



**Maynooth
University**
National University
of Ireland Maynooth

**MAYNOOTH UNIVERSITY
INTERNATIONAL SUMMER
SCHOOL**

SYLLABI FOR CLASSES

*****PLEASE NOTE THAT ALL
SYLLABI MAY BE SUBJECT TO
SLIGHT CHANGE OR
MODIFICATION FOR 2022*****

CONTENTS

1. Introduction Anthropology
2. International Marketing
3. Social Media
4. International Business Management
5. Public Speaking & Communications
6. Creative Writing
7. Modern Irish Literature
8. Climate Change
9. Women, Gender & Society
10. Ireland & The Great Famine
11. Art & Architecture in Ireland
12. Medieval Society
13. Early Ireland
14. Global Development Issues & Responses
15. Music Technology
16. Digital Marketing

Introduction to the
Anthropology of Ireland

Anthropology

AN303

5 ECTS Credits

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

Maynooth University Department of Anthropology

What is Ireland? What is Irishness? This seminar series will consider the multiple dimensions of Ireland and Irishness. In the popular imaginary, Ireland continues to conjure up images of a timeless, mystical landscape, and simple, chronically alcoholic folk (and Enya). 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. Anthropology has played a role in this complex politics of representation, often eliding the reality of life here.

Students will also explore the development of cultural anthropology on both sides of the Atlantic, and encounter important concepts and theories that will enable them to think critically about Ireland, Irishness, and questions of identity, tradition, community, nationalism, and race. 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, monocultural, and Catholic, examining recent trends such as multiculturalism and GLBT+ activism. We will explore manifestations of Irish culture such as contemporary drag performance, seeing how Irish tradition is reproduced, reformulated, and what meaning such practices hold for practitioners and spectators. Ireland has multiple and often conflicting identities, most obviously with Northern Ireland. We will look at the outline of division there, but also how gendered and class divisions shape these dynamics in the North and elsewhere.

Learning Outcomes: • Students will have been introduced to the development of anthropology in Ireland and its main themes that continue to be of concern. • Students will be familiar with shifting ethnographic approaches and methods to the study of communities, notions of tradition, and distinct shades of nationalism. • Through a variety of case studies, students will understand functionalism, structural functionalism, interpretative anthropology, political economy, and postmodern approaches to anthropology. • Students will have engaged in critical thinking

Topic One: Introducing Anthropology, Ireland, and thinking about identity

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, and some (light) group work. We will also discuss the origins of anthropology, encounters with difference, and become familiar with some key markers of the discipline.

In our second seminar, we will think about Ireland, and how the country and its people have been framed as the 'other' in both colonial and anthropological discourses. We will also consider the contemporary valence of certain notorious stereotypes about the Irish (looking at a selection in class). Anthropological theories of stereotyping will also be discussed, in order to help us think critically about the enduring appeal of certain inaccurate caricatures. Students will also view the classic work of ethnofiction, Robert O'Flaherty's *Man of Aran* (1934) in class.

Topic Two: Political Anthropology: Race and Nationalism, Historical and Contemporary

In seminar one, we will consider the issue of race, both in the construction of the figure of 'the Irish' in colonial, anthropological, and international sociocultural discourses, but also consider the political currency of the 'white slaves' myth in contemporary public discourse. There will also be an examination of how anthropologists have engaged with questions of racial difference over time.

In seminar two, we will think about the political ideology of nationalism, through an anthropological lens, but also with specific reference of Irish identity. How has Irishness been shaped by this nineteenth century movement? Did Irish identity exist before nationalism? Can you be Irish if you were not born here, or your parents were not born here? Can you be Irish if you are born here? Can you be Irish if other Irish people can't pronounce your name?! We will consider these questions and more.

Topic Three: Field Trip to Kilmainham Gaol

In our second meeting this week, and following on from our trip to Kilmainham Gaol, we will consider the culture of Ireland in the twentieth century, a place struggling to define itself against its former occupier, as an independent, Catholic state. We will think about how anthropologists recorded a shifting Irish culture over the decades, as well as reflect upon the sectarian violence that erupted in Northern Ireland in the 1960s. In addition to issues of religion and colonialism, we will also pay attention to questions of gender and class in the conflict.

Topic Four: Dragging* Ireland into Modernity

In our first meeting, we will engage with anthropological theories of memory and historical remembrance in relation to national trauma. We will pay specific attention to Ireland's history of institutionalisation, and how this dark period of our collective past is being recovered, reckoned with, remembered, and shapes Ireland's political present.

In our final seminar, we will consider Ireland's (relatively) recent embrace of same-sex marriage, as well as liberalisation of reproductive rights. We will consider –using critical theory– Ireland's adoption of a progressive attitude towards GLBT issues, amid a turn towards a social conservatism across the globe, and what it means for Irish identity. To illuminate Ireland's recent social history, we will critically

analyse *The Queen of Ireland* (2015), a documentary portrait of Panti Bliss, a drag queen who has become the accidental face of the marriage movement in Ireland ahead of the 2015 referendum.

*see what I did there?

**Readings will be available on Moodle and in the Maynooth University Library
(online and offline)**

**The module will be evaluated through a 2000 word paper, due at the end of
the module. Details will be available on Moodle.**

ENDS

International Marketing

Business

MN 313

5 ECTS Credits

Module Details

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 and in the afternoon tutorials

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: At the end of this module, participants 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 local and global strategies for product development and promotion.
4. Develop cross-cultural skills and apply them to build a localised communication mix for each distinct segment of an international market.

Assessment: Assessment will be multi-dimensional as follows. Details of each project will be distributed on Day 1 of the module.

- | | |
|--|------------|
| 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: Dr. William Brice is an Associate Professor of Management in the Department of Management and Marketing at the College of Business and Public Policy, California State University Dominguez Hills. He has an MBA and Ph.D. in International Management and Strategy from the University of Hawaii (Manoa). At the University of Hawaii he worked with the Pacific Business Center writing Marketing and Business plans for enterprises and governmental organizations throughout the Pacific region. He has started businesses and served as a consultant for startups, small business acquisitions, and turnarounds.

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.

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 is 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 in order 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

Core Text: Gillespie, K. & Hennessey, D: (2016) Global Marketing, 4th Edition, Routledge.
Applicable text excerpts will be posted.

Recommended Supplementary Readings

- The Economist
- The Wall Street Journal
- Financial Times

Recommended Academic Journals

- Journal of International Business Studies
- Entrepreneurship Theory & Practice
- Academy of Management Journal
- Harvard Business Review
- International Marketing Journal
- Management International Review
- International Small Business Journal
- European Journal of Marketing
- Journal of Global Marketing
- International Marketing Review

These and many other resources can be accessed at Maynooth University's library:
<http://www.nuim.ie/library/>. For more details please refer to the library online resources.

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 overleaf. 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.

