as required.</td>
</tr>
<tr>
<td>6 Victim of Crime</td>
<td>A written statement of events which is supported by written evidence from the police and/or appropriate medical professional or a letter from the University Counselling Service (or equivalent), will be required.</td>
</tr>
<tr>
<td>7 Financial Problems</td>
<td>Stress brought on by financial concerns. It is the student’s responsibility to maintain a proper balance between work and study.</td>
</tr>
<tr>
<td>8 Serious personal disruption</td>
<td>Divorce; fire; burglary; serious assault; jury service, serious childcare difficulties. Corroborating evidence must be produced.</td>
</tr>
<tr>
<td>9 Pregnancy</td>
<td>A medical report from the student’s doctor or</td>
</tr>
</tbody>
</table>
midwife must be provided in support of such
grounds. This also includes the stages
following childbirth. Pregnancy of a
wife/partner would be acceptable in
appropriate circumstances.

<table>
<thead>
<tr>
<th>Not normally acceptable</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Social activities</td>
<td>Hectic social life; parties; visits to/from friends.</td>
</tr>
<tr>
<td>2 Temporary self-induced medical conditions</td>
<td>Hangover; drug taking (excluding prescribed medication).</td>
</tr>
<tr>
<td>3 Minor ailments</td>
<td>Coughs; colds; sprains (other than in the writing hand/arm).</td>
</tr>
<tr>
<td>4 Non serious personal and domestic disruptions which could have been anticipated or planned</td>
<td>Moving house; weddings; holiday; failed transport arrangements.</td>
</tr>
<tr>
<td>5 Work Commitments</td>
<td>Paid work in the evenings and weekends.</td>
</tr>
</tbody>
</table>

STUDENTS WITH DISABILITIES

The University’s Disability Service assists students with disabilities in arranging study related support. This includes specific learning difficulties such as dyslexia. If you have a disability or have become disabled since studying at Queen’s the Disability Service is available to help you get support for your studies:

Disability Service - Student Guidance Centre, 91a University Road, Belfast BT7 1NN; Tel: 028 9097 2727; Email: disability.office@qub.ac.uk

Disclosure of disability is a personal decision. However, the University strongly recommends students to inform the service so that individual support requirements can be arranged. All information regarding a student’s disability is treated in strict confidence.

Students registered with Disability Services should contact each of their module co-ordinators to discuss what arrangements can be made, in line with the recommendations from Disability Services, to facilitate their studies.

Where these are available, module co-ordinators will arrange for lecture overheads to be provided (e.g. on Queen’s online). These may be in addition to handouts given at lectures. Staff may, at their own discretion, provide copies of lecture notes to students.

Extensions for students registered with Disability Services

Students who are registered with Disability Services and have as part of their reasonable adjustments ‘flexibility with coursework deadlines’ may apply, if necessary, for an extension to the coursework submission date. The extension should, normally, be agreed with the module co-ordinator in advance of the published submission deadline. Please use the ‘Reasonable Adjustments Extension Form’ which is available at: http://www.qub.ac.uk/schools/gap/Education/DisabilityOfficer/ to record the new
submission date. This form will be retained by the module co-ordinator.

Students wishing to discuss any academic issues arising from their disabilities are encouraged to contact the School's Disability Officer, Dr. Nuala Johnson (n.johnson@qub.ac.uk; tel. 028-9097-3358, Room 02-034 Elmwood Building).