



**Maynooth
University**
National University
of Ireland Maynooth

**MAYNOOTH UNIVERSITY
ENGINEERING & COMPUTER
SCIENCE INTERNATIONAL
SUMMER SCHOOL
SYLLABI FOR CLASSES**

*****PLEASE NOTE THAT ALL
SYLLABI MAY BE SUBJECT TO
SLIGHT CHANGE OR
MODIFICATION FOR 2023*****

CONTENTS

1. Electric Circuits
2. Algorithms & Data Structures I
3. Software Design
4. System Dynamics
5. Introduction Anthropology
6. International Marketing
7. Public Speaking & Communications
8. Creative Writing
9. Climate Change
10. Ireland & The Great Famine
11. The Cultural Heritage Of Medieval Society

Electric Circuits

EE215

5 ECTS Credits

Module Name	Electric Circuits 2
Module Code	EE215
Module Co-ordinator	Refer to Excel document <i>Module_Co-ordinators</i>
Department	Electronic Engineering
Module Level	2
Credit rating	5 ECTS credits
Pre-requisites	None

Aims	To provide an in-depth knowledge of RLC circuits and filter design.
Learning Outcomes	<p>At the end of the course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Explain conceptually what resonance and bandwidth mean in the context of RLC networks. 2. List and draw the frequency specifications of the four basic types of filters. 3. Draw a bode plot of a network function. 4. Design and build a passive filter based on a Butterworth response. 5. Use RLC circuits to modulate bandwidth and resonance as needed. 6. Use Matlab to analysis signals with the appropriate filter hardware. 7. Design, build and analysis a filter circuit in a lab environment.

Time Allowance for Constituent Elements	
Lectures	24 hours
Tutorials	10 hours

Laboratory and exam	21 hours
Class Test	2 hours
Independent study	66 hours
Semester Examination	2 hours

Indicative Syllabus

- RLC resonance, bandwidth and Q-factor
- Passive filter design – Low Pass, High Pass, Band stop and band pass filters
- RLC filter effects stage, Butterworth filters
- Bode plots
- Realisation of various filter specifications
- Stability of filter circuits
- Oscillators
- ADC and DAC circuitry

Assessment Criteria

Semester Examination	60%
Laboratory (6)	15%
Laboratory Exam (1)	15%
Class Test (2)	10%

Penalties: Missed labs and class test cannot be repeated, in general.

Pass Standard and any Special Requirements for Passing Modules: The Pass Mark is 40% - students are not required to pass the written and continuous components separately.

Supplemental Examination: 1 x 2 hour written examination (Autumn). The continuous assessment mark is carried forward as there is no facility for repeating the continuous assessment elements of the course.

Assessment Philosophy

The class tests and examination paper are designed to cover learning outcomes 1- 5. All questions in the class test are compulsory, while the final examination paper has a compulsory question that covers all aspects of the syllabus. The lab sessions cover learning outcomes 5 -7 and encourage teamwork.

It should be noted that the laboratory exam will be individually assessed in the form a different problem given to each student.

Course Text	“Electromagnetics with Applications”, Kraus and Fleisch, McGraw-Hill
References	<ul style="list-style-type: none"> • “Engineering Electromagnetics”, Hayt and Buck, McGraw-Hill • “Electromagnetic Fields and Waves”, Lorrain and Carson, Freeman

Programmes currently utilising module	Compulsory
BE in Electronic Engineering	Yes
BSc in Science (Engineering Science)	Yes

Algorithms & Data Structures I

CS210

5 ECTS Credits

Overview

Introduction to algorithms and data structures. Review of elementary programming concepts suitable for the implementation of abstract data types (operators, types and expressions; control of flow; methods; recursion; input & output); Algorithms for searching: linear, bounded linear and binary searches; Algorithms for sorting: selection, insertion, bubble and quick sorts; Fundamental linear data structures: stacks, queues, linked lists; Object-oriented programming: encapsulation and information hiding, classes, interfaces, class hierarchies, inheritance, polymorphism, basic exception handling; Analysis of basic algorithms.

Learning Outcomes

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

- Recognise the importance of program complexity
- Describe a variety of structures for storing data such as arrays, linked lists, stacks and queues
- Explain a range of algorithms involving searching and sorting
- Identify data structuring strategies appropriate to a given context
- Design, develop, test and debug object-oriented programs in Java
- Apply data structuring techniques to the design of computer programs

Teaching & Learning Methods

48 Lecture hours,

Assessment

50% for Continuous assessment exercises and 50% for a final written exam
The Pass standard is 40%

Software Design

CS264

5 ECTS Credits

Overview

In the course students will be introduced to principles and practices of object oriented software analysis, design, and programming using C++. The course will be delivered in two halves. The first half will focus on taking students from the basics of C++, through to objected oriented and generic programming. Topics covered will include (i) basic C++ syntax and program structure, (ii) primitive and abstract data-types, (iii) arrays, pointers, and dynamic memory management, (iv) object oriented programming (encapsulation, inheritance, polymorphism, etc.), and (v) generic programming and the STL. Note that the course assumes that students already have a good level of programming competency, but that they have not previously programmed in C++.