Guideline Topics
<p>1: Introduction to International Marketing & Cultural Environment</p> <p>Core Reading: Chapter 3 of the core text</p>
<p>2: Economic & Political Environment</p> <p>Core Reading: Chapter 4 of the core text</p>
<p>3: Product Strategy Research</p> <p>Core Reading: Chapter 7 of the core text</p>
<p>4: Markets & Competitors</p> <p>Core Reading: Chapters 5, 6, & 10 of the core text</p>
<p>5: Field Trip</p>
<p>6: Entry Strategy</p> <p>Core Reading: Chapters 8 & 9 of the core text</p>
<p>7: International Strategy & Structure</p> <p>Core Reading: Chapter 16 of core text</p>
<p>8: Group Project Presentations & Final Exam</p>

ENDS

**Social Media
Business
MN 329
5 ECTS Credits**

SOCIAL MEDIA

Overview

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

This module addresses the many issues surrounding this phenomenon and provides a high-level overview to help individuals and firms navigate social media to gain a competitive edge. As well as covering the theoretical underpinnings of social media and its relationship to business objectives, it also requires students to undertake a practical examination of how to make use of social media for the purposes of information gathering, the maintenance of business contacts, market design, and decision-making.

This module enables course participants to harness the power of social media whilst also appreciating its darkside. On completion of this module, the learner will understand how to develop a social media strategy which aligns with and enhances the overall business strategy. Finally, the module seeks to provide students with a set of tools to gauge social media practices and performance, such as network analysis and social media analytics. In part, the module will develop a theoretical awareness of the different values of specific social media within a polymedia environment.

Learning Outcomes

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

- Demonstrate an understanding of the advantages and disadvantages associated with social media;
- Recognise the implications of social media for organisations and individuals;
- Evaluate how a disruptive innovation such as social media threatens a successful business model.
- Appraise different social media tools, and their role in a polymedia environment;
- Apply social network analysis techniques to improve organisational processes
- Apply social media analytics to better understand customer sentiment
- Demonstrate a thorough understanding of the ethical and privacy issues surrounding social media.

Topics

Part 1: Social Media Landscape

1. Introduction to Social Media and Social Media Marketing
2. Social Media Landscape
3. Social Consumers, Digital Communities, Social Communities

Part 2: Objectives & Implementation

- Strategic Planning with Social Media
- Social Publishing
- Social Entertainment
- Social Commerce

Part 3: Measurement & Metrics

- Measuring Effectiveness: Social Media Monitoring & Metrics

Part 4: The Dark Side of Social Media

- Protecting yourself and your business

Assessment

Individual Assignment A	30%
Individual Assignment B	30%
Group Presentation A	15%
Group Presentation B	15%
Class Participation	10%

Details of each assignment will be provided in class.

ENDS

International Business Management

Business

MN 215

5 ECTS Credits

Welcome Message

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

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

participants to consider and recognise the importance of understanding and embracing differences across countries.

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

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

Introduction

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

Hence, this IB module comprises of the function and related elements and activities to examine the managing of today's international organizations. International management is the process of developing strategies, designing and operating systems, and working with people around the world to ensure sustained competitive advantage. This is done in the context of globalization which is characterized by networks of international linkages that bind countries, institutions, and people in an interdependent global economy. Economic integration results from the lessening of trade barriers and the increased flow of goods and services, capital, labor, and technology around the world. Some argue that the world is reverting more to *deglobalization*. This retreat, or inversion, is resulting from political crises, cybertheft, protectionism, and increasing trade barriers, which, in turn, have resulted from the global trade slowdown. The changing balance of growth toward emerging markets compared with developed ones, along with the growing number of middle-class consumers in those areas Implications of the legal and global environments are examined and current issues such as political, security and economic risks are analyzed. Emphasis is placed on the modern day importance of managing firms across different institutional and cultural contexts.

Module Text

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

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

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

Suggested reputable sources for further reading

See attached list of recommended academic journals on Moodle

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

Each topic on Moodle includes a listing of readings related to the subject area. Students are not required to source all of these. The listing is broad so that those of you who may have particular interests – either now or later in your careers – will know where to start looking. Additionally, a list of relevant journals is provided. For this module however, it is recommended that you

read the core (specific textbook chapters & journal articles) prior to each lecture and additional readings as required. Where possible, all journal papers cited here can be accessed through the University library. In addition, journal articles on the core reading list will be available for download either through the e-library or on Moodle. If you cannot find a cited paper in the library, contact module coordinator, who can deal with it. The core and additional readings will be supplemented by lecture notes and class discussions and exercises.

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

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

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

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

- Read the course notes for the appropriate topic (on Moodle, prior to each lecture). This will give you an overview of the topic and highlight the various themes.
- Read the learning outcomes/objectives as given in the lecture slides and textbook.
- Next read the summary at the end of the chapter. Do not expect this brief summary to mean too much at this stage, but see whether you can relate some of the points made in it to some of the learning outcomes/objectives.

- Next start reading the chapter itself. Make notes as you are reading. These might include your own comments, references to other material, ideas that strike you about

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

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

Taking Notes during Lectures

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

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

Students are also strongly advised to attempt the discussion questions and exercises at the end of each topic. Additional assessment questions can be found as an appendix to this handbook. The purpose of these assessment questions is not only to stimulate student interest in the topic area but also to allow the student to monitor his or her own progress. These questions simply

test the students understanding of the subject area. The questions are for the student's benefit only and while we recommend that students take the time to complete each and every assessment question, students are not required to submit answers to these questions and will not be evaluated on them. Some of the answers will come from your experience and reflection. Others you can check by going back to the text. The very act of going back and searching the text for the relevant details will further improve your understanding of the material.

Module Learning Outcomes

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

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

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

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

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

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

Apply key frameworks to identify and analyse worldwide industries.

Module Themes

This module will concentrate on four themes as follows:

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

Time Table – Summer, 2019

Week 1	Tuesday, 9 th July and Thursday, 11 th July
Week 2	Tuesday, 16 th July and Thursday, 18 th July
Week 3	Tuesday, 23 rd July and Thursday, 25 th July

Week 4 Tuesday, 30th July and Thursday, 1st August

Student Effort Required:

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

Delivery Schedule

Day (9.00 – 12.00) (13.00–15.00)	Topics Guideline
Tuesday 9th July 2019	An Introduction to International Business Core Reading: Chapters 1 & 2 of the core text Recommended Readings Communications Skills exercise Case studies
Thursday 11th July 2019	The Cultural Context of Global Management Core Readings: Chapters 3, 4 and 5 of the core text Recommended Readings Comprehensive cases
Tuesday 16th July 2019	Field Trip: International business in Manufacturing Companies Newbridge Silverware Factory & Museum of Style Icons Preparation: Review the websites and other information online. Review your Individual Assignment brief and prepare questions to ask the presenters in each location

<p>Thursday 18th July 2019</p>	<p>Strategy Formulation & Implementation Core Reading: Chapter 6, 7 & 8 of the core text Recommended Readings Case studies Guest Speaker</p>
<p>Tuesday 23rd July 2019</p>	<p>Strategy Formulation & Implementation Core Reading: Chapters 6, 7 & 8 of core text Recommended Readings: To be advised Peer Learning exercise Comprehensive case studies</p>
<p>Thursday 25th July 2019</p>	<p>Strategy & Human resource Management Core Reading: Chapters 8, 9 & 10 of core text Recommended Readings Case studies Critical Analysis Skills exercise</p>
<p>Tuesday 30th July</p>	<p>Human Resource Management Core Reading: Chapters 9, 10 & 11 of core text Recommended Readings Case studies Peer Learning exercise</p>
<p>Thursday 1st August 2019</p>	<p>Presentations of Group projects MCQ Test Integrative Term Project Core Exercise: page 475 of core text</p>

Teaching Arrangements & Methods

Delivery:

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

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

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

Format:

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

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

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

Prior Preparation:

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

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

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

Case Analysis Format

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

1. Data Analysis
 - Assess major, relevant, consolidated factors about the situation to be resolved.
 - Include analysis, assessment of implications, your thoughts, etc.
2. Problem Definition
 - Define the problem or situation which needs to be resolved
 - Do not list symptoms
3. Alternative Solutions Analysis
 - Do this And then list pros and cons and assessment
4. Recommended Solution
 - Do that (don't repeat analysis or rationale here, just state recommended action from your alternatives analysis)

- Use prescriptive format
5. Implementation
- List actions needed to be taken to make the plan work. In response, include timing and responsibility

Course Assessment

1. Continuous Assessment:

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

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

Communication with the Module Coordinator:

If you have a question related to this module, please ask me at the beginning or end of class – most issues can be dealt with easily and speedily in this way.

