Uncovering the Monastic Midlands,
County Offaly, Ireland

July 16 - August 12, 2023
Course ID: ARCH 365BJ

Academic Credits: 8 Semester Credit Units (Equivalent to 12 Quarter Units)
School of Record: Connecticut College

FIELD SCHOOL DIRECTOR(S)

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OVERVIEW

This field school takes a truly landscape scale approach to archaeological research, assessing the Monastic Midlands region of Ireland. The program will examine the geological and glacial processes that shaped the landscape in which the early saints founded their monasteries. It will apply a range of survey techniques to interpret the sites they left behind, recording the structures, architectural fragments and grave slabs that continue to survive at the monasteries. The program will also include significant laboratory elements, including processing and cataloguing artefacts from comparable sites. The program also incorporates comprehensive human bone osteoarchaeological training, through simulated excavations and analysis of teaching collections.
Described as a ‘flowering garden of monasteries’, County Offaly, in the heart of the Irish Monastic Midlands, is best known archaeologically for the number and scale of the early medieval monasteries, which to this day continue to dominate the landscape. Between the fifth and seventh centuries AD evangelist monks arrived in what is now County Offaly, attracted by the region’s centrality and its proximity to four of the five medieval provincial boundaries. The landscape they entered was dominated by the River Shannon (Ireland’s longest river), flowing northeast to southwest through the region, and a series of winding glacial ridges, known as eskers, which provided natural east to west routeways through the wetland landscape. These natural routeways became focal points for major monasteries, such as Clonmacnoise, which later developed into one of the largest cities in Ireland. This field school offers an holistic approach to investigating the Monastic Midlands of Ireland, studying the landscape, earthworks, buildings, artefacts and the buried human remains of these monasteries and what insights they provide on early medieval life and society.

The field school is based in the heritage town of Birr, a handsome and charming town, which was the location at which St Brendan founded his c. sixth century monastery. Our campus in Birr serves as a base for all our course teaching and lab-work, but also acts as a launching pad to investigate several regional monastic sites. The main focus of field research is the monastic site of Seir Kieran (Saoighir Kieran or the ‘fountain of Kieran’). Seir Kieran is a remarkable site, not only due to its prominence as an Early Christian monastery founded by St Kieran, but due to its longevity as a site, possibly from pre-historic times through the Anglo-Norman Period and onward as a modern pilgrimage site.

Research at Seir Kieran therefore provides a unique opportunity to study, in a single location, an early monastic site, a twelfth century monastery, a multi-period burial site, an Anglo-Norman castle and a medieval borough/town. Based on documentary sources, it is thought that St Kieran’s monastery was originally founded in the fifth century AD/CE, making it one of the earlier monasteries in Ireland. The site was active throughout the medieval and post-medieval periods and remains an active place of worship to this day, which is very much ‘alive’ within the local community. Geophysical investigations in 2021 shed significant light on the complexity and importance of this site; however, very little is known of the internal space or phasing of the monastery. Our research will begin with the completion of high-resolution survey’s at Seir Kieran and other sites, before we progress to keyhole excavations in future seasons.

The Irish Archaeology Field School (IAFS), in partnership with the county Heritage Office and the local community, has undertaken significant research in the area to date, including:

- Geophysical survey of all state lands surrounding the current graveyard, amounting to some 28 acres; this survey revealed three new enclosures, possible routeways through the monastery and a plethora of smaller features, including the possible remains of another church;
- LiDAR Laser Scanning of the entirety of the known monastery (some 320m across); this scan provides a high-resolution model of Seir Kieran at a moment and time and can be adapted for monitoring and conservation purposes as well as to facilitate remote touring and education and research on the site;
- Graveyard survey of the extant memorials in the site; this survey identified memorials from the 16th century to modern day, as well as much earlier 9th century ‘cross-slabs’. Survey of the graveyard remains ongoing, particularly for rows of uninscribed/uncarved grave markers;
- Architectural Survey of the graveyard has only begun but the IAFS have supported a program of conservation work on the extant walls, which included the completion of ortho-rectified photography. The walls and various architectural fragments now require closer visual inspection and survey, including line drawings;
● Historical research on the site, building on research commenced by University College Dublin 25 years ago, has already resulted in a publication on Seir Kieran. However, the site now needs to continue to be researched in its wider landscape context;
● Community engagement projects have regularly been undertaken with the community in Clareen, including site tours, lectures series, vlogging, blogging, children’s workshops etc. Continuing community engagement will be a continuing aspect of all research at Seir Kieran.

In 2023, the IAFS will offer our first summer field school program studying the Monastic Midlands, in what will be a major decade-long research study. The 2023 program will continue our landscape assessment and site surveys, with a focus on Seir Kieran. These surveys have a number of key objectives including:

● Capturing the extent of medieval structures (c. twelfth to thirteenth century) which are extant in the graveyard walls.
● Conducting a high-resolution geological survey of the walls (and grave markers).
● Undertaking a complete survey of the grave markers, including ‘unmarked’ markers which may relate to the burial plots of poorer individuals. The burial markers on site include a number of ninth century grave slabs, including the probable burial place of the King of Ossory.
● Conducting a survey of the numerous ‘architectural fragments’ on site, which include rotary querns, window mullions, arch fragments etc.

This survey program lays the foundations for future research at Seir Kieran and other monastic sites, in partnership with the local community. The surveys will inform future keyhole excavations at the site which will help us understand the layout, scope and phasing of features identified in recent geophysical surveys. Due to the monastic nature of the site, future excavations are likely to expose human bone during excavations, and research on these remains will, in time, help describe the nature of mortuary practice throughout the life use of Seir Kieran assessing the date range and characteristics of burial at the monastery. Acknowledging these future research goals, this program also heavily features bioarchaeological training including both excavation skills and biological profiling.

ACADEMIC CREDIT UNITS & TRANSCRIPTS

Credit Units: Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units) through our academic partner, Connecticut College. Connecticut College is a private, highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see grading assessment and matrix). This field school provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and registrars at their home institution prior to attending this field school.

Transcripts: An official copy of transcripts will be mailed to the permanent address listed by students on their online application. One more transcript may be sent to the student home institution at no cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse: http://bit.ly/2hvurkl.

PREREQUISITES

There are no academic prerequisites. This program is hands-on, experiential learning and students will learn how to conduct archaeological research in a live field environment. What is required is enthusiasm, an open mind and a readiness to ‘give it a go’.
Our primary concern is with education. Traveling and conducting field research involve risk. Students interested in participating in IFR programs must weigh whether the potential risk is worth the value of education provided. While risk is inherent in everything we do, we do not take risk lightly. The IFR engages in intensive review of each field school location and programming prior to approval. Once a program is accepted, the IFR reviews each program annually to make sure it still complies with all our standards and policies, including those pertaining to student safety.

The IFR does not provide trip or travel cancellation insurance. We encourage students to explore such insurance on their own as it may be purchased at affordable prices. Insuremytrip.com or Travelguard.com are possible sites where field school participants may explore travel cancellation insurance quotes and policies. If you do purchase such insurance, make sure the policy covers the cost of both airfare and tuition.

We do our best to follow a schedule of activities, methods training, and programming as outlined in this syllabus. However, this schedule can be easily disrupted by any number of unforeseen circumstances, including revised decisions by local permitting agencies, political unrest, and changes in the weather. While this schedule represents the best of the director(s) intentions, we—students and staff alike—need to be adaptable and tolerant of necessary alterations. This adaptability is an intrinsic part of all field research.

You should be aware that conditions in the field are different from those you experience in your home, dorms or college town. Archaeological fieldwork in Ireland is carried out in all weather conditions – including rain. You are required to provide suitable waterproof and weatherproof clothing and footwear as well as wind protection. However, in bad weather you will also be provided with shelter. Archaeological investigation will include moderately strenuous physical work. Students must be in good physical condition and able to walk three miles, over sometimes undulating terrain, a day comfortably.