The second half will cover the general principles object oriented analysis and design (OOA/D) and in particular the application of design patterns in developing well-structured, extensible, and reusable software systems.

Learning Outcomes

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

- Analyse, design, and implement software based solutions to problems using C++.
- Understand and apply dynamic memory management programming techniques in C++.
- Develop generic implementations of algorithms in C++.
- Compare and contrast different software designs based on principled quality criteria.
- Apply OOA/D techniques to the development of software solutions to real-world problems.
- Implement a selection of design patterns in C++.
- Understand and apply a selection of design patterns in their software solutions.

Teaching & Learning Methods

24 Lecture hours, 24 Laboratory hours

Assessment

50% for Continuous assessment exercises and 50% for a final written exam
The Pass standard is 40%

System Dynamics

EE211

5 ECTS Credits

Overview

- To analyse a range of both continuous and discrete time systems.
- To introduce the concept of state-space.
- To introduce frequency-domain system analysis.
- To further the use of Matlab and Simulink in laboratories

See full module descriptor at <http://www.nuim.ie/electronic-engineering/current-students/module-descriptors>

Learning Outcomes

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

- Develop mathematical models for a range of dynamical systems.
- Change between different mathematical model representations (differential equation, state-space and transfer function).
- Linearise a nonlinear system about an operating point.
- Calculate responses of simple dynamical systems.
- Analyse simple systems using Bode plots.
- 6. Use Matlab and Simulink to simulate and analyse a range of systems.

**Introduction to the
Anthropology of Ireland**

Anthropology

AN303SS

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 8th* (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 313SS

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.¹⁷

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.

Lecturer:

Mr. Dermot Styles. He is a lecturer in Marketing in the School of Business in Maynooth University. He has extensive experience working in a range of companies both national and international. He has started businesses and served as a consultant for start-ups as well as established businesses. He has worked both on the agency side of marketing as well as the client side of marketing and runs his own specialist marketing consultancy.

Communication with your lecturer

Direct Communication:

The format of the course, particularly the afternoon tutorial sessions, will allow ample time for questions and discussion on the course content. If you find that this is not sufficient or if there is an item that you would prefer to discuss on a one-to-one basis then the lecturer will be available immediately after each morning and afternoon session to answer any queries from students. Alternatively, you may contact the lecturer via email putting "MN313 Summer School" at the start of the subject line. As we have a short amount of time together and as it is not always possible to respond to emails in a timely fashion, please use the contact time in the tutorials and after class where possible.¹⁸

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

www.asai.ie

www.aai.ie

www.iapi.ie

www.amarach.ie

www.idma.ie

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.

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

**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*, 4th 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 272SS

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.

Climate Change
Geography
GY 313SS
5 ECTS Credits

Climate Change GY313ss

The module will mainly be delivered through lectures with one field trip focusing on public knowledge and perceptions of climate change.

The learning outcomes will be as follows:

Students will gain a detailed understanding of how the field of climate science originated.

Students will gain knowledge of how climate data is gathered, how the methods have changed over time, how the data is analysed and how historical climate scientists interpret this data to find trends in the climate.

Students will have an opportunity to engage with a data rescue project and see first hand how historical data is gathered and rescued.

Students will also explore public perceptions of climate change and learn how to gather data to answer key questions related to climate adaptation.

They will gain experience in the field. Students will be introduced to the concepts surrounding climate models and the many problems scientists face when modelling future climate.

Students will also have a chance to explore the many debates within climate change and put their own debating skills to the test.

Module structure:

Class 1, Historical climatology and origins of the field (Will include an introduction to citizen science and data rescue): this class will explore the key discoveries which helped to develop the field of climate science. It will show students how climate scientists collect data and why historical climatology is important. It will also teach students about data rescue and allow them to engage in projects.

Class 2, Evidence for Climate change: this class will explore the types of data that scientists use to evaluate trends in the climate. It will show students what evidence exists to confirm that the climate is changing

Class 3, How does the Climate change? This class will focus on the physical processes that drive climate change.

Class 4, Perceptions of Climate Change and adaptation:

This class will explore how people's perceptions of climate change form and how these perceptions influence adaptation to future climate change.

Class 5, Public knowledge and perceptions of climate change: this class will deal with the methods used to understand perceptions of climate change and how climate information can be communicate to the public. This will class will tie in with the theme of the field trip.

Class 6, What is dangerous about climate change? This class will explore the dangers of climate change such as heatwaves, floods and possible impacts on ecosystems and society if the world adopts a business as usual approach.

Class 7, How do we know about future climate change?

This class will explore climate models and how we live with uncertainty and create robust apatation strategies.

Class 8, The IPCC process and climate debates:

This class will introduce students to the process used by the intergovernmental panel on climate change for producing their climate change reports. It will also explore some of the debates and political issues around the topic

Assessment:

100% continuous assessment (60% essay/project, 30% field report, 10% in class contribution and additional exercises).