Otherwise please **email in advance** to julius.nyiawung@mu.ie (with MN215SS in the subject) to arrange to call during my office hours (please email in advance to confirm). To be fair to all module participants, questions related to course content will **only** be answered in class during class times or the question (anonymized) and my reply will be posted on Moodle.

If you have a general question, please post it to the Moodle news forum as other students might be similarly interested in your query – in many cases in the past, students have even answered these questions for classmates! When using the Moodle forum please be courteous to other users and do not post messages which are not relevant to the content of the module.

Feedback:

I may ask you to fill in occasional feedback forms on each session in order to ascertain if any of the teaching approaches used in class can be improved. Please provide answers to the surveys when required as they are designed to make your learning experience in university more effective and meaningful.

Assignments

Overview

To re-iterate, this module is 100% continuous assessment comprising 40% - Group Project, 40% - Individual Project and 20% MCQ In-class Test

Assessment 1 – Group Project (40%)

IMPORTANT REQUIREMENTS

1. This is a group assessment,

- a. Students must self-select into groups (Min 4 and Max 5 members per group). Students are requested to register their group number, members (PLEASE NOTE: Topics are restricted to four groups per topic)**
- b. For the purpose of forming groups a discussion forum will be available on Moodle to help students join and seek out members.**
- c. Please ensure you are only a member of ONE group (this is your responsibility).**

2. Groups are expected to manage group issues internally. Where this is not possible, the lecturer should be notified at least 1 week in advance of the submission date for the assignment. Queries on group issues received after this time will not be addressed. Group members may be assessed individually if it is deemed they did not contribute or did not fully contribute to the group assignment.

Task:

Select a large organisation that trades in a number of counties/regions. Choose one of its key products/product categories or services/service categories that it markets and sells in 2

contrasting countries or regions, i.e. the countries/regions need to be significantly different in nature. Note you cannot select the company's home country as one of the 2 contrasting countries or regions.

- (A) Provide a brief overview of the selected organization and discuss your methodology.
- (B) Compare and contrast the company's operations and management in both countries/regions.
- (C) Based on your research, discuss the key lessons that other organisations can learn from your selected organisation's international business experience. This section should culminate in a set of clear international business guidelines for a business planning to enter a new market.

You should use any appropriate theories, frameworks, models, etc. in the course of your research and analysis.

Guidelines for submission:

Word count: Approximately 1500-1750 words (excluding diagrams, appendices, cover page, table of contents, references).

This is an exercise in generating information specific to your chosen organisation from your research so correct referencing is a critical part of the assignment.

You will be evaluated on the strength of your research, findings and analysis.

The report should be professionally written, well constructed and clearly laid out.

Professionalism includes attention to details of grammar, spelling, layout, section headings and numbering, referencing, etc.

Title, group names, student numbers and date of submission must be included.

The project should be presented in a clear, business report format, using 1.5 spacing and size 12 font.

Due at 9:00am on Monday, 30th July, 2019, Presentation on the last day of lectures.

Please note: All work must be clearly referenced (Harvard Style) in the bibliography section of your project and throughout the report.

Assessment 2 – Individual Project (40%)

Pick one of the guest speaker visits or one of the organisations visited as part of the module.

Write a report on the following:

An overview of the organisation

Identify the skills that are needed to manage this business in international environments
The international business challenges facing the organisation

The international environment opportunities for growth

Guidelines for submission:

Word count: Approximately 1250-1500 words (excluding diagrams, appendices, cover page, table of contents, references).

This is an exercise in generating information specific to your chosen organisation from your research so correct referencing is a critical part of the assignment.

You will be evaluated on the strength of your research, findings and analysis.

The report should be professionally written, well constructed and clearly laid out.

Professionalism includes attention to details of grammar, spelling, layout, section headings and numbering, referencing, etc.

Individual name, student number and date of submission must be included.

The project should be presented in a clear, business report format, using 1.5 spacing and size 12 font.

Due at 9:00am on Thursday, 1st August 2019

Please note: All work must be clearly referenced (Harvard Style) in the bibliography section of your project and throughout the report.

Assessment 3 – Individual MCQ (20%)

The MCQ test will:

Comprise of a series of questions to be answered within a 30 minute time period on our final day of class (Thursday, 1st August, 2019).

Permit only one attempt to complete each test.

Comprise of a number of online pages; once you have finished attempting all the questions on a page and you have moved on to the next page, it is not possible to revisit previous pages.

Contain questions based exclusively on the module slides. Not attract negative marking for incorrect answers.

Be an open book test.

Concluding Comments

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

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

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

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

ENDS

Public Speaking & Communications

English

EN 010

7.5 ECTS Credits

Course Outline:

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

Primary text:

Beebe, Stephen A. and Beebe, Susan J. *A Concise Public Speaking Handbook*, 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

ENDS

Creative Writing

English

EN 272

5 ECTS Credits

CREATIVE WRITING: PROSE & POETRY

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

Students will explore fundamental techniques of craft such as voice, point-of-view, authenticity, persuasion, detail and description, character and dialogue, with an emphasis on critical reading skills so that students can learn to think and read like a writer, and extracts from canonical writers.

Students will also explore some eye-opening and fun perspectives to unleash their creativity. There will be many creative writing exercises and students will produce writing for discussion and class feedback using the workshop (peer critique) approach. By the end of the course, students should have completed a short piece of fiction or poetry.

Reading material will be provided in-class, and students are free to write on pen and paper, or computers. However, 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.

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. Creative and writing exercises designed to help students absorb literary techniques and to discover their find own voice and preoccupations.
- Reading: Reading and analysis of prose and poetry extracts, looking at fundamental elements such as point-of-view, plot, description, characterization and so forth.
- 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

Lecture 1 — Introduction to creativity and the subconscious

Lecture 2 — How to begin: introduction to creative writing

DAY 2

Lecture 1 — Pushing out: point of view, situation and voice

Lecture 2 — Evocation

Day 3

Lecture 1 — Detail & Description

Day 4:

Field trip: class will visit the Seamus Heaney Listen Now Again exhibition in Dublin. Students will gain an insight into the writing life and mind of a Nobel Prize-winning Irish poet. Students will be able to look at manuscripts, letters, unpublished works, diaries, photographs and personal items, revealing the poet's creative process, his relationship to the wider world, and how he edited his manuscripts. Students will also watch a video that documents the poet's writing and rewriting of a poem. Following this, there will be a discussion on the writing life and students will share their observations. Students will also use the trip to observe and record material from real life for use in their creative writing assignments.

