



OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

School of Languages, Literatures and Cultures
Roinn na Gaeilge

Celtic Civilisation

Second Year Modules

Course Booklet

2023-24

Course Co-ordinator: **Dr. Clodagh Downey, Room 203, Áras na Gaeilge,**
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<http://www.universityofgalway.ie/gaeilge/celtic-civilisation/>

Celtic Civilisation, *ROINN NA GAEILGE*
**in collaboration with Archaeology, Classics, English,
History and Old & Middle Irish**

Departmental Office

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Departmental SECRETARY

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**For details of lecturers of modules from Archaeology, Classics and History,
please consult the relevant discipline's web pages.**

Fáilte go Sibhialtacht na gCeilteach, Bliain a Dó!

Welcome to Second Year Celtic Civilisation!

Well done on arriving in Second Year, and welcome back to Galway! We are delighted that you have chosen to continue your studies in Celtic Civilisation, and we hope that you will find your experience this year interesting and rewarding. You will have gained a good grounding in many basic facets of the history, literature and mythology of the Celtic-speaking peoples in First Year, and now you can build on those areas, and take new directions, with modules which will take you deeper into Irish and Welsh literature, mythology, society and culture, as well as modules offering an introduction to Welsh and Medieval Irish language. You will also have options to choose from a range of modules offered by the disciplines of Classics, Archaeology and History to complement your Celtic Civilisation courses.

I hope that this booklet will answer most of the questions you may have about these courses, but your lecturers are here to help if you have any other questions, or if any issues arise for you during the year: please do get in touch if you need to, and you will find our contact details in this booklet. As Second Year co-ordinator, I will be happy to try and help you with any general or specific queries you may have: don't hesitate to get in touch.

Tá Gaeilge ag chuile bhall foirne, agus muid thar a bheith sásta cumarsáid a dhéanamh leat i nGaeilge, idir labhairt agus scríobh, i gcónaí.

Looking forward to working with you this year, and wishing you all the best for the coming year!

Le gach dea-ghuí,

Clodagh

clodagh.downey@universityofgalway.ie

Academic Calendar 2023/24

First Semester

Teaching begins	Monday 4 th September 2023
Teaching ends	Friday 24 th November 2023
Examinations begin*	Monday 4 th December 2023
Examinations end*	Friday 15 th December 2023

Second Semester

Teaching begins	Monday 8 th January 2024
Teaching ends	Thursday 28 th March 2024
Field trips/Study week	Tuesday 2 nd April – Friday 12 th April 2024
Examinations begin*	Monday 15 th April 2024
Examinations end*	Wednesday 1 st May 2024

*Alert Notice to Visiting Students

- **Visiting Students should ensure that they are in Galway for the exam period, and should also note that some Examinations may be scheduled during Study Week in either Semester 1 or in Semester 2. Therefore, students should not make travel arrangements during or around these weeks.**
- **Visiting Students registering for one Semester only may not select modules that are offered across the entire year.**



Celtic Civilisation Second Year Programme

2BA = 30 ECTS

Three modules, 15 ECTS, in Semester I.

Three modules, 15 ECTS, in Semester II.

In each semester, students will take **EITHER** three modules from Group A **OR** two modules from Group A and one from Group B.

NB: Students also taking Archaeology, Classics or History may not register for the same module under both of their subjects

Semester I

Group A

Code	Module	ECTS	Assessment
SG215	Medieval Irish Literature c. 700-1100	5	CA, Essay
SG216	The Stories of Medieval Wales	5	Essay
SG221	Medieval Irish Language I	5	Exam
SG223	Society and Social Institutions in the Celtic-speaking West	5	CA, Essay

Group B

Code	Module	ECTS	Assessment
AR246 (Archaeology)	Castle, Colonists and Crannógs 1100-1350	5	Essay
CC2105 (Classics)	Heroic Epic	5	Essay
CC230 (Classics)	Beginning Latin 1	5	CA
HI2110 (History)	Making Ireland English, 1580-1665	5	Exam

Semester II

Group A

Med.Ir.Lang I (SG221) prerequisite for Med.Ir.Lang. II (SG222)