If you have any medical concerns, please consult with your doctor. For all other concerns, please consult with the program director and staff.

COURSE OBJECTIVES

The program is extremely holistic in nature and will introduce students to a range of techniques used by modern archaeologists in survey, landscape assessment, architectural recording, excavation and post-excavation. Students will learn the typical progression of archaeological research through non-invasive survey, archaeological excavation and laboratory protocols (focusing on artefact curation and remedial conservation). Student research will be complemented by tours to a number of heritage sites, as well as a series of archaeological lectures/workshops. On completion of the program, students will:

- Understand how to interpret the landscapes geology and geomorphology and how, ultimately, this dictates the possibilities for human settlement;
- Understand different strands of archaeological enquiry and their application in an archaeological research context;
- Critically interrogate historical records and, especially, archaeological survey data, as part of an overall research design;
- Have an understanding of site survey skills, including the principals of baseline survey (tape survey), total station survey, graveyard recording, GPS survey etc.;
● Obtain a base introduction to the skills required for the conducting of an archaeological excavation;
● Understand on-site laboratory protocols, and how these contribute to artefact research, conservation and interpretation;
● Have an understanding of the early medieval history of Ireland, the Monastic Midlands, County Offaly and Seir Kieran;
● Have the skills to confidently and professionally excavate human remains and to identify and name the bones of the human skeleton (and distinguish it from animal bones);
● Have an awareness of ethical protocols and considerations when handling human skeletal material;
● Understand skeletal analysis techniques and how to use these to determine sex, age-at-death, and living stature from complete/partial skeletons; as well as understanding the basics of palaeopathology and skeletal trauma identification;
● Understand how heritage can be explained and presented in an engaging manner to local communities.

LEARNING OUTCOMES

The archaeological learning outcomes are clearly outlined in the course objectives above. However, students will also learn several soft and transferable skills which can be applied in other settings. On this program students will also:

● Help the local community reach their objectives for heritage sites such as Seir Kieran;
● Gain hands on experience and learning through the exchange of time, skills and knowledge;
● Immerse themselves in the culture of a provincial Irish town;
● Learn to work in a different professional environment, different to anything they could experience at home, in devising and delivering research focused projects;
● Develop skills in problem solving critical thinking, and cognitive development;
● Attain a unique cultural experience in Ireland, which focuses on the immense heritage of the Midland Region – a frequently overlooked hidden gem within the island.

Students will also gain practical archaeological skills which can be applied in a Consultancy Resource Management setting or indeed in several cognate disciplines. These skills include:

● Learning how to use the Single Context recording system;
● Understanding multiple techniques in archaeological survey, including for example architectural recording;
● Archaeological planning and photography;
● Processing and remedial conservation of archaeological artefacts and samples;
● Learning how to complete a field notebook;
● Geological recording;
● Excavation skills and biological profiling.

ASSESSMENT

Field school Participation (50%): Students are required to participate in all field school activities, including research, archaeological survey, staged burial excavation and laboratory work. Assessment will be undertaken by the supervisory team and will be based on attendance, willingness to work and to try diverse tasks, attention to detail and accuracy, participation in teamwork and contribution to discussions.
Field Journal/Paperwork (30%): Students are expected to complete a field school journal and some paperwork and present it for evaluation during their final week on site. Project staff will instruct students on the expectations for workbook entries and will provide a mid-program assessment on journals, to allow students time to rectify any shortcomings.

Research Paper (20%): Students are expected to submit an individual research paper (1,500-2,000 words of text plus appropriate in-text citations, illustrations, and bibliography). The paper is due two weeks after the end of the field program though students may submit earlier if they so wish. This paper should be submitted via email as a MS WORD document to Dr Denis Shine (denis.shine@irishheritageschool.ie). For their research paper students will be assessed on their ability to organize and critically evaluate historical and field data, and the strength of their subsequent argument.