Day 5

Lecture 1 — Character, Part I.

Lecture 2 — Character, Part II.

Day 6

Lecture 1 — Dialogue.

Day 7

Lecture 1 — Editing and problem solving.

Day 8

Lecture 1 — Voice and authenticity.

Course Objectives:

- To introduce, understand and practice the writing process involved in producing polished prose and poetry, including drafting, revising, and editing.
- To gain an accurate vocabulary of technical prose terms.
- To produce an edited, polished short work of fiction or small body of poetry.
- To be introduced to the creative writing workshop methods.

Course Outcomes:

- To be able to recognize elements of craft such as voice, character, point-of-view, description, dialogue, and other elements of literary prose.
- To learn how to incorporate literary elements in students' own prose.
- To learn how to nurture creativity.

- To develop the confidence to write creatively, and to read and discuss work in a peer-critique workshop.

ENDS

Modern Irish Literature

English

EN 254

5 ECTS Credits

The early decades of the twentieth century was a period of remarkable creativity in Irish writing. During those decades Irish writers made a significant contribution to both Irish literature and world literature. In this course we will discuss a number of exemplary works from this period, beginning with the founding of the Abbey Theatre in 1904 and some of the plays produced there. We will then explore the poetry of W.B Yeats, paying attention to the different stages in his writing career and his evolving poetic engagement with Ireland and modernity.

Finally, we will examine two works by James Joyce, his short story 'The Dead' and his first novel, *A Portrait of the Artist as a Young Man*.

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

Primary texts:

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

W. B. Yeats, *The Countess Cathleen*

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

W.B. Yeats, selected poetry

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

Preliminary Reading

Students will have access to many of the texts through Moodle but should endeavour to read some of the primary texts in advance of the course. It is recommended that the students buy and read *A Portrait of the Artist as a Young Man* and familiarise themselves with a selection of Yeats's poetry.

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

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

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

Course Materials

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

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

Secondary material will be made available on Moodle.

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

Assessment

Essay Plan (10%)

2500-3000 word essay (90%)

Prerequisites

None

ENDS

**Climate Change
Geography
GY 313
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

Women, Gender & Society

Geography

GY 357

5 ECTS Credits

MUSSI Summer School: GY357 – Gender and Geography
Department of Geography, Maynooth University

Module Outline

This class introduces students to historical, sociological, geographical and political perspectives on women and gender, and to contemporary debates about gender and society. Students will learn about the main trends in gender inequality on a global scale

Recent research on a small number of topics related to women, gender and society will be discussed and analysed. Feminism has had a large influence on every discipline as well as wider society itself. At this turbulent time in modern politics, both in Ireland and abroad, this module will highlight some key themes and really get you thinking about culture and society from a different perspective using gender as our focus.

Upon successful completion of this module you should be able to:

- discuss key themes related to women, gender and society including feminism, sexuality, politics and labour.
- Understand the key geographical processes involved with women, gender and society.

This module will incorporate a mixture of lectures, field trips and seminars for which you are **required** to carry out the assigned reading.

A note on content

This course is designed to analyse gender and society using different theories as a lens. Theory heavy scholarship can be intimidating at times. In this class, it is okay to say you do not understand something. We are all coming together from a diverse set of places, with different educational backgrounds. We shall embark on a journey of discovery together. I do insist, however, that students keep an open mind, listen to each other, allow each other to speak, and focus on the course while we are working together.

A number of the topics that we will cover may be contentious, or at times upsetting. It is important to remember to respect people's beliefs and situations while discussing this topic. If you need to step outside the room and take a moment for yourself, please do so.

Module Schedule

Lectures are held in CB6 (Ground Floor) the Callan Building, North Campus Tuesdays and Thursdays from 9:00 – 15:00, with an hour for lunch from 12:00 – 13:00.

Week	Date	Topic
1	9 July	Introduction: Today we focus is on getting to know each other and introducing you to key theories relating to gender, feminism, and geography.
1	11 July	Women and the City: the world is becoming increasingly urbanised, what does that mean for women? How can the city be understood as a site of gendered exclusion but also political participation?
2	16 July	Fieldtrip: Women’s Tour of Glasnevin Cemetery <ul style="list-style-type: none"> • Meet outside phoenix at 11.40 • Bus departs from phoenix at 11.50 • Arrive in Glasnevin • Tour booked for 1pm • Return to Maynooth at 3pm
2	18 July	Nationalism: frequently nationalist notions and ideals are also very gendered with clear roles for men and women in the ‘nation’. We explore what this has meant in an Irish context among other global case studies. Essay Workshop: Students will have an opportunity to workshop their essay topics in class.
3	23 July	Feminist Activism: The past few years have seen an undeniable move of women's rights and feminist movements into the mainstream. Reproductive rights have been a major concern among contemporary feminist activists. We explore the history of pro-choice activism in Ireland from the 1980s to the present day. Group Presentations Workshop: Students will have an opportunity to work on their group assignments together with feedback and input from the lecturer.
3	25 July	Geographies of Sexuality: Today we look at contemporary issues through the lens of geographies of sexualities. We challenge the ideas of always assumed heterosexuality and question what a ‘queerer’ world might look like. Guest Lecturer: Andrew McCartan (AM session)
4	30 July	Women and Politics: Women account for approximately 50 per cent of the population in most places, and yet women very rarely account for 50 per cent of public representatives. Today we explore some of the geographies of this and initiatives that seek to undo this imbalance.

		Guest Lecturer: Claire McGing, Women in Irish Politics.
4	1 Aug	AM: Topic to be decided in conjunction with class PM: Group presentations.

Most days will begin with lectures in the morning and a mixture of seminars, tutorials, films and discussions in the afternoon sessions. There will also be a number of assignment related workshops.

Please note, the schedule and outline may be subject to change; any changes will be communicated as far in advance as possible.

Fieldtrip to Dublin City

Glasnevin cemetery contains historically notable monuments and the graves of many of Ireland's most prominent national figures, particularly those who were involved in the struggle for Irish independence.

A number of important rebel women are buried here, whose stories had been sidelined in popular discourse about this defining period of Irish history until relatively recently. One famous example is that of Constance Gore-Booth or as she's popularly known: Contance Markievicz. A republican, socialist and suffragist, she is famous for advising women to: 'Dress suitably in short skirts and sitting boots, leave your jewels in the bank, and buy a revolver'. Other women of note who are buried here include Maud Gonne - who led the republican women's group: Inghindhe na hÉireann (Daughters of Ireland) during the War of Independence and Hannah-Sheehy Skeffington - a tireless campaigner for women's rights.

For this field trip we will attend a tour which focuses on these legendary women who played a pivotal role in shaping Irish culture and history.

Note: please consider the fact that the tour will run through lunch time, so please eat well prior to meeting at Phoenix or bring snacks/a packed lunch with you.