Code	Module	ECTS	Assessment
SG217	'A Field of Gods & Men': Ancient Celtic Myths	5	CA, Exam
SG220	King Arthur and the Holy Grail	5	Essay
SG222	Medieval Irish Language II	5	Exam

Group B

Code	Module	ECTS	Assessment
AR2103 (Archaeology)	Archaeology and Irish identity – Celts, Christians, Vikings	5	Essay
CCS207 (Classics)	Studies in Ancient Literature and Thought	5	Essay
CC232 (Classics)	Beginning Latin 2	5	Exam

NB: It is not possible to guarantee that no timetable clashes occur between the lectures taken from various disciplines. When choosing modules from Group B, please check before final registration that your timetable does not include clashes.

ROINN NA GAEILGE

SECOND YEAR CELTIC CIVILISATION, 2023-24
TIMETABLE

GROUP A MODULES

For Group B Modules, please consult with the relevant department: Archaeology, Classics or History.

SEMESTER 1	SEMESTER 2
<p>Monday 9-10am SG223 Society and Social Institutions Lecturer: Clodagh Downey Venue: AMB-G005</p>	<p>Monday 4-5pm SG217 Ancient Celtic Myths Lecturer: Clodagh Downey Venue: AC 202</p>
<p>Monday 11am-12pm SG221 Medieval Irish Language I Lecturer: Clodagh Downey Venue: TB 305 (Tower 2)</p>	<p>Tuesday 4-5pm SG222 Medieval Irish Language II Lecturer: Clodagh Downey Venue: AMB-G021</p>
<p>Tuesday 4-5pm SG216 The Stories of Medieval Wales Lecturer: Graham Isaac Venue: IT 207</p>	<p>Wednesday 12-1pm SG220 King Arthur and the Holy Grail Lecturer: Graham Isaac Venue: AC 213</p>
<p>Wednesday 12-1 pm SG215 Medieval Irish Literature Lecturer: Liam Ó hAisibéil Venue: AMB-G010</p>	<p>Thursday 9-10am SG220 King Arthur and the Holy Grail Lecturer: Graham Isaac Venue: AC 214</p>
<p>Thursday 9-10am SG223 Society and Social Institutions Lecturer: Clodagh Downey Venue: AC 215</p>	<p>Thursday 1-2pm SG222 Medieval Irish Language II Lecturer: Clodagh Downey Venue: AMB-G022</p>
<p>Thursday 1-2pm SG221 Medieval Irish Language I Lecturer: Clodagh Downey Venue: IT 202</p>	<p>Thursday 2-3pm SG217 Ancient Celtic Myths Lecturer: Clodagh Downey Venue: Tyndall</p>
<p>Thursday 2-3pm SG216 The Stories of Medieval Wales Lecturer: Graham Isaac Venue: AMB-G008</p>	
<p>TBC SG215 Medieval Irish Literature Lecturer: Liam Ó hAisibéil Venue: TBC</p>	
<p>Additional Times: To be arranged WE111 Introduction to Welsh Language I* Lecturer: Graham Isaac Venue: To be arranged</p>	<p>Additional Times: To be arranged WE113 Introduction to Welsh Language II* Lecturer: Graham Isaac Venue: To be arranged</p>

*Students wishing to take Welsh Language are urged to contact Dr Graham Isaac as soon as possible.

While every effort is made to ensure that all information is correct, issues can always arise with respect to staffing and/or size of room allocation etc., which require later amendments to the timetable.

Semester I & II

Language Modules

SG221 Medieval Irish Language I (Sem. 1)

SG222 Medieval Irish Language II (Sem. 2)

Lecturer **Dr Clodagh Downey**

These modules provide a first introduction to the language of the Old Irish period (*ca.* 600-900). There is a single core text for both modules: David Stifter, *Sengoídelc. Old Irish for Beginners* (Syracuse, 2005). This can be purchased online (currently at the cost of €40.00 or thereabouts:

<https://www.siopaleabhar.com/en/product/sengoidealc/>). Recommended supplementary materials include E.G. Quin, *Old Irish Workbook* (Dublin: Royal Irish Academy, 1975) and John Strachan and Osborn Bergin, *Old-Irish Paradigms and Selections from the Old-Irish Glosses* (Dublin: Royal Irish Academy, 2003 (reprint of 1949)). Other supplementary materials (such as sample texts) will be provided in the classes. Medieval Irish I in Semester 1 is a prerequisite for Medieval Irish II in Semester 2.