TRAVEL, ROOM & BOARD, & SAFETY LOGISTICS

COVID-19 Disclaimer:
The logistics outlined below for this IFR field school were written according to the most current and accurate information available to IFR. We recognize that the best practices for preventing the transmission of the coronavirus may change in the coming months. The IFR will be revisiting program-specific plans periodically throughout the enrollment period and will update program details according to new developments, new travel protocols, and updates to local policies. Updates to program-specific protocols will be communicated to participants at the pre-program orientation.

An IFR field school is designed to provide safe, positive, and constructive experiences for participating communities, students, and researchers. We are committed to protocols and practices that support the health and well-being of all involved in our field school projects, including the members of the community in which these projects take place. The IFR COVID-19 Policies have been developed with Dr. Kurt Eifling, the IFR Medical Director. Dr Eifling is a Fellow of the Academy of Wilderness Medicine and a practicing physician (https://ifrglobal.org/about/staff/).

We strongly recommend reviewing IFR’s COVID-19 policies before enrolling in a program. All IFR students sign an agreement (Student COVID-19 Prevention Agreement) to uphold and abide by all aspects of the IFR COVID-19 policy as published on the website (https://ifrglobal.org/ifr-covid-19-practices/) as well as any program-specific protocols. These practices are subject to change as health and risk management experts provide new recommendations and best practices.

PRIOR TO TRAVEL

IFR requires all students participating in IFR programs to be “up to date” with their COVID-19 vaccines, meaning they have completed a COVID-19 vaccine primary series AND received the most recent booster dose recommended by CDC, if eligible. For recommendations and eligibility for booster shots according to age and health status, please consult the CDC website.
VISA REQUIREMENTS
Citizens of the US and Canada do not require visas to enter Ireland. You will need your passport to be valid for at least 90 days and will enter on a tourist visa. Citizens of other countries are asked to check the embassy website page at their home country for specific visa requirements.
No other vaccinations are required for entry to Ireland but anyone working in archaeology in Ireland needs to have an up-to-date tetanus shot.

TRAVEL (TO AND DURING THE PROGRAM)
Due to ongoing uncertainties regarding the travel regulations related to COVID-19, IFR will assess the local conditions closer to the travel date (5–6 weeks prior to the program beginning) and will make Go/No Go decisions then. You are required to participate in the mandatory orientation meeting when we will discuss the latest travel information and regulations. We also suggest you consider postponing the purchase of your airline ticket until after the program orientation.

Students will be met at Johns Hall, Birr, Co. Offaly. Since students will arrive on different flights at different times of the day, we will meet all students on Sunday, July 16th, at Johns Hall at a designated time. Full details on reaching Birr will be provided in the online orientation once you are enrolled in the course. A travel sheet, with specific travel instructions, will also be issued.

If you missed your connection or your flight is delayed, please call, text or email the field school director immediately. A local emergency mobile phone number will be provided to all enrolled students. Please note that Ireland currently has no quarantine or testing requirements for visitors entering the state. All ‘in-country’ COVID-19 precautions (such as masking, internal travel etc.) will be discussed in the online orientation as it is much closer to the program start date, and so the COVID-19 controls at that time are likely to be much closer to those experienced during the program.

LOCAL PROTOCOLS, REGULATIONS, & EXPECTATIONS
COVID-19: In Ireland we follow the government guidelines and restrictions, which are published on the Health Service Executive (our equivalent of the CDC), which has a designated webpage for COVID-19 restrictions, information and advice (see https://www2.hse.ie/coronavirus/). The COVID-19 Safe Operating Procedures (SOP) of the Irish Archaeology Field School are also currently available on the IFR’s website and will be updated (if required) prior to the start of the field season, based on the current advice in Ireland at that time. These policies, and those of the IFR, will be explained in full to you in your onsite orientation. Our current policies dictate that all participants in the field school will wear masks while indoors, (i.e. during lectures, during labs, in shared residential spaces, etc.). Regular hand washing will be a part of the project’s daily schedule.

Birr: Birr is a quintessentially classic, small, friendly and safe Irish town, [some 130km] west of Dublin. All the relevant local government agencies are aware of the students’ presence, and they and all the people of the town are anxious to ensure that your stay is safe and enjoyable. Students are asked to respect local sensitivities and traditions and to understand that the presence of such a large team of outsiders in town does not entitle participants to any special treatment or privileges. Although everyone will speak English, students should expect surprising cultural differences and exciting opportunities to learn about the lives of others as well. IFR students will be immersed in Irish culture through learning, language, food and music, and should be prepared for the rewards and challenges that life in a different culture will offer.
Please note: As the project is a public archaeology initiative students must also be prepared to engage with the local community in a professional and respectful manner both in an official capacity on site and unofficially when off duty.

ACCOMMODATIONS

Students will stay with local families in County Offaly. Home Stay students live with local families, and experience true home life in provincial Ireland. Typically students will either walk to or be brought to John’s Hall daily, before availing of pre-arranged transport to site as appropriate. Students should understand that some host families may be in rural settings, requiring taxis to reach the town of Birr. Breakfast and dinner will be provided along with a packed lunch. Students may avail of their free time at weekends and explore Ireland.

Homestay accommodation is an integral and critical part of our Covid-19 planning as students are dispersed and not housed together in large numbers, although they do typically room-share. In the event of a COVID-19 case the IAFS (in consultation with the host family) will endeavor to isolate the student within their homestay accommodation, in line with our government health advice. For example, a suspected (or confirmed) case must isolate themselves in their own room and where possible have access to their own bathroom. Where this is not possible, i.e. due to the individual circumstances of that home, we will attempt to assist in finding separate accommodation/rooms for the impacted students, but students should expect to bear the cost of this.

As students are placed in homestay all students have access to safe, sanitary accommodation as well as laundry, showering facilities etc. As noted above, homestay accommodation will include meals, including a packed lunch. Our homestay network caters for all main dietary requirements (vegetarian, vegan, nongluten etcetera); they provide a well-balanced diet of Irish cuisine, but students should anticipate trying new cuisine and not having all the items they might expect at home.

MANAGING COVID-19 CASES & OUTBREAKS

As stated in Ireland we follow the government guidelines and restrictions, which are published on the Health Service Executive (our equivalent of the CDC, see https://www2.hse.ie/coronavirus/). The COVID-19 Safe Operating Procedures (SOP) of the Irish Archaeology Field School are also constantly updated as appropriate, based on the current advice in Ireland at that time. We suggest reading these guidelines closer to the commencement date of your program, when the situation in Ireland with COVID-19 for your trip will be clearer. The management of COVID-19 in a homestay setting is also outlined above.

EQUIPMENT LIST

Students are required to bring a basic tool kit. This includes but is not limited to:

- A four inch pointed archaeology trowel (also known as a four inch pointing trowel): We recommend a Marshalltown type trowel (https://marshalltown.com/4-stiff-london-style-pointing-trowel-wood-handle);
- Work gloves: gardening glove suitable for work in wet weather (textile glove with a rubberised palm);
- Work shoes or boots: closed toe-footwear, waterproof that will be comfortable for both walking and kneeling: a hiking style shoe or boot would be suitable. Gumboots/wellingtons are also
suitable some site work; however if you choose to wear these you may need pair of trail shoes or similar for field trips etc.;

- Waterproof outwear: a jacket (with a hood if possible) and pants – gore-tex is best (but expensive). You will need something sturdy that will stand up to wear and tear of everyday use in excavation. You can buy waterproof gear locally in Ireland (if you choose to do this, budget to spend about €50/$70);
- Warm layers – wool, fleece, thermal layers – you should bring and wear lots of layers rather than one warm/heavy layer. Bring things that are suitable for outdoor work;
- Sunscreen: students should wear an SPF daily to protect against UV exposure and windburn;
- Hat: something to keep your head warm. A peaked hat can be useful for shade;
- COVID19 Prevention: All participants in a field school, students and staff, will wear masks while indoors (i.e. during lectures, during labs, in shared residential spaces, etc.);
- Laptop/tablet: a device on which you can prepare and submit your presentation and written assignments. A smart phone is not suitable for this.

FIELD PROGRAM

The field program includes instruction in archaeological survey, post-excavation techniques, landscape assessment, architectural recording and bioarchaeology. The program is primarily based in Birr and Seir Kieran/Clareen, although students will also be brought to several regional heritage sites. Site and project orientations will be conducted at the start of week one.

**Week 1 - Orientation and Field Trips:** Following project orientation and induction students will be introduced to the wider research area and period through a series of lectures and visits to regional heritage sites, such as Clonmacnoise, Knockbarron/Drumcullen, Kinnity etc. These field trips will help demonstrate the different physical, archaeological and cultural landscapes in the Monastic Midlands. The field trips are designed to help place the monastic sites within their broader historical and geographic context. An emphasis will be placed on understanding the physical landscape the monasteries were built upon, and how this dictated their placement, growth and scale. A visit will also be paid to the National Museum to study the material culture of Irish early medieval monasteries.

**Week 2 - Bioarchaeology:** A focus will be placed on understanding Irish mortuary practice, specifically looking at the near continuous 1500 years of burial at sites such as Seir Kieran. While burials will not be exposed in this program the skills of burial excavation will still be taught in a controlled staged environment in our purpose made training ‘cemetery’ at Johns Hall, Birr. Students will also have the opportunity to analyse comparable archaeological skeletal remains during laboratory sessions, which will cover: human and comparative osteology; determination of sex and age-at-death; living stature; identification of palaeopathological conditions, etcetera.

**Weeks 3 and 4 – Archaeological Site Skills:** Following from week two students will assist with the documentation and survey of regional monastic sites, with a focus on Seir Kieran. Students will be instructed in a range of archaeological survey and recording techniques – including architectural recording, digital survey devices, line drawings, graveyard documentation etc. Where appropriate this work will be covered (as appropriate) to permit activities in wetter weather conditions. Potential areas of documentation include the structural remains of the possible abbey church, recording sections of the monastic boundary, documentation of the burial memorials and grave slabs on site, architectural drawings of the precinct wall etc.

**Laboratory Protocols:** Through a series of student rotations throughout the four weeks of the program, students will receive a comprehensive baseline training in the cataloguing and remedial conservation of...
artefacts and ecofacts, according to standards set by the National Museum of Ireland (NMI). The NMI requires that all finds recovered in archaeological excavations are prepared, and conserved where necessary, according to strict protocols, in advance of submission to the museum. Students will get the opportunity to work with several different archaeological material types (pottery, glass, metal, bone etc.). As this program does not include excavations at Seir Kieran, students will work on archaeological materials from a comparable site to Seir Kieran, namely Ferns, County Wexford.

* The rotation of students through tasks including survey, architectural recording, landscape assessment and bioarchaeology and post-excavation is dependent on weather conditions and student numbers; students may be split into smaller groups and rotated through different tasks simultaneously, while changes in the schedule are likely to be made to accommodate weather and other external factors.

**COURSE SCHEDULE**

All IFR field schools begin with safety orientation. This orientation includes proper behavior at the field area, proper clothing, local cultural sensitivities and sensibilities, potential fauna and flora hazards, review of the IFR harassment and discrimination policies and review of the student Code of Conduct.

In addition to working on site, students will be introduced to archaeological field methods, Irish archaeology, and bioarchaeology through a series of lectures/workshops (as outlined below). Students will also be given dedicated research during their time on site, to prepare their assignments and access local readings.

The normal working day is from 9:00am to 5:00pm with a morning tea break from c. 11:00-11:30am and lunch from c. 1:30-2:15pm. Students will have weekends free to explore the area and other parts of the country.
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<tr>
<th>Week</th>
<th>Day/Date</th>
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<tbody>
<tr>
<td>1</td>
<td>Sunday 16th July</td>
<td>Afternoon</td>
<td>Student’s arrival and welcome meeting</td>
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<td>Monday 17</td>
<td>Morning</td>
<td>Lecture/Project Orientation</td>
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<td>Afternoon</td>
<td>Field trip 1: Birr Castle</td>
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<td>Tuesday 18</td>
<td>Morning</td>
<td>Lecture/Workshop: Archaeology of Monastic Midlands</td>
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<td>Afternoon</td>
<td>Field trip: Birr Town, examining the archaeological story of Birr, concluding with mapping exercises at St Brendan’s Monastery</td>
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<td>Wednesday 19</td>
<td>Morning</td>
<td>Lecture/Workshop: The Physical Landscape of the Monasteries</td>
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<td>Afternoon</td>
<td>Field trip 2: Tour of Knockbarron, Silver River and Killaun with geological and other mapping</td>
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<td>Thursday 20</td>
<td>All day</td>
<td>Field trip 3: Clonmacnoise, Drumcullen and Kinnity</td>
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<td>Friday 21</td>
<td>All day</td>
<td>Field trip 4: National Museum of Ireland to study medieval exhibit, manuscripts, early medieval metalwork and bog bodies Self-guided learning in Dublin</td>
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<td>Saturday 22</td>
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<td>Sunday 23</td>
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<td>Monday 24</td>
<td>All day</td>
<td>Introduction to excavation/staged burial excavation</td>
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<td>Tuesday 25</td>
<td>All day</td>
<td>Introduction to excavation/staged burial excavation</td>
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<td>Wednesday 26</td>
<td>All day</td>
<td>Introduction to excavation/staged burial excavation</td>
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<td>Thursday 27</td>
<td>Morning</td>
<td>Lecture/Workshop: Bioarchaeology Workshop 1</td>
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<td>Afternoon</td>
<td>Lab Session: Assessing Skeletal Remains – profiling On site (excavation [and post-excavation])</td>
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<td>Friday 28</td>
<td>Morning</td>
<td>Lecture/Workshop: Bioarchaeology Workshop 2</td>
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<td>Afternoon</td>
<td>Lab Session: Assessing Skeletal Remains - pathology</td>
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<td>Saturday 29</td>
<td>All day</td>
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<td>Monday 31</td>
<td>All day</td>
<td>On site (survey, graveyard recording, architectural recording and post-excavation)</td>
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<td>Tuesday 1st August</td>
<td>All day</td>
<td>On site (survey, graveyard recording, architectural recording and post-excavation)</td>
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<td>Wednesday 2</td>
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<td>Thursday 3</td>
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<td>Friday 4</td>
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<td>On site (survey, graveyard recording, architectural recording and post-excavation)</td>
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<td>Monday 7</td>
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<td>On site (survey, graveyard recording, architectural recording and post-excavation)</td>
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<td>Tuesday 8</td>
<td>All day</td>
<td>On site (survey, graveyard recording, architectural recording and post-excavation)</td>
</tr>
<tr>
<td></td>
<td>Wednesday 9</td>
<td>All day</td>
<td>On site (survey, graveyard recording, architectural recording and post-excavation)</td>
</tr>
<tr>
<td></td>
<td>Thursday 10</td>
<td>All day</td>
<td>On site (survey, graveyard recording, architectural recording and post-excavation)</td>
</tr>
<tr>
<td></td>
<td>Friday 11</td>
<td>All day</td>
<td>Medieval pilgrimage day – walking in the footprints of ancestors Cultural event</td>
</tr>
<tr>
<td></td>
<td>Saturday 12</td>
<td>Morning</td>
<td>Depart program</td>
</tr>
</tbody>
</table>
REQUIRED READINGS

PDF files of all mandatory readings will be provided to enrolled students via a shared Dropbox folder. Students are encouraged to download and/or print readings prior to traveling. Course participants are expected to be prepared to engage the discussions led by facilitators, all of whom will be looking for compelling evidence that students have read and thought about the assigned readings prior to the scheduled day on which they are first discussed.


RECOMMENDED READING/REFERENCE GUIDES