Schedule:

- Meet outside phoenix at 11.40
- Bus departs from phoenix at 11.50
- Arrive in Glasnevin
- Tour begins at 1pm
- Return to Maynooth at 3pm

What to bring

- Wear shoes that are comfortable for standing and walking in.
- Rain-jacket
- Notebook and pen(s)
- Water & snacks/packed lunch
- Camera / charged phone with camera

ENDS

Ireland & the Great Famine
History
HY 273
5 ECTS Credits

Maynooth University International Summer School

Department of History

HY 273SS

The Great Irish Famine

July 2019



The Famine Memorial in the Dublin Docklands. Photo by Garrett White

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 team work 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).

Email

It is important that students check their Maynooth University email accounts regularly, all correspondence related to the module should be conducted through this.

Attendance, preparation and participation

To benefit fully from the course and to ensure participation with their assigned group, students should attend all lectures. **There is an attendance condition attached to this module. A student must attend a minimum of 50% of the module lectures. If this condition is not met the module result is capped at a maximum of 35%.**

Please note that it is expected that students are punctual for lectures. If you are late, please enter the lecture hall with the minimum of noise and disturbance. If you must leave early, please notify the lecturer in advance and sit where you will not disturb others upon leaving. Please ensure that you have signed in for class. Phones should not be used in class; laptops etc. should be used for class work only.

Citation and plagiarism

All submitted work should include footnotes and a bibliography based on Irish Historical Studies' Rules for Contributors. An abbreviated version of this can be found in the history department's Undergraduate Handbook. Online sources should be from a reputable repository and fully referenced. These are not a substitute to engagement with the historical arguments set out in the academic texts contained in the reading list. Students should also note the consequences of plagiarism as set in the Undergraduate Handbook, this can be viewed here:

https://www.maynoothuniversity.ie/sites/default/files/assets/document/Undergraduate%20Handbook%20October%202018_0.pdf

All assignments must be accompanied by a fully completed cover sheet, which is available on Maynooth University Department of History website:

https://www.maynoothuniversity.ie/sites/default/files/assets/document/Cover%20sheet%20for%20History%20undergraduate%20assignments_1.pdf

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.

Lecture Schedule

<p>Day 1 (8 July) 9.30am–12.00pm</p> <p>1.00pm–3.30pm</p>	<p><u>Morning</u> <i>Introduction</i> <i>Lecture 1: Historiography of the famine</i></p> <p><u>Afternoon</u> <i>Comparison of secondary sources</i> <i>Preparation assignment 1</i></p>
<p>Day 2 (10 July) 9.30–12.00pm</p>	<p><u>Morning</u> <i>Lecture 2: Pre-famine Ireland</i> <i>Primary source analysis & discussion</i></p>

1.00pm–3.30pm	<p><u>Afternoon</u> <i>Lecture 3: The coming of blight: the famine begins</i> <i>Primary source analysis & discussion</i> <i>Preparation assignment 2</i></p>
Day 3 (15 July)	<p><u>Morning</u> <i>Lecture 4: Government response to famine, 1845–6</i> <i>Lecture 5: Government response, 1846–50</i></p> <p><u>Afternoon</u> <i>Preparation for group presentations</i> [Assignment 1 due]</p>
Day 4 (17 July)	<p><u>Morning</u> <i>Lecture 6: Local and private relief efforts, 1845–51</i> <i>Primary source analysis & discussion</i></p> <p><u>Afternoon</u> <i>Lecture 7: Landlord responses to famine</i> <i>Primary source analysis & discussion</i> [Assignment 2 due]</p>
Day 5 (22 July)	<p><i>Field Trip to Epic: the Irish Emigration Museum</i></p>
Day 6 (24 July)	<p><u>Morning</u> <i>Lecture 8: Emigration</i> <i>Primary source analysis & discussion</i></p> <p><u>Afternoon</u> <i>Group presentations</i></p>
Day 7 (29 July)	<p><u>Morning</u> <i>Lecture 9: Depictions of the famine in fiction, art & film etc.</i> <i>Source analysis & discussion</i></p> <p><u>Afternoon</u> <i>Film: Black 47</i> [Fieldtrip report due]</p>
Day 8 (31 July)	<p><u>Morning</u> <i>Lecture 10: Ireland after the famine</i></p> <p><u>Afternoon</u> <i>Module overview & course conclusions</i> [Extended essay due]</p>

ENDS

Art & Architecture in Ireland

1600-1900

History

LS20

5 ECTS Credits

**Irish Art and Architecture 1600-1900 (LS20)
2019 Summer School**

Module outline



Module overview:

This module will explore the concept of tangible cultural heritage evident in Ireland during the period 1600 – 1900, primarily, but not solely, through the prisms of art and architecture. A wide selection of primary sources will be utilised to enable students to identify and understand key artistic and cultural trends in Ireland and Europe during this period, and to familiarise themselves with its most significant cultural and artistic achievements. In addition to examining fine art such as painting, it will also explore how developments in such fields impacted design and taste in everyday life via topics such as fashion and interior decoration.

Module content:

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

Learning outcomes:

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

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

- Develop an appreciation for the importance of secondary readings in the analysis of art and architecture.

Readings:

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

Moodle:

The course outline, lecture slides, selected articles and links to useful websites will be posted on Moodle. Lecture slides will be posted after lectures and it is the responsibility of the student to keep their own set of lecture notes.

Assessments

This module will be assessed by three continuous assessment assignments.

	Description	Percentage of total marks.	Length	Due date
Assignment No. 1	In-class presentation.	25%	10 mins.	23 rd July.
Assignment No. 2	In-class test.	25%	50 mins.	30 th July.
Assignment No. 3	Essay.	50%	1,500 words excluding references.	1 st August.

All assignments must be securely stapled and accompanied by a fully completed cover sheet, which will be made available to download from Moodle.

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

Assessment 1 – In-class presentation

Learning outcomes

Upon successful completion of this assignment, students will have;

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

Assessment details

Students will prepare and present a 10-minute presentation on their field trip to Dublin. They may discuss either what they saw of Georgian Dublin, or instead choose to focus on a painting or paintings in the National Gallery of Ireland. It is important that they talk about their own impressions of the places they visited and interpretations of objects they noticed instead of simply narrating what they saw. They may use no more than eight Power Point slides and will not be permitted to speak for more than their allotted time. They will be required to submit these slides on the day of their presentation.

Assessment 2 – In-class test

Learning outcomes

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

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

Assessment details

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

Assessment 3 – Essay

Learning outcomes

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

1. Conduct historical research using both primary and secondary sources.
2. Evaluate the relative merits and characteristics of a variety of stylistic eras and themes.
3. Identify the range of artistic expression within the period 1600 – 1900.
4. Understand the conceptual and practical use of material culture as a means of interpreting the past.
5. Accurately and coherently cite source material through the use of footnotes and bibliographies.

Assessment details

A 1,500 word essay based on the following:

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

Essay deadline: This essay topic must be agreed with the lecturer by Week 3 of the course and submitted in hard copy at the last lecture.