Learning outcomes:

- Knowledge of the fundamentals of Old Irish grammar.
- Ability to translate and analyse straightforward Old Irish text.
- Ability to locate and use beginners' aids to reading and understanding Old Irish.
- An understanding of the relationship of Old Irish to later stages of the language.

WE111 Introduction to Welsh Language I (Sem. 1)

WE113 Introduction to Welsh Language II (Sem. 2)

Lecturer **Dr Graham Isaac**

Welsh is currently the most widely used of the Celtic languages, in both colloquial and formal circumstances. The course provides an introduction to the language spoken and written in Wales today, but with emphasis on the spoken language. The course is aimed at complete beginners in the language. The teaching materials will be provided in the course of the module. WE111 in Semester 1 is a prerequisite for WE113 in Semester 2.

Learning outcomes:

- Basic grounding in the grammar of spoken Modern Welsh.
- The ability to conduct and follow simple conversations in Welsh.
- A background in some aspects of Welsh culture today.

Semester I

SG215 Medieval Irish literature c.700-1100

Lecturer **Dr Liam Ó hAisibéil**

This module will examine a selection of poems and narratives ascribed to the period c. 700-1100. The selected texts illustrate the richness and creativity of medieval Irish literature which constitutes the oldest vernacular literature in western Europe. Emphasis will be placed on the genres of medieval Irish literature, the scribal context, the existence of hermitic or nature poetry, the interaction of history and literature in early Irish tales, and on examining the allegorical significance of these texts to medieval and modern audiences. All poems and narratives will be read in translation, but students will also view the texts in their original language, and become familiar with the manuscript witnesses to these texts.

On successful completion of this module, the learner will be able to:

- List the primary manuscript sources of early Irish lyric poems and/or narrative tales.
- Summarise the general motifs and features of early Irish literature and classify early Irish tales using their narrative content.
- Examine a selection of poems and tales and consider the structure, themes, motifs, creativity and functions of this literary tradition.
- Prepare an activity to illustrate the content and/or imagery of a selected poem or tale.
- Critique scholarly analysis of early Irish lyric poems/narrative tales, comparing this work with your examination of these texts.

Assessment:

- Assessment for this module is by continuous assessment, typically comprising of in-class activities, a recorded presentation and a short essay.

SG216 The Stories of Medieval Wales

Lecturer **Dr Graham Isaac**

The main source of prose stories in medieval Wales is the collection known in modern times as The Mabinogi. These eleven stories from the twelfth and thirteenth centuries cover a wide range of themes, from the very human concerns of friendship, love, honour and betrayal, to grand adventures combating strange beasts, giants and mysterious supernatural forces. Some of the tales are located in the concrete landscape of medieval Wales, where we can trace exact locations of events and routes of journeys. Other tales take place in a vaguer, otherworldly landscape, with no clear location in the real world.

Learning outcomes:

- An understanding of the themes of medieval Welsh stories.
- An understanding of the techniques of the medieval Welsh story-teller.
- An understanding of the social and historical context of medieval Welsh stories.
- An understanding of the application of critical analysis to medieval Welsh texts.

SG223 Society and Social Institutions in the Celtic-speaking West

Lecturer Dr Clodagh Downey

This module provides an introduction to the key social and political institutions of the Middle Ages in the Ireland: kinship, clientship, kingship, and the church. The first three will be discussed both in terms of the evidence they provide for a common Celtic inheritance from the prehistoric period and their medieval actuality, while the church will be considered as a new institution which, more than any other, shaped and changed the organization and outlook of the Celtic regions. The module shows how personal and familial relations were lived in the matrix of kinship. It considers clientship as a cornerstone of the economy, and looks at the roles and obligations of the different grades of lords and clients. It examines kingship as the key political institution, looks at the terminology and ideology of kingship, and provides an introduction to the political geography of medieval Ireland. It considers the role of the church (including the monastery) in the formation of communities, small and large, local, national and international.