Field trip:

Students will be brought to the Cool Planet Experience climate exhibition in Powerscourt estate County Wicklow. This is an interactive exhibition that will show students how climate change information can be communicated to the public.

Students will also have the opportunity to design and implement a survey on the grounds to investigate public perceptions and knowledge of climate change before and after engaging with the exhibition.

The collected data will then be used to show students data analysis techniques and for class discussions.

This field trip will show students some of the methods used for collecting data. It will tie in with class 4 and 5 on public knowledge and perceptions of climate change and it will show students possible ways of effectively communicating climate information.

Additional exercises include:

- 1) Citizen science and data rescue project: students will get first hand experience engaging with a citizen science project cyclone center and data rescue of old weather records.
- 2) Presentation: students will get the opportunity to improve their presentation skills by delivering a short presentation related to their in-class data rescue work.
- 3) Climate services project: students will be presented with various climate change scenarios (eg: what impacts will farmers face from climate change in the future) and be asked to put their knowledge to the test and produce an action plan to inform the public of future risks.
- 4) Climate debates: students will have the opportunity to put their knowledge to the test and debate about various issues related to climate change.
- 5) Create surveys: students will gain skills in creating and implementing surveys to capture public perceptions of climate change.

Field report: following the field trip students will evaluate the data obtained and produce an 800 word report detailing what they discovered.

Project: students will produce a 2,500 word project related to one aspect of the course that they are interested in. This project could involve data rescue and it's importance or deal with communication of climate science to the public.

Reading list:

Wilby, R.L. Climate Change in Practice.

IPCC summary for policy makers.

Kjellström, Erik. "Recent and future signatures of climate change in Europe." *AMBIO: A Journal of the Human Environment* 33.4 (2004): 193-199.

Noone, Simon, et al. "A 250-year drought catalogue for the island of Ireland (1765–2015)." *International Journal of Climatology* 37 (2017): 239-254.

Murphy, Conor, et al. "Irish droughts in newspaper archives: rediscovering forgotten hazards?." *Weather* 72.6 (2017): 151-155.

Wilby, Robert L., and Suraje Dessai. "Robust adaptation to climate change." *Weather* 65.7 (2010): 180-185.

Poumadere, Marc, et al. "The 2003 heat wave in France: dangerous climate change here and now." *Risk Analysis: an International Journal* 25.6 (2005): 1483-1494.

Murphy, Conor, et al. "Adapting to climate change in shifting landscapes of belief." *Climatic change* 134.1-2 (2016): 101-114.

Cunsolo, Ashlee, and Neville R. Ellis. "Ecological grief as a mental health response to climate change-related loss." *Nature Climate Change* 8.4 (2018): 275.

Clarke, Darren, Conor Murphy, and Irene Lorenzoni. "Place attachment, disruption and transformative adaptation." *Journal of Environmental Psychology* 55 (2018): 81-89

Adger, W. Neil, et al. "Are there social limits to adaptation to climate change?." *Climatic change* 93.3-4 (2009): 335-354.

Lenton, Timothy M., et al. "Tipping elements in the Earth's climate system." *Proceedings of the national Academy of Sciences* 105.6 (2008): 1786-1793.

Smith, Joel B., et al. "Assessing dangerous climate change through an update of the Intergovernmental Panel on Climate Change (IPCC)“reasons for concern”." *Proceedings of the national Academy of Sciences* 106.11 (2009): 4133-4137.

ENDS

Ireland & the Great Famine
History
HY 273SS
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).

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

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 (Wednesday, 6th July 2022)
2. Trim Castle (Wednesday, 13th July 2022)
3. The monastic complex at Clonmacnoise (Monday, 18th July 2022)
4. Maynooth Castle (Wednesday, 27th July 2022)

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>
Week 1 (4–8)	Lectures Lectures		Lectures Laraghbryan			
Week 2 (11–15)	Lectures Lectures		Trim			Assignment 1: Independent Study Report (Wednesday)
Week 3 (18–22)	Clonmacnoise		Lectures Lectures			Assignment 2: Site Report (Wednesday)
Week 4 (25–29)	Lectures Lectures		Assignment workshop Maynooth Castle			Assignment 3: 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—Wednesday, 6th July 2022.

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—Wednesday, 13th July 2022.

Preparation for Field Seminar 2: Trim Castle.

Field Seminar 2: Bective Abbey, Trim Castle—Wednesday, 13th July 2022.

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—Wednesday, 20th July 2022.

Preparation for Field Seminar 3: Clonmacnoise.

Field Seminar 3: Clonmacnoise—Monday, 18th July 2022.

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 Dearbhorgaill (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—Wednesday, 27th July 2022.

Field Seminar 4: Maynooth Castle—Wednesday, 27th July 2022.

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.

The last Field Seminar will be held at Maynooth Castle on the afternoon of Wednesday, 27th July 2022. It is stressed that all assignments **must** be submitted by the end of the course.

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