ENDS

The Cultural Heritage of
Medieval Society

Nua Gaeilge

ID 202

7.5 ECTS Credits

MAYNOOTH UNIVERSITY INTERNATIONAL SUMMER SCHOOL
CENTRE FOR IRISH CULTURAL HERITAGE
ID202 THE CULTURAL HERITAGE OF MEDIEVAL SOCIETY

Contact Hours: 40+

Credits: 7.5 ECTS

COURSE AIMS

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

MODULE CONTENT

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

1. Laraghbryan medieval church
2. The Hill of Tara archaeological complex, Bective medieval abbey and Trim Castle
3. The monastic complex at Clonmacnoise and the Iron Age trackway at Corlea
4. Maynooth Castle

TEACHING AND LEARNING METHODS

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

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>		<i>Friday</i>	<i>Other assignments</i>
<i>Week 1 (3–7)</i>	Orientation		Lectures Laraghbryan		Lectures Lectures	
<i>Week 2 (10–14)</i>	Lectures Lectures		Tara, Bective, Trim			Assignment 1: Independent Study Report (Wednesday)
<i>Week 3 (17–21)</i>	Lectures Lectures		Lectures Lectures		Clonmacnoise, Corlea	Assignment 2: Site Report (Wednesday)
<i>Week 4 (24–28)</i>	Maynooth Castle Lectures		Lectures Assignment workshop + presentations			Complete assignments: Assignment 3: Essay Wednesday

¹ See Assignment 1

Case Study 1: late pre history and the ‘Royal Sites’

Week 1: Introduction (archaeology, history and literature)

Field Seminar 1: Laraghbryan medieval church

Preparation for Field Seminar 2: Hill of Tara, Bective Abbey, Trim Castle

The ‘Royal Sites’—so-called because of the identification in the early medieval period as the pre-Christian residences of provincial kings—have been the subject of intense recent archaeological investigation. This research has revealed a deep history of activity at each of these—Tara, Emain Macha (Navan Fort), Dún Ailinne (Knockaulin) and Cruachain—stretching back in some cases to the Neolithic period before 3000 BC. The principal era of intensive activity is in the Middle Iron Age La Tène period (c. 350–100BC) when impressive religious shrines and sanctuaries, regional ceremonial centres, were erected and maintained at each location. Around 100 BC these sites were systematically, and apparently synchronously, dismantled and abandoned. The archaeological evidence will be examined in detail including data from excavations, remote sensing and LiDAR survey. Comparative sites from early prehistory and the early Iron Age in Ireland and beyond will be studied. Visits to these sites will be combined with insight into the early medieval texts and stories relating to these important complexes and their attendant landscapes. The place of these later synthetic histories, and the anchor role that these complexes played in the vivid early literature of Ireland, will also be examined.

Week 2 Case Study 1: late pre history and the ‘Royal Sites’

Deadline for Assignment 1: independent heritage institution Report—

Field Seminar 2: Hill of Tara, Bective Abbey, Trim Castle

The Hill of Tara is a low, prominent, eminence that is the most iconic heritage site in Ireland with a wealth of associated archaeology, history myth and literature. On the summit are a large number of visible prehistoric monuments (and over one hundred other more obscured sites) ranging from a Neolithic passage tomb ('Mound of the Hostages'—associated in legend with Niall Noígíallach)—to the ceremonial entrance way—the Teach Midhechuarta (the 'Banqueting Hall')—formalised access to the hilltop from the north, a Bronze Age cemetery (2200–1600 BC) that contained over forty elite burials and many barrows (burial mounds surrounded by ditches and external banks; c. 1600–800 BC). Renewed activity in the Iron Age included the creation of the large 'Royal Enclosure' (Rath na Rí: fort of the kings, c. 250 BC) on the hill summit as well as two burials monuments Teach Cormac (Cormac's house, after the mythical figure Cormac MacAirt) and the Forradh ('the King's Seat'). A small Iron Age cemetery (with burials similar to those at Knowth) was followed by series of figure-of-eight shrines, constructed of upright oak posts, at the site of the Rath of the Synods (referring to reputed important meetings of the early Christian Church) and a large circular shrine in the first century BC. The final activity at the Rath of the Synods was a defended residential enclosure surrounded by three concentric ramparts (c. 200–300 AD).

Following the arrival of Christianity in the fifth century the Hill of Tara attracted the attentions of early medieval scholars including Tírechán ('Life of Patrick', c. 670 AD). As part of the process of 'creating' histories and genealogies of the Uí Neill—the descendants of Niall Noígíallach ('Niall of the Nine Hostages'), as well as origin myths for the Irish, these monks gave names to the various monuments at Tara (which would have looked exactly as they do now): these ancestral figures, drawn from myth and legend, included Niall, Cormac MacAirt, Laoghaire (reputedly the king of Tara at the time of St. Patrick), Medb (the sovereignty goddess of Tara) and Grainne.

There was a revival of interest in Tara as part of the growth of romantic nationalism in the 19th century and this attracted attention in the 1798 and 1916 risings against British rule as well as providing the venue of a 'Monster Meeting' (for 'Home Rule') held by Daniel O'Connell in 1943.

Week 3 Case Study 2: early medieval society

Complete Assignment 2: Site Report

Preparation for Field Seminar 3

Field Seminar 3: Clonmacnoise and Corlea

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.

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.

The great monastery at **Clonmacnoise** (*Cluain Mhic Nois*: 'meadow of the sons 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 Ciaran, the later abbots Colmán and Odo, several kings of Tara (including Diarmait *mac Cerbaill*, Flann Sinna, Turlough and Rory O'Connor) and the infamous Dearbhforgaill (Derval). Clonmacnoise was virtually an island surrounded by the River Shannon and its floodplain ('the callows') and peatland. The monastery is on an important 'crossroads': the north-south axis of the River Shannon and the east-west route along a glacial ridge which was an important natural route ('The Pilgrim Road', an *Slí Mhór*) 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).

The Iron Age trackway at **Corlea** was construction in late 148 BC or early in 147 BC. It is made from oak planks 3–3.5m long and around 0.15m thick laid on rails around 1.2m apart. The road was at least 1.6km long. It is estimated that the sleepers alone amount to 300 large oak trees, or one thousand wagon-loads, with a similar volume of birch for the rails. These wooden trackways across bogs are very common and over one hundred other, smaller examples, were found in the Corlea area. Part of the trackway was conserved and placed back in its original location in a special building. The Corlea Trackway appears to have been constructed in a single year, and suggests comparisons with the early medieval tale *Tochmarc Étaíne* (The Wooing of Étaín), where king Eochu Airem sets Midir tasks such as planting a forest and building a road across a bog where none had ever been before at a place called Móin Lámraí

Week 4 Case Study 2: early medieval society

Complete Assignment 3: Essay

Field Seminar 4: Maynooth Castle

ASSESSMENT

Assignment 1 Independent Visit to a Cultural Heritage Site or Institution: 25%

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: 25%

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 (1500 words) will be on one of a number of topic options dealing with an aspect of the Cultural Heritage of the 'Royal Sites' or early medieval society.