Learning outcomes:

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

- Describe in detail key social and political institutions of medieval Ireland.
- Conceptualise and explain medieval Irish society in terms of a variety of institutions and socio-political systems.
- Discuss a range of relevant primary and secondary materials, and assess their evidence for our knowledge of medieval Ireland.
- Communicate their knowledge in written form, including the use of a range of literary and editorial conventions.

For descriptions of all Group B modules, please consult with the relevant department: Archaeology, Classics or History.

Semester II

SG217 ‘A field of gods and men’: Ancient Myths of the Celts

Lecturers **Dr Clodagh Downey**

The medieval Celtic peoples left us a wide range of texts recording traditional stories and legends which have a background in the ancient mythology of the Celts, some of which are introduced in the first-year module SG116. This second-year module uncovers more of the detail in these texts, looking at the ways in which the medieval Irish and Welsh received and represented these tales of pre-Christian gods. The module also takes account of the material that we have from ancient times themselves, in the inscriptions and iconography of the early Celts of Britain and Continental Europe, and introduces the student to the ways such sources cast light on the belief systems of the Celts in early history and prehistory. The quote ‘A field of gods and men’ is a translation of a phrase on a Celtic inscription from northern Italy of the first century BC, and indicates a place where, it seems, gods and men would be linked in some way through ritual practices.

Learning outcomes:

- Detailed knowledge of the sources for ancient Celtic mythology.
- Detailed knowledge of the analysis of medieval sources for Celtic mythology.
- Ability to deal critically with sources from a wide variety of genres and media.
- Knowledge of the belief systems of the ancient Celts.

SG220 King Arthur and the Holy Grail

Lecturer **Dr Graham Isaac**

King Arthur and the legends surrounding him are known from medieval times throughout western Europe, but his origin is as a Welsh folk hero. The module traces the earliest development of the Arthurian legend from its Welsh beginnings, looking at our earliest sources to bear witness to Arthur (from Wales in the ninth to the eleventh centuries), and considers how this hero from a far western-European culture became famous throughout the world. The Celtic origin of the theme of the Holy Grail is examined as well as the way it became represented and adapted in later literature and culture. The Welsh origin of the character of Merlin the Magician will also be studied. Original sources in translation will form the basis of the study of all these themes.

Learning outcomes:

- Knowledge of the earliest sources for ‘King’ Arthur.
- Knowledge of the origins of the Arthur legend.
- Knowledge of the Celtic roots of the Grail legend.
- Knowledge of the way the originally local Welsh hero became a familiar literary figure throughout Europe and the world.
- Critical understanding of the way the legends were interpreted and reinterpreted in successive periods by different cultures.

For descriptions of all Group B modules, please consult with the relevant department: Archaeology, Classics or History.

GUIDELINES ON ESSAY-WRITING

The integrity of all assessments of a student's academic performance is based on the key assumption that any work submitted by a student is his/her own work. A breach of this trust is a form of cheating and is a very serious matter.

In writing essays or assignments, students will inevitably be indebted to the work of other authors, and due acknowledgement of any and all sources used in the preparation of essays must be made in accordance with the usual conventions.

The use by students, without explicit acknowledgement through quotation marks, of sentences and/or phrases taken verbatim from the work of others, constitutes **plagiarism**. Where Examiners are satisfied that plagiarism has occurred, a student may be subject to penalty, as the Examiners may determine. **It is a student's responsibility to familiarise themselves with the rules and guidelines about plagiarism**: see the following section in this booklet or www.universityofgalway.ie/plagiarism for further information.

Students are expected to follow these guidelines. Failure to do so may result in loss of marks on essays.

