

UNIVERSITY OF WALES, LAMPETER

Department of Welsh

M.A. in Celtic Studies

Overall Aims of the Scheme, Course Content and Course Structure

The principal aim of the MA in Celtic Studies is to provide students interested in Welsh and Celtic Studies with the opportunity to study various aspects of the history, literature and cultural heritage of the Celtic regions at their own pace in a flexible and innovative distance-learning scheme. In addition to enhancing students' skills in study and research methodology, the programme will allow students to choose a variety of different optional modules including the Celts: Origins to Modern Era, the Mabinogi, Welsh Folk Life, the Poetry of Dafydd ap Gwilym, Women in the Middle Ages: Sources from the Celtic Regions, the Cult of the Virgin Mary in the Celtic Regions, the Celtic Arthur, Geoffrey of Monmouth and the Matter of Britain and the Sociolinguistics of the Celtic Languages. Students should choose their modules in consultation with the Course Director (Dr Jane Cartwright j.cartwright@lamp.ac.uk) who will advise them concerning the availability of modules in any given year.

No former knowledge of the Celtic languages is necessary, since texts are studied in translation and essays on historical and literary topics are written in English. The aim of the course is to introduce non-Welsh or Celtic readers to the various subjects being studied, provide the necessary background and course content and permit students to study the subjects in greater detail via directed reading and supervised tuition. Students who have no former knowledge of the Celtic languages will be encouraged to begin learning Welsh and students who are already fluent in Welsh will be allowed to follow their modules through the medium of Welsh and submit assessed work in Welsh. The translation and subtitling modules are only available to those who are fluent in Welsh or already have a good grasp of Welsh. The Department offers a substantial portfolio of language courses (Beginners, Intermediate and Advanced Welsh). Students may wish to incorporate 40 credits' worth of language courses into their MA scheme (80 credits of undergraduate language courses = 40 credits at MA level). Language courses, however, are not compulsory and students may wish to choose to study 120 credits in Part One

from amongst the optional MA modules (in the fields of history, literature, linguistics and study skills), thus avoiding the language modules altogether. It is also possible to study 80 credits of MA modules and choose 40 credits of level 6 literary and historical undergraduate courses (e.g. *Dead Virgins: An Introduction to the Female Saints of Wales*, *Gerald of Wales*, the *Sociolinguistics of the Welsh Language*, *The Welsh Princes: Llywelyn ab Iorwerth and Llywelyn ap Gruffudd*, *The Riots of Industrialized Wales c. 1800- c. 1850*) or 40 credits of distance-learning Masters' modules offered by other departments (e.g. History, Archaeology, Anthropology, Theology and Religious Studies).

Module MAAC0820 Study and Research Methodology is compulsory for all students, unless, as in certain rare cases (e.g. where the student already has a research degree), this compulsory element may be waived by permission of the Course Director. Students are advised to study this first (completing the first four assignments), and then carry the module on throughout their course, since the final assignment involves writing a proposal for the dissertation in Part Two.

The Department of Welsh at the University of Wales, Lampeter has been at the forefront of e-learning provision in Wales since it began pioneering web-based, distance-learning modules in the field of Welsh Studies in 1998. Since then, the Department has acquired a great deal of expertise in the planning, delivery and assessment of both undergraduate and postgraduate e-learning programmes.

The scheme may be studied on a full-time or part-time basis and flexible enrolment allows students the freedom to choose when they begin studying: formal start dates for registration are 1 October, 1 January and 1 April. Distance-learning materials and web-based courses, available 24 hours a day, lead to widening access to education and provide a learner-centered approach which appeals to a whole range of people including people who are in full-time

employment, those preoccupied during the day with childcare, disabled and special needs students who may prefer to study from home, as well as international students.

Part One:

This is the taught part of the course and consists of 120 credits. Most modules are worth 20 credits each and require students to write one 5,000-word essay. Students are allocated a personal tutor for each module who will guide them through the course and help them plan and prepare their assessed essays, answering any queries by email. Essays and assessed work will be marked by the individual lecturers responsible for each module and a sample of all assignments will be double marked within the Department and sent to the Department's External Examiner.

Marking system (Part One):

70% and over: Distinction level

40-69%: Pass - candidate eligible to proceed to Part Two

0-39%: Fail

MA Modules:

Study and Research Methodology

The Celts: Origins to Modern Era

The Mabinogi

Welsh Folk Life

The Celtic Arthur

Women in the Middle Ages: Sources from the Celtic Regions

Sociolinguistics of the Celtic Languages

The Matter of Britain: Geoffrey of Monmouth and Pseudo-Historical Writing

The Cult of the Virgin Mary in the Celtic Regions

Dafydd ap Gwilym

Camu i Raddedigion (Beginners' Welsh)
Camu Pellach i Raddedigion (Intermediate Welsh)
Translation
Subtitling

Optional Modules (40 credits may be chosen):

Dead Virgins: The Female Saints of Wales
The Sociolinguistics of the Welsh Language
Gerald of Wales
The Welsh Princes: Llywelyn ap Iorwerth and Llywelyn ap Gruffudd
The Riots of Industrialized Wales *c.* 1800-*c.* 1850

Part Two:

Once you have successfully completed Part One you can submit a 20,000-word dissertation (60 credits) for the degree of MA. The dissertation will be a piece of research, prepared under the guidance of a supervisor, on a topic which has particularly appealed to you.

Part Two (the Master's dissertation)

70% and over: Distinction level
60-69%: Merit
40-59%: Pass
0-39%: Fail

In order to gain a Master's Degree with Distinction, candidates shall achieve an overall mark of not less than 70% having achieved not less than 65% in Part One and not less than 70% in Part Two.

In order to qualify for a Master's degree with Merit, candidates must achieve an overall mark of not less than 60% and not more than 69% having achieved

a final mark of not less than 55% in Part One and not less than 60% in Part Two.

Candidates who are admitted to the Master's degree scheme but do not progress to completion may qualify for either a Postgraduate Certificate (upon attaining not fewer than 60 credits) or for a Postgraduate Diploma (upon attaining not fewer than 120 credits).

Entry Requirements

Entry to the MA scheme will usually require that the candidate has already obtained a good BA Degree in the Humanities or related subject area, although it is possible to admit students on the basis of other qualifications and experience at the discretion of the Course Director. You are welcome to contact Dr Jane Cartwright to discuss your specific case (j.cartwright@lamp.ac.uk Tel: 01570 424870)

Bibliographies and Library Resources

Detailed bibliographies are provided throughout the course and the individual lecturers responsible for the modules will advise students which texts, chapters and articles they particularly recommend in relation to the preparation of assessed work. Sections of texts studied will be reproduced in some of the modules and students may be requested to purchase some essential key texts (e.g. Sioned Davies (translation) *The Mabinogion* (Oxford, 2007) if studying the module on the medieval legends of the Mabinogi). A postal loan service is available to UK students, but it may not be possible to send books to international students. Important chapters and articles may be photocopied and posted to all students (in accordance with copyright regulations) and you should consult the library regarding schemes (e.g. SCONUL) which permit you to lend books from libraries nearer to where you live.

Fees 2009-2010

For a LIMITED PERIOD ONLY (2009-2010) international students registering for the first time on this scheme will pay the same tuition fees as Home / EU students:

Full-time £3,390

Part-time 2009-2010 £1,130, 2010-2011 £1,130 (plus increase), 2011-12 £1,130 (plus increase)

Full cost of MA £3,390 (N.B. This is a significant reduction for international students who would normally pay £10,719)

Part-time students can spread the cost of the fees over a period of three-four years.

Fees change annually and you should contact the Department to confirm fees when registering.

Details relating to course syllabus/content, learning outcomes, assessment, transferable skills and evaluation are provided in the detailed module descriptors below.

University of Wales, Lampeter

Module Descriptor

Department: Welsh

Module Code: MAAC0820

Module Title: Study and Research Methodology

Level: postgraduate

No of Credits: 20

Methods of assessment:

book review (1250 words)	30%
encyclopaedia article (1250 words)	30%
formatting a paper for publication (n/a)	10%
internet assignment (1250 words)	10%
dissertation proposal (1250 words)	20%

Teaching Method(s): course materials and tutoring as needed at a distance

Pre-requisite(s): none

Co-requisite(s): none

Incompatibles: none

Medium: Taught through the medium of English or Welsh

Contact hours: n/a

Term taught: Flexible enrolment

Lecturers: Dr Jane Cartwright and Dr Christine Jones

Syllabus: This course examines techniques of study, research, and presentation at a postgraduate level.

Learning Outcomes:

By the end of this module students will be expected to

- have thoroughly digested the difference between primary and secondary sources;
- take a self-consciously critical attitude towards the processes of academic research and writing;
- be aware of and hold to professional standards of presentation in the Humanities;
- be aware of the need for a historiographical consciousness, and be on the way to developing this in their own areas;
- have some practice in distilling their own research into lucid and brief writing;
- be comfortable with computers, and show some skill in accessing materials in this medium;
- show an awareness of the benefits and drawbacks of various types of secondary source material, including that found on the internet.

Transferable and other skills involved:

(In addition to those listed above) This module should enable students to:

- effectively read and write in a visibly critical fashion;
- recognise different levels of written discourse and evaluate the usefulness of each;
- become more self-conscious as regards all levels of communication, to do both with substance and presentation.

Evaluation:

Module evaluation questionnaires are distributed to students towards the end of the module. The curriculum is subject to annual reports by the External Examiner. Degree programmes within the University are subject to periodic review by the Quality Assurance Agency for Higher Education.

University of Wales, Lampeter
Module Descriptor

Department: Welsh

Module title: The Celts: Origins to Modern Era

Module code: MAAC0920

Level: MA

Term taught: n/a

No. of credits: 20

Methods of assessment: one essay (of approximately 5,000 words)

Teaching method(s): taught by distance with written teaching materials;
tutored individually by post, telephone, or e-mail

Pre-requisite(s): none

Co-requisite(s): none

Incompatibles: none

Medium: taught through the medium of English or Welsh

Lecturer/Co-ordinator: Dr Christine Jones

Contact hours: n/a

Lectures per week: n/a

Term taught: Flexible enrolment

Syllabus:

This module will give the student an appreciation of the wider Celtic context and background of Welsh culture, language and history. Topics studied will include:

- a discussion on who are the ‘Celts’, the origin and spread of the Ancient Continental Celts as well as the ongoing scholarly debate on Celticity past and present;
- an examination of ancient Celtic religion and later ‘Celtic’ Christianity;

- the history of the later Celtic countries (Brittany, Cornwall, Ireland, Mann, Scotland) until their conquest and incorporation into the English and French states in the eighteenth century;
- a basic overview of the broad internal characteristics of each language and of the development of literature in each language, with emphasis on the main developments and periodisation;
- an examination of the external or sociolinguistic aspect of language use (with consideration of the historical ebbing and waxing of the prevalence of each language);
- a dialectic approach via assessment of the ‘(un)truth’ contained in common (mis)perceptions and stereotypes will help to instill in students an awareness of countries with which they might not otherwise be familiar.

Learning outcomes:

Upon successful completion of this module, students should be able to accomplish the following:

- place important cultural developments in their historical and geographical setting and be able to choose more discerningly a greater choice of avenues of research topics for the future;
- be able to better appreciate the place of Welsh culture, language and history in the context and background of its immediate Celtic neighbours (frequent reference will be made to the Welsh situation – whether for comparable or contrastive reasons – to enable students to better grasp and weigh the importance of various phenomena);
- understand the widely varying connotations of ‘Celt’ and ‘Celtic’ over time and place and how these have changed.

Transferable and other skills involved:

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

- absorb information from primary and secondary sources;
- assess that information with critical awareness and evaluate differing interpretations;
- demonstrate enhanced historical knowledge, reading strategies and interpretive skills;
- acquire effective note-taking skills;
- provide structured and coherent written responses to the problems with which they are confronted.

Main recommended texts:

DAVIES, John. 2000. *The Celts* (Cardiff – London: Cassell – S4C International).

CUNLIFFE, Barry. 1997. *The Ancient Celts*. (Oxford: OUP).

MORSE, Michael A. 2005. *How the Celts Came to Britain: Druids, Ancient Skulls and the Birth of Archaeology*. (Tempus: Stroud).

GREEN, Miranda J. 1997. *Exploring the World of the Druids*. (London: Thames & Hudson).

FORSYTH, Katherine S. 1997. *Language in Pictland: the Case against ‘Non-Indo-European Pictish’*. (Munster: Nodus).

SNYDER, Christopher A. 1998. *An Age of Tyrants: Britain and the Britons A.D. 400–600*. (Stroud: Sutton)

CHADWICK, Nora K. 1969. *Early Brittany*. (Cardiff: University of Wales Press).

DILLON, Myles & CHADWICK, Nora K. 1969. *The Celtic Realms*. (London: Weidenfeld & Nicolson).

PAYTON, Phillip. 2002. *Cornwall’s History: an Introduction*. (Redruth: Tor Mark).

PITTOCK, Murray. 1999. *Celtic Identity and the British Image*. (Manchester: Manchester University Press).

NICHOLLS, Kenneth W. 2003. *Gaelic and Gaelicized Ireland in the Middle Ages*. (Dublin: Lilliput). (1st edn 1972).

Evaluation (including student evaluation):

Module evaluation questionnaires are distributed to students towards the end of the course. The curriculum is also discussed at termly meetings of the Staff-Student Consultative Committee and e-learning students are invited to submit comments to the Director of E-learning via e-mail prior to the meetings. The course is also subject to annual reports by the External Examiner and periodic review by the Quality Assurance Agency for Higher Education.

Date when first introduced: 2007

University of Wales, Lampeter
Module Descriptor

Department: Welsh

Module title: The Celtic Arthur: Arthur in early Celtic history and tradition to
Geoffrey of Monmouth

Module code: MAAS0120

Level: MA

Term taught: n/a

No. of credits: 20

Methods of assessment: one essay (of approximately 5,000 words)

Teaching method(s): taught by distance with written teaching materials;
tutored individually by post, telephone, or e-mail

Pre-requisite(s): none

Co-requisite(s): none

Incompatibles: none

Medium: taught through the medium of English or Welsh

Lecturer/Co-ordinator: Dr Karen Jankulak (Department of Theology and
Religious Studies)/ Welsh medium Dr Jane Cartwright (Department of Welsh)

Contact hours: n/a

Lectures per week: n/a

Term taught: Flexible enrolment

Syllabus:

This module examines the complicated historical and traditional context of Arthur as known from Celtic (mostly but not exclusively Welsh) sources, leaving to one side the large body of material directly dependent on Geoffrey of Monmouth (which forms the focus of another module). This module begins with the historical context, and moves more or less chronologically through the sources for our 'historical' Arthur, which are of an extraordinarily varied

nature. It does not so much try to reconstruct a linear and unified narrative of events as to establish a historical context for the consideration, thematically and more or less chronologically, of the relevant primary sources.

Learning outcomes:

By the end of this module the student will have become familiar with the early medieval sources of the Arthurian legend, and will have gained a greater understanding of the medieval history of Britain, and, in particular, Wales.

The student will also have become familiar with the problems of historical enquiry into the early and central medieval period, working with fragmentary sources translated from different languages, and will begin to appreciate the possibilities as well as the limits as regards placing these into a historical context.

Transferable and other skills involved:

This module, as with any postgraduate module, will develop critical skills at a postgraduate level: these are chiefly the ability to do independent research, and to form and present critical arguments.

While this module does not concentrate specifically on internet skills, it presents the opportunity to use, and to assess, internet sources in the pursuit of high-level academic research and writing.

Main recommended texts:

Alcock, L., *Arthur's Britain* (Harmondsworth, 1973).

Bromwich, R. *et al.* (eds), *The Arthur of the Welsh* (Cardiff, 1991).

Davies, W., *Wales in the Early Middle Ages* (Leicester, 1982).

Dumville, D.N., 'Sub-Roman Britain: History and Legend', *History* n.s. 62

(1977), pp. 173-92. Reprinted, with new material (but same pagination), in

D.N. Dumville, *Histories and Pseudo-Histories of the Insular Middle Ages* (Aldershot, 1990).

Jarman, A.O.H., and G. R. Hughes (eds), *A Guide to Welsh Literature*, vol. I (Swansea, 1976; rev. ed. Cardiff, 1992).

Padel, O.J., 'The Nature of Arthur', *Cambrian Medieval Celtic Studies* 27 (1994), pp. 1-31.

Padel, O.J., *Arthur in Medieval Welsh Literature* (Writers of Wales Series, Cardiff, 2000).

Evaluation (including student evaluation):

Module evaluation questionnaires are distributed to students towards the end of the course. The curriculum is also discussed at termly meetings of the Staff-Student Consultative Committee and e-learning students are invited to submit comments to the Director of E-learning via e-mail prior to the meetings. The course is also subject to annual reports by the External Examiner and periodic review by the Quality Assurance Agency for Higher Education.

University of Wales, Lampeter
Module Descriptor

Department: Welsh

Module Code: MAAC0320

Module Title: The Cult of the Virgin Mary in the Celtic Regions (in preparation)

Level: MA

No of Credits: 20

Methods of assessment: one essay (approximately 5,000 words)

Teaching Method(s): distance learning (web-based course), email tutorials and directed learning

Pre-requisite(s): none

Co-requisite(s): none

Incompatibles: none

Taught through the medium of: English or Welsh

Lecturer/Co-ordinator: Dr Jane Cartwright

Contact hours: n/a

Lectures per week: n/a

Term taught: Flexible enrolment

Syllabus: Following a brief introduction to the history and development of the cult of the Virgin Mary in the east, this course traces the growth of devotion to the Blessed Virgin in the Celtic regions. Drawing on a wide body of sources including early and medieval calendars, shrines, holy wells, church dedications, literary and historical sources, the course discusses a variety of representations of the Virgin Mary from Ireland, Wales, Cornwall, Scotland and Brittany. The central focus, however, will be on medieval sources, with Wales forming the primary case study. Students will be introduced to a selection of Marian texts from the Celtic regions, for example vernacular translations of the apocryphal

gospels of Mary, the miracles of the Blessed Virgin, native poetry, prayers and hymns. Several key shrines and pilgrimage sites will be explored and students will be encouraged to carry out their own fieldwork and research in their chosen area. The course will be illustrated throughout with a series of photographs taken by Dr Jane Cartwright and will include images of stained glass, medieval manuscripts, wall paintings, carvings, rood figures, seals, shrines and holy wells. The iconography of the Virgin Mary, as well as her role in Celtic folklore and popular devotion will also be considered.

Learning Outcomes:

By the end of this module students will be expected to

- briefly trace the history and development of the cult of the Virgin Mary and discuss the significance of the growth of her popularity in the Celtic regions;
- outline the principal theological doctrines and beliefs relating to Mary;
- critically analyse a selection of Marian texts from the Celtic regions and place these texts in their wider historical and literary frameworks;
- demonstrate a familiarity with many of the popular legends, shrines, holy wells and pilgrimage sites associated with Mary in the Celtic regions;
- discuss and interpret the imagery and iconography associated with Marian devotion.

Transferable and other skills involved:

This module should enable students to:

- absorb information from primary and secondary sources;
- assess that information with critical awareness and evaluate differing interpretations;
- demonstrate enhanced historical knowledge, reading strategies and interpretive skills;
- acquire effective note-taking skills;

- provide structured and coherent written responses to the problems with which they are confronted.

Select bibliography:

- Breeze, Andrew, 'The Virgin's tears of blood', *Celtica* 20 (1988), 110-22.
- Breeze, Andrew, 'The Virgin's rosary and St Michael's Scales', *Studia Celtica* 24 (1989-90), 91-98.
- Breeze, Andrew, 'Two bardic themes: the Trinity in the blessed Virgin's womb', *Celtica* 22 (1991), 1-15.
- Boss, Sarah Jane, *Mary: New Century Theology* (New York and London, 2004).
- Carroll, J., *Miraculous Images of Our Lady* (Rockford, Illinois, 1993).
- Cartwright, Jane, *Y Forwyn Fair, Santesau a Lleianod: Agweddau ar Wryfyddod a Diweirdeb yng Nghymru'r Oesoedd Canol* (Cardiff, 1999).
- Cartwright, Jane, *Feminine Sanctity and Spirituality in Medieval Wales* (Cardiff, 2008).
- Gillett, H. M., *Shrines of Our Lady in England and Wales* (London, 1957).
- Graef, Hilda, *Mary: A History of Doctrine and Devotion*, 2 vols (London, 1963).
- Maunder, Chris, 'Apparitions of Mary in late twentieth-century Ireland: visions and reflections', *Maria: A Journal of Marian Studies* 1 (2000), 69-85.
- O'Carroll, M., *Theotokos: A Theological Encyclopaedia of the Blessed Virgin Mary* (Wilmington, 1983).
- O'Dwyer, Peter, *Mary: A History of Devotion in Ireland* (Dublin, 1988).
- O'Loughlin, T., 'The cult of Mary within the structures of human time: A reading of some early mediaeval Irish martyrologies', *Maria: A Journal of Marian Studies* 3 (2003), 135-69.
- Quiller-Couch, M. and L., *Ancient and Holy Wells of Cornwall* (London, 1894).
- Warner, Marina, *Alone of All Her Sex: The Myth and the Cult of the Virgin Mary* (London, 1978).

Evaluation:

Module evaluation questionnaires are distributed to students towards the end of the course. The curriculum is also discussed at termly meetings of the Staff-Student Consultative Committee and e-learning students are invited to submit comments to the Director of E-learning via e-mail prior to the meetings. The course is also subject to annual reports by the External Examiner and periodic review by the Quality Assurance Agency for Higher Education.

University of Wales, Lampeter
Module Descriptor

Department: Welsh

Module title: Women in the Middle Ages: Sources from the Celtic Regions

Module Code: MAAC0420

Level: MA

No. of Credits: 20

Methods of assessment: One essay (of approximately 5,000 words)

Teaching Method(s): distance learning course, email tutorials and directed learning (campus-based students may also attend a series of face-to-face tutorials and seminars).

Term Taught: n/a

Pre-requisite(s): None

Co-requisite(s): None

Incompatibles: None

Taught through the medium of: English or Welsh

Lecturers: Dr Jane Cartwright

Syllabus

This module will examine the lives and roles of women in the Middle Ages in the Celtic regions. The module will begin by considering women's role in Celtic heroic poetry, paying particular attention to the *Gododdin*, early Welsh saga poetry and the theme of sovereignty in early Irish literature. This will be followed by a study of Celtic medieval court poetry for women, which will also be considered in its European context. The module will then explore women's cultural contribution to medieval life, as patrons and poets (such as Gwerful Mechain), and will examine women's status under the law of Hywel Dda and

early Irish law. The role women played in religious life will also be considered via a study of the extant historical sources for nunneries in Wales, Ireland and Scotland.

Learning outcomes

By the end of the module students will have become familiar with a range of historical, literary and legal sources regarding women in the Middle Ages in the Celtic regions. The student will be able to access and assess relevant primary and secondary sources, and critically evaluate the source material. The student will also have gained an understanding of Celtic women in the Middle Ages within a social, religious and economic context.

Transferable and other skills involved

This module, as with any postgraduate module, will develop critical skills at a postgraduate level: these are chiefly the ability to do independent research, to form and present critical arguments.

While this module does not concentrate specifically on internet skills, it presents the opportunity to use, and to assess, internet sources in the pursuit of high-level academic research and writing.

Select bibliography

Davies, Sioned, 'Y ferch yng Nghymru yn yr Oesoedd Canol', *Cof Cenedl* 9 (1994), 1-32.

Cartwright, Jane, *Feminine Sanctity and Spirituality in Medieval Wales* (Cardiff, 2008).

Easson, D. E., 'The nunneries of medieval Scotland', *Scottish Ecclesiological Transactions* 13 (1940-41), 22-38.

Fulton, Helen, 'Medieval Welsh poems to nuns', *Cambridge Medieval Celtic Studies* 21 (1991), 87-112.

Jenkins, Dafydd and Morfydd E. Owen (eds), *The Welsh Law of Women* (Cardiff, 1980).

Lloyd-Morgan, Ceridwen, 'More written about than writing? Welsh women and the written word' in *Literacy in Medieval Celtic Societies*, ed. Huw Prycw (Cambridge; Cambridge University Press, 1998), pp. 149-65.

Mac Cana, Proinsias, 'Theme of king and goddess in Irish literature', *Études Celtiques*, 7 (1955-6), pp. 76-114, 356-413; 8, (1958-9) pp. 59-65.

McCash, June Hall (ed), *The Cultural Patronage of Medieval Women* (Georgia, 1996).

Meek, Christine and Simms, Katherine (eds), *'The Fragility of Her Sex'? Medieval Irishwomen in Their European Context* (Dublin, 1996).

Richards, Gwenyth, *Welsh Noblewomen in the Thirteenth Century: An Historical Study of Medieval Welsh Law and Gender Roles* (Lampeter, 2009).

Rowland, Jenny, *Early Welsh Saga Poetry* (Cambridge, 1990).

Evaluation

Module evaluation questionnaires are distributed to students towards the end of the course. The curriculum is also discussed at termly meetings of the Staff-Student Consultative Committee and e-learning students are invited to submit comments to the Director of E-learning via email prior to the meetings. The course is also subject to annual reports by the External Examiner and periodic review by the Quality Assurance Agency for Higher Education.

University of Wales, Lampeter
Module Descriptor

Department: Welsh

Module Code: MAAC0620

Module Title: Y Mabinogi

Level: MA

No of Credits: 20

Methods of assessment: one essay (approximately 5,000 words)

Teaching Method(s): distance learning course, email tutorials and directed learning (campus-based students may also attend a series of face-to-face tutorials and seminars).

Pre-requisite(s): none

Co-requisite(s): none

Incompatibles: none

Taught through the medium of: English or Welsh

Contact hours: 20

Lecturer/Co-ordinator: Dr Jane Cartwright

Contact hours: n/a

Lectures per week: n/a

Term taught: Flexible enrolment

Syllabus: This module will introduce students to medieval Welsh prose via a detailed study of four native Welsh prose tales, *Pedeir Keinc y Mabinogi* (the Four Branches of the Mabinogi). Having placed the legends within the wider context of the eleven Welsh tales, known collectively as the Mabinogi(on), and having surveyed the kind of prose texts available in Welsh in the Middle Ages, students will be introduced to the extant manuscripts which preserve the Four Branches and consider issues relating to paleography, transmission, sponsorship, the relationship between the tales and the importance of oral

tradition. The course will focus on a variety of different aspects of the tales, for example theories relating to their Celtic roots and/or Norman influence, dating, authorship, style, structure, literary motifs, characterisation and performance.

Learning Outcomes:

By the end of this module students will be expected to

- demonstrate an awareness of the kind of prose texts available in medieval Wales and place *Pedeir Keinc y Mabinogi* in their wider literary and historical contexts;
- discuss the various translations of the Mabinogi;
- show that they are familiar with some of the principal Welsh manuscripts which contain the Four Branches and demonstrate an increased understanding of the importance of primary sources and issues relating to manuscript transmission;
- discuss the importance of oral tradition in the medieval period and the relationship between orality, literacy and performance;
- discuss issues such as dating, authorship, characterisation, style and structure of the Four Branches;
- analyse some of the principal literary motifs which occur in the legends;
- demonstrate a familiarity with a wide variety of secondary sources and the main theories put forward by scholars to date.

Transferable and other skills involved:

This module should enable students to:

- absorb information from primary and secondary sources;
- assess that information with critical awareness and evaluate differing interpretations;
- demonstrate enhanced historical knowledge, reading strategies and interpretive skills;
- acquire effective note-taking skills;

- provide structured and coherent written responses to the problems with which they are confronted.

Select bibliography:

- Byfield, Catherine E. 'Character and conflict in the Four Branches of the Mabinogi', *Bulletin of the Board of Celtic Studies* 40 (1993), 51-72.
- Charles-Edwards, T.M. 'The date of the Four Branches', *Transactions of the Honourable Society of Cymmrodorion* (1970), 263-98.
- Davies, Sioned, *The Four Branches of the Mabinogi Pedeir Keinc y Mabinogi*, (Llandysul, 1993).
- Davies, Sioned, *Crefft y Cyfarwydd* (Cardiff, 1995).
- Davies, Sioned, 'Written text as performance: the implications for Middle Welsh prose narratives', in *Literacy in Medieval Celtic Societies*, ed. Huw Pryce (Cambridge, 1998), pp. 133-48.
- Guest, Lady Charlotte E. (trans.), *The Mabinogion* (London, 1846, rev. ed. 1997).
- Huws, Daniel, *Medieval Welsh Manuscripts* (Cardiff, 2000).
- Jones, Gwyn and Thomas Jones, (trans.), *The Mabinogion* (London, rev ed. 1989).
- Mac Cana, Proinsias *The Mabinogi*, Writers of Wales Series (Cardiff, 1992).
- Roberts, Brynley F., *Studies on Middle Welsh Literature* (Lampeter, 1992).
- Simms-Williams, Patrick, 'The submission of Irish kings in fact and fiction: Henry II, Bendigeidfran and the dating of the Four Branches', *Cambridge Medieval Celtic Studies* 6 (1991), 31-61.
- Valente, Roberta L., 'Merched y Mabinogi: women and the thematic structure of the Four Branches', PhD thesis, Cornell University, 1986.
- Welsh, Andrew, 'The traditional narrative motifs of the *Four Branches of the Mabinogi*', *Cambridge Medieval Celtic Studies* 15 (1988), 51-62.
- Williams, Ifor, ed. *Pedeir Keinc y Mabinogi* (Cardiff, 1930).

Evaluation:

Module evaluation questionnaires are distributed to students towards the end of the course. The curriculum is also discussed at termly meetings of the Staff-Student Consultative Committee and e-learning students are invited to submit comments to the Director of E-learning via email prior to the meetings. The course is also subject to annual reports by the External Examiner and periodic review by the Quality Assurance Agency for Higher Education.

University of Wales, Lampeter
Module Descriptor

Department: Welsh

Module Code: MAAC1020

Module Title: Welsh Folk Life

Level: MA

No of Credits: 20

Methods of assessment: one essay (approximately 5,000 words)

Teaching Method(s): distance learning (web-based course), email tutorials and directed learning.

Pre-requisite(s): none

Co-requisite(s): none

Incompatibles: none

Taught through the medium of: English or Welsh

Contact hours: 20

Lecturer/Co-ordinator: Dr Rhiannon Ifans

Contact hours: n/a

Lectures per week: n/a

Term taught: Flexible enrolment

Syllabus:

This module will give the student an appreciation of the following topics:

- popular culture
- tales and legends
- calendar customs, festivals, life-cycle customs
- children's games
- material culture
- folk music

This course spans familiar and unfamiliar ground, from the earliest cultural traditions to present day events, such as the *Mari Lwyd*. Among the rituals are the celebrations associated with seasonal change. The old Celtic year ran from 1 Nov – 31 Oct and it is *Nos Galan Gaeaf* (All-Hallows Eve) which marked the beginning of that year. Other notable dates are mid-winter; the *gwyliau* (Christmas) holidays and its unique *plygain* tradition; May Day, bearing an affinity with pagan spring festivals but with its Welsh carols heavily Christianized. Love-spoons, Valentine verses, birth, marriage and death rituals are explored, and so too the Welsh interludes, and ballads. The rich heritage of Welsh folk music, vocal and instrumental, is pursued together with its social context. Welsh tales and legends, some of them centuries old and passed down from one generation to the next, are studied, explaining what historical events underlie them – if any. This study is not limited to documenting Wales – its history, people and culture, but draws on the world-wide context of some of these traditions.

Learning Outcomes:

Upon successful completion of this module, students should be able to accomplish some of the following objectives:

- use folklore to increase understanding of human nature and human culture
- assess the material folklorists have amassed and classified
- be aware of the comparative, functionalist, myth-ritual, Jungian, Freudian, and structuralist approaches to studying the theory of myth
- understand the widely varying connotations of ‘folklore’ and realise that it is a living, changing phenomenon
- be able to appreciate the place of Welsh culture, language and history in the context of Welsh identity and citizenship

Transferable and other skills involved:

This module should enable students to:

- absorb information from primary and secondary sources;
- assess that information with critical awareness and evaluate differing interpretations;
- demonstrate enhanced historical knowledge, reading strategies and interpretive skills;
- acquire effective note-taking skills;
- provide structured and coherent written responses to the problems with which they are confronted.

Select bibliography:

Dundes, Alan, *Sacred narrative* (Berkeley, Calif.; London: University of California Press, c. 1984)

Ifans, Rhiannon, 'Folk Poetry and Diversions' in Branwen Jarvis, *A guide to Welsh literature c. 1700-1800* (Cardiff, University of Wales Press, 2000), pp. 187-209

Jackson, Kenneth, *International Popular Tale and Early Welsh Tradition* (The Gregynog Lectures, Cardiff, University of Wales Press, 1961)

Jones, Dafydd Glyn, 'The Interludes' in Branwen Jarvis, *A guide to Welsh literature c. 1700-1800* (Cardiff, University of Wales Press, 2000), pp. 210-255

Jones, Francis, *The Holy Wells of Wales*, (Cardiff, University of Wales Press, 1992)

Jones, T. Gwynn, *Welsh Folklore and Folk Custom* (London, Methuen & Co. Ltd., 1930)

Myles, Iwan G., *Tales from Welsh Traditions, Hunchbacks of Lavan Sands, and Other Tales* (Denbigh, Gee and Son, 1923)

Owen, Elias, *Welsh Folk-Lore, A Collection of the Folk-Tales and Legends of North Wales* (Felin-fach, Llanerch, 1887, 1996)

Owen, Trefor M., *Welsh Folk Customs* (Llandysul, Gwasg Gomer, 1959, 1997)

Parry-Jones, D., *Welsh Legends and Fairy Lore* (London, B. T. Batsford, 1953)

Rhys, John, *Celtic Folklore, Welsh and Manx* (2 vols, London, Wildwood House, 1901, 1983)

Roberts, Peter, *The Cambrian Popular Antiquities of Wales* (Bristol, Clwyd County Council Library and Information Services, 1815, 1994)

Sikes, Wirt, *British Goblins, Welsh Folk-Lore, Fairy Mythology, Legends and Traditions* (Wakefield, EP Publishing Limited, 1880, 1973)

Welsh language texts:

Isaac, Evan, *Coelion Cymru* (Aberystwyth, Y Clwb Llyfrau Cymreig, 1938)

Ifans, Rhiannon, *Sêrs a Rybana* (Llandysul, Gwasg Gomer, 1983)

Evaluation:

Module evaluation questionnaires are distributed to students towards the end of the course. The curriculum is also discussed at termly meetings of the Staff-Student Consultative Committee and e-learning students are invited to submit comments to the Director of E-learning via email prior to the meetings. The course is also subject to annual reports by the External Examiner and periodic review by the Quality Assurance Agency for Higher Education.

Date first introduced: April 2008

University of Wales, Lampeter
Module Descriptor

Department: Welsh

Module Code: MAAC0720

Module Title: The Sociolinguistics of the Celtic Languages (in preparation)

Level: MA

No of Credits: 20

Methods of assessment: one essay (of approximately 5,000 words)

Teaching Method(s): e-learning, email tutorials and directed learning.

Pre-requisite(s): none

Co-requisite(s): none

Incompatibles: none

Taught through the medium of: English or Welsh

Contact hours: n/a

Lecturer/Co-ordinator: Dr Christine Jones

Contact hours: n/a

Lectures per week: n/a

Term taught: flexible enrolment

Syllabus: This module will consider the sociolinguistics of the Celtic languages, providing a detailed account of the social aspects of language use within the various Celtic countries. The present state of the four extant languages, Welsh, Breton, Irish and Scottish Gaelic, will initially be considered from a historical perspective: for example in the case of Welsh, initial discussion will revolve around the development and later demise of the language from the sixth century, through to the negative impact of industrialization in the nineteenth century and the low status given to the Welsh language in education at that time. Analysis will reveal that socio-economic upheaval brought a similar extensive shift to English in Ireland during the

nineteenth century and neglect of Scottish Gaelic in the education system during a similar period contributed significantly to its decline as a literary medium.

Moving on from the historical background, the module will study the geographical distribution of speakers of the Celtic languages during the twentieth and twenty-first centuries. As well as looking at the numerical strengths of the four extant Celtic languages, the module will outline the revival of the other two Celtic languages, Manx and Cornish, during this period, and make reference to Celtic communities outside of the Celtic countries in places such as Patagonia and the United States of America.

Having viewed the Celtic languages from a historical and demographical viewpoint, the module will then proceed to outline present day institutional support for these languages in areas such as education, government and the media. With regard to Welsh, this will include topics such as bilingual education, adult Welsh learners, the Welsh Language Board, *Radio Cymru* and *S4C*. Similar such topics will be studied in relation to the other Celtic countries and comparisons drawn where relevant, e.g. the *Diwan* schools movement in Brittany and the Welsh Nursery Schools Movement in Wales. The module will then conclude with a brief analysis of the future prospects of each of the six Celtic languages.

Learning Outcomes:

By the end of this module students will be expected to:

- demonstrate a familiarity with the linguistic history of each of the four extant Celtic languages;
- discuss issues which have led to the demise of these languages over the centuries;

- outline demographic trends in relation to all six Celtic languages during the last hundred years;
- trace the revival of Manx and Cornish during the twentieth century and show an awareness of other Celtic communities world-wide;
- demonstrate an awareness and understanding of present day institutional support for the Celtic languages in areas such as education, government and the media;
- discuss the future prospects of each of the six Celtic languages.

Transferable and other skills involved:

This module should enable students to:

- use the world-wide web as an educational tool;
- communicate and debate a wide range of issues via email;
- absorb and critically analyse information from primary and secondary sources;
- demonstrate enhanced historical knowledge and sociolinguistic appreciation;
- acquire effective note-taking skills;
- provide structured and coherent written responses to the situations with which they are confronted.

Select bibliography:

John Aitchison & Harold Carter, *Language, Economy and Society* (Cardiff