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

Some core reading:

- Bhreathnach, E. (ed.) 2005 *The Kingship and Landscape of Tara*. Four Courts Press/ The Discovery Programme, Royal Irish Academy, Dublin.
- Grogan, E. 2008 *The Rath of the Synods, Tara, Co. Meath: excavations by Seán P. Ó Ríordáin*. UCD School of Archaeology, Wordwell, Dublin.
- Johnston, S. and Wailes, B. 2007 *Dún Ailinne: Excavations at an Irish Royal Site 1968–1975*. University Museum Publications, Philadelphia.
- Kinsella, T. 1969 *The Tain*. Translated from the Irish Epic *Tain Bo Cuailnge*. Dolmen Press, Oxford University Press, Dublin.
- Koch, J.T. and Carey, J. 2000 *The Celtic Heroic Age. Literary Sources for Ancient Celtic Europe & Early Ireland & Wales*. Celtic Studies Publications 1, Andover and Aberystwyth.
- Lynn, C.J. 2003 *Navan Fort. Archaeology and myth*. Wordwell, Bray.
- McCone, K. 1990 *Pagan Past and Christian Present in Early Irish Literature*. An Sagart, Maynooth.
- Mallory, J.P. 2013 *The Origins of the Irish*. Thames and Hudson, London.
- Mitchell, G.F. and Ryan, M. 1997 *Reading the Irish Landscape*. Town House, Dublin.
- Ní Bhrólcháin, M. 2009 *An Introduction to Early Irish Literature*. Four Courts Press, Dublin.
- Raftery, B. 1994 *Pagan Celtic Ireland. The Enigma of the Irish Iron Age*. Thames and Hudson, London.
- Schot, R., Newman, C. and Bhreathnach, E. 2011 *Landscapes of Cult and Kingship*. Four Courts Press, Dublin.
- Waddell, J. 1998/2010 *The Prehistoric Archaeology of Ireland*, Galway University Press, Galway.
- Waddell, J. 2014 *Archaeology and Celtic Myth*. Four Courts Press, Dublin.
- Waddell, J., Fenwick, J. and Barton, K. 2009 *Rathcroghan: archaeological and geophysical survey in a ritual landscape*. Wordwell, Dublin.
- Waterman, D.M. 1997 *Excavations at Navan Fort 1961–71* (compiled by C.J. Lynn). Her Majesty's Stationary Office, Belfast.

ENDS

Introducing the Cultural Heritage of Early Ireland

Nua Gaeilge

ID 201

7.5 ECTS Credits

MAYNOOTH UNIVERSITY INTERNATIONAL SUMMER SCHOOL 2017

CENTRE FOR IRISH CULTURAL HERITAGE

ID201 INTRODUCING THE CULTURAL HERITAGE OF EARLY IRELAND

Credits: 7.5 ECTS

Contact Hours: 40+

COURSE AIMS

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

MODULE CONTENT

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

1. Laraghbryan medieval church (6 July)
2. The Brú na Bóinne (Boyne Valley) World Heritage site (including Newgrange, Knowth and Dowth) and the Hill of Tara (13 July)
3. The monastic complex at Clonmacnoise and the Iron Age trackway at Corlea (21 July)
4. Maynooth Castle (25 July)

TEACHING AND LEARNING METHODS

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

<i>July</i>	<i>Monday</i>	<i>Tuesday</i>		<i>Thursday</i>		<i>Other assignments</i>
<i>Week 1 (3–7)</i>	Orientation	Lectures Lectures		Laraghbryan Lectures		
<i>Week 2 (10–14)</i>		Lectures Lectures		Boyne Valley		Assignment 1: Independent Study Visit Report
<i>Week 3 (17–21)</i>		Lectures Lectures		Lectures Lectures	Clonmacnoise and Corlea	Assignment 2: Site Report
<i>Week 4 (24–28)</i>		Lectures Maynooth Castle		Lectures Assignment workshop + presentations		Complete assignments: Assignment 3: Essay

¹ See Assignment 1

Week 1 Introduction (archaeology, history and literature)

Case Study 1: Newgrange and the Boyne Valley

Field Seminar 1: Laraghbryan medieval church (Thursday 6 July)

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

Week 2 Case Study 1: Newgrange and the Boyne Valley

Preparation for Field Seminar 2: Brú na Bóinne (Boyne Valley) World Heritage site (including Newgrange and Knowth) and the Hill of Tara (Thursday 13 July)

Deadline for Assignment 1: Independent Study Visit—13 July

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

Week 3 Case Study 2: Clonmacnoise and Corlea

Preparation for Field Seminar 2

Field Seminar 3: Clonmacnoise and Corlea (Friday 21 July)

Deadline for Assignment 2: Site Report—20 July

The great monastery at **Clonmacnoise**, Co. Offaly (*Cluain Mhic Nois*: ‘meadow of the sons 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 Ciaran, the later abbots Colmán and Odo, several kings of Tara (including Diarmait *mac Cerbaill*, Flann Sinna, Turlough and Rory O’Connor) and the infamous Dearbhforgaill (Derval). Clonmacnoise was virtually an island surrounded by the River Shannon and its floodplain (‘the callows’) and peatland. The monastery is on an important ‘crossroads’: the north-south axis of the River Shannon and the east-west route along a glacial ridge which was an important natural route (‘The Pilgrim Road’, an *Slí Mhór*) 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).

The Iron Age trackway at **Corlea**, Co. Longford, was construction in late 148 BC or early in 147 BC. It is made from oak planks 3–3.5m long and around 0.15m thick laid on rails around 1.2m apart. The road was at least 1.6km long. It is estimated that the sleepers alone amount to 300 large oak trees, or one thousand wagon-loads, with a similar volume of birch for the rails. These wooden trackways across bogs are very common and over one hundred other, smaller examples, were found in the Corlea area. Part of the trackway was conserved and placed back in its original location in a special building.

The Corlea Trackway appears to have been constructed in a single year, and suggests comparisons with the early medieval tale *Tochmarc Étaíne* (The Wooing of Étaín), where king Eochu Airem sets Midir tasks such as planting a forest and building a road across a bog where none had ever been before at a place called Móin Lámraí

Week 4 Case Study 2: Clonmacnoise and Corlea

Assignment workshop (essay) + presentations

Deadline for Assignment 3: Essay—27 July

ASSESSMENT

Assignment 1 Independent Visit to a Cultural Heritage Site or Institution: 25%

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. (Submission deadline 13 July)

Assignment 2 Site Report: 25%

Students will prepare a short written paper (less than 1000 words) on an aspect of the Cultural Heritage of one of the Field Seminar sites. (Submission deadline 20 July)

Assignment 3 Essay: 50%

This (1500 words) will be on one of a number of topic options dealing with an aspect of Irish Cultural Heritage. (Submission deadline 27 July)

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

Some Core Reading

- Bhreathnach, E. (ed.) 2005 *The Kingship and Landscape of Tara*. Four Courts Press/ The Discovery Programme, Royal Irish Academy, Dublin.
- Bhreathnach, E. 2014 *Ireland in the Medieval World AD 400–1000. Landscape, Kingship and religion*. Four Courts Press, Dublin.
- Cooney, G. and Grogan, E. 1999 *Irish Prehistory. a social perspective*. Wordwell, Dublin.
- Edwards, N. 1990 *The Archaeology of Early Medieval Ireland*. B.T. Batsford Ltd, London.
- Eogan, G. 1986 *Knowth and the passage tombs of Ireland*. Thames and Hudson, London.
- Eogan, G. 2012 *Excavations at Knowth 5: The archaeology of Knowth in the first and second millennia AD*. Royal Irish Academy Monographs in Archaeology, Dublin.
- Grogan, E. 2008 *The Rath of the Synods, Tara, Co. Meath: excavations by Seán P. Ó Ríordáin*. UCD School of Archaeology, Wordwell, Bray.
- Grogan, E. 2013 The development of the Neolithic and Bronze Age landscape in the Tara region. In M. O'Sullivan, C. Scarre and M. Doyle (eds), *Tara—From the Past to the Future*, 293–320. UCD School of Archaeology/Wordwell, Dublin.
- King, H.A. (ed.), 1998 *Clonmacnoise studies 1: seminar papers 1994*. Department of the Environment, Heritage and Local Government, The Stationery Office, Dublin.
- King, H.A. (ed.) 2003 *Clonmacnoise studies 2: seminar papers 1998*. Department of the Environment, Heritage and Local Government, The Stationery Office, Dublin.
- Koch, J.T. and Carey, J. 2000 *The Celtic Heroic Age. Literary Sources for Ancient Celtic Europe & Early Ireland & Wales*. Celtic Studies Publications 1, Andover and Aberystwyth.
- McCone, K. 1990 *Pagan Past and Christian Present in Early Irish Literature*. An Sagart, Maynooth.
- Mallory, J.P. 2013 *The Origins of the Irish*. Thames and Hudson, London.
- Mallory, J.P. 2016 *In search of the Irish dreamtime. Archaeology and Early Irish Literature*. Thames and Hudson, London.
- Ní Bhrolcháin, M. 2009 *An Introduction to Early Irish Literature*. Four Courts Press, Dublin.
- O'Kelly, M.J. 1982 *Newgrange. Archaeology, art and legend*. Thames and Hudson, London.
- O'Sullivan, M. 2005 *Duma na nGiall. The Mound of the Hostages, Tara*. School of Archaeology, UCD/ Wordwell, Dublin.
- Raftery, B. 1994 *Pagan Celtic Ireland. The Enigma of the Irish Iron Age*. Thames and Hudson, London.
- Schot, R., Newman, C. and Bhreathnach, E. 2011 *Landscapes of Cult and Kingship*. Four Courts Press, Dublin.
- Stout, G. 2002 *Newgrange and the Bend of the Boyne*. Cork University Press, Cork.
- Stout, G. and Stout, M. 2008 *Newgrange*. Cork University Press, Galway.
- Waddell, J. 1998/2010 *The Prehistoric Archaeology of Ireland*, Galway University Press, Galway.
- Waddell, J. 2014 **Archaeology and Celtic Myth**. Four Courts Press, Dublin.

Global Development Issues
and Responses

*(Contemporary Issues &
Policies)*

KD 310

5 ECTS Credits

Module Details - Department of International Development

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

5 ECTS Credits

Introduction:

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

Learning Outcomes:

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

Module – Questions and Topics Addressed:

1. ***What are the major development challenges facing our world today?*** An Introduction to global development issues and theories, including understandings of development, measuring development and the sustainable development goals (SDGs).
2. ***How does Globalisation affect Poverty and Inequality?*** The Social and Economic dimensions of globalisation, including understandings of globalisation, Ireland's and the EU's relationship with the wider world, global economic development systems, trade and international finance.
3. ***What are the effects of Climate Change on development around the world and what are communities doing to respond to it?*** Economic and environmental sustainability, global population dynamics and sustainable development policies.

4. ***How does migration affect poverty and the human rights of people and communities?*** Exploring the causes and consequences of migration on development in communities around the world, including a focus on humanitarian action.
5. ***Who can make a difference when it comes to reducing global poverty and inequality?*** Examining the roles that governments, non-governmental organisations, businesses and civil society activists play in relation to global poverty and inequality with reference to case studies from the Irish and European context, and developing students' skills and capacities to engage in active global citizenship.
6. ***Field Trip*** – This will involve visits to key state and civil society organisations engaged in global development issues in Ireland and learning from them about their policies and strategies for global development.

Assessment:

Students will be asked to critically reflect on their learning throughout the module and to develop a learning diary which will be presented in the form of a final reflection paper (2,500 words). 40% is the pass standard required.

Full attendance for this module is compulsory.

Delivery and Teaching:

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

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

Guideline Reading:

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

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

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

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

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

Music Technology
(Music Programming 1)

CS321

5 ECTS Credits

Overview

This module will focus on computer programming for music applications in general. The module will provide an introduction to and thorough study of the fundamentals of programming using the Java-based Processing language. Topics will include music and visual programming, and an introduction to web and mobile programming in the Processing language. The course will introduce the different operating systems and programming environments used in the laboratory.

Learning Outcomes

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

- Describe the principles underlying the fundamentals of programming languages;
- Analyse and explain the behaviour of simple programs involving the fundamental principles of programming;
- Modify and expand short programs that use standard conditional and iterative control structures and functions;
- Describe the mechanics of parameter passing and functions;
- Design, implement, test and debug simple programs;
- Design and implement interactive user-interfaces for visual programs
- Identify key programming structures useful to the implementation of audio and midi processing;
- Develop simple programs to implement music processing, sound synthesis, midi, and web applications.

Teaching & Learning methods

24 Lecture Hours, 12 Laboratory Hours, 44 Tutorials and Independent Study Hours.

Allocation and number of hours can vary slight when delivered in 4 week summer school programme.

<u>Delivery methods</u>	<u>Hours</u>
Lectures	24
Labs / Practicals	12
Independent student activities	44
Total	80

Assessment

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

Continuous Assessment detail(s): Students will be assessed by (a) assignments (up to 50% of total marks) and (b) final programming project (not less than 50%).

<u>Assessment type</u>	<u>Weighting</u>
Continuous Assessment	100%
Pass standard:	40%

Penalties: Penalties will be at the discretion of the lecturer and will be announced prior to the commencement of the module.

**Digital
Marketing
MN229
5 ECTS Credits**

Overview

This course focuses on digital marketing and seeks to provide students with perspectives for managing the online presence within an organisation. This module introduces students to the terminology of digital marketing and equips them with the knowledge to design and evaluate a digital marketing campaign. Central to this module is an understanding of how digital marketing complements traditional marketing strategy and communications. The Digital Marketing course centres around the themes of:

- 1) The Digital Marketing Context and Environment;
- 2) Digital Marketing Strategy;
- 3) Digital Marketing Tools;
- 4) Campaign Planning and Evaluation; and
- 5) Online Customer Relationship Management.

Learning Outcomes

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

- Evaluate the main tools used in digital marketing;
- Identify appropriate online tools and platforms for achieving strategic digital marketing objectives;
- Plan and implement a digital marketing campaign;
- Discuss how companies leverage digital technologies to deliver added value to customers; and
- Apply digital marketing tools to increase customer satisfaction and enhance customer relationship management.

Teaching & Learning methods

Allocation and number of hours can vary slight when delivered in 4 week summer school programme.

<u>Delivery methods</u>	<u>Hours</u>
Lectures	40
Independent student activities	110
Total	150

Assessment

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

<u>Assessment type</u>	<u>Weighting</u>
Continuous Assessment	100%
Total	100%
Pass standard:	40%

Maynooth University School of Business Overall Mark Calculation and Continuous Assessment Policy applies to this module.