- All essays must be **typed** or **computer-generated**
- Print out the essay **double-** or **one-and-a half-spaced**.
- Leave 2.5 cm (1 inch) **margins** on both right and left-hand sides of the page to facilitate correction and remarks.
- Be sure to include **page numbers**, inserting them in either the top or bottom right- hand corner of each page.
- **Staple** your essay (don't use a paper clip). It is **unnecessary** to go to any expense to bind your essay or enclose it in a plastic cover. Stapling is perfectly adequate.
- Always **proof-read** your essay carefully before handing it in. This means looking out for spelling mistakes, typos and awkward grammar. If you leave any of these in your essay, it creates a bad impression in the examiner's mind, which is unlikely to benefit you. Don't forget to use the *Spell-Check* facility in your word-processing programme.
- Always **retain a copy** of your essay.
- Always **save your work** as you work, in case the computer crashes. Computers have been known to crash, viruses destroy essays, etc., so keep at least two back-up copies, for your own peace of mind.
- Remember: a **deadline** is not an invitation to complete essays by that date – it is an **instruction** to have essays completed by that date. Other than in exceptional circumstances (e.g. illness verified by medical certificate) obligatory written assignments not submitted by the prescribed deadline shall be subject to penalty, and, in the case of extreme delinquency, shall be discounted altogether for the purposes of marking and grading. So plan your time and meet your deadline.

DEPARTMENTAL POLICY REGARDING DEADLINES

Students must adhere to any deadline that is set for essays or other assignments. If an essay or assignment is submitted late without valid reason, the following policy will apply:

- 10% of the mark will be deducted for the first week or part thereof over the deadline (e.g. if the work has earned 60%, 6% will be deducted);
- 20% of the mark will be deducted for the second week or part thereof over the deadline (e.g. if the work has earned 60%, 12% will be deducted);
- 30% of the mark will be deducted for the third week or part thereof over the deadline (e.g. if the work has earned 60%, 18% will be deducted);
- Work will not be accepted after three weeks.

In exceptional cases (e.g. illness or other personal circumstances), an extension may be granted to a student. For the College of Arts, Social Sciences & Celtic Studies policy on extenuating circumstances and assignment deadlines, see <https://www.universityofgalway.ie/media/registry/exams/policiesprocedures/QA209-Extenuating-Circumstances.pdf>.

CODE OF PRACTICE FOR DEALING WITH PLAGIARISM

See [Academic Integrity Policy](#) and [Academic Integrity Policy Appendix](#)

Academic misconduct is any attempt to gain or help others gain an unfair academic advantage. As the National Academic Integrity Network (NAIN) outline in their Academic Integrity Guidelines: “Academic misconduct can be either intentional or inadvertent. It can be committed in a variety of ways (including, but not exclusive, to the following):

- Submitting work as your own for assessment, which has, in fact, been done in whole or in part by someone else or submitting work which has been created artificially, e.g., by a machine or through artificial intelligence. This may be work completed for a learner by a peer, family member or friend or which has been produced, commercially or otherwise, by a third party for a pre-agreed fee (contracted); it may be work in which the learner has included unreferenced material taken from another source(s) (plagiarism); it may be use of a ghost writer to carry out assessed work which is then submitted as the learner’s own work; it may be using a previous assignment as submitted by a peer claiming it to be your work; it may be that references have been falsified to give credibility to the assignment and to show evidence of research; it may be a claim for authorship which is false;
- Cheating in exams (e.g., crib notes, copying, using disallowed tools, impersonation);
- Cheating in projects (e.g., collusion; using ‘essay mills’ to carry out the allocated part of the project);
- Selling or simply providing previously completed assignments to other learners;
- Misrepresenting research (e.g., data fabrication, data falsification, misinterpretation);
- Bribery, i.e., the offering, promising, giving, accepting or soliciting of an advantage as an inducement for an action;
- Falsification of documents;
- Improper use of technology, laboratories, or other equipment;
- Helping a peer to do their assignment which develops into the helper doing some or all of the assignment; and
- Sharing or selling staff or institutional intellectual property (IP) with third parties without permission.”

Some additional examples of academic misconduct are:

- Self plagiarism where you submit work which has previously been submitted for a different assignment without permission/acknowledgement.
- Posting advertisements for services which encourage contract cheating either physically or virtually.
- Submitting all or part of an assessment item which has been produced using artificial intelligence (e.g. Google Translate or other machine translation services/software, AI essay writing service etc.) and claiming it as your own work.

For more information on the process for suspected academic misconduct, see [Academic Integrity Policy](#) and for information on the outcomes for student breach of academic integrity see [Academic Integrity Policy Appendix](#).

It is each student’s responsibility to familiarise themselves with this policy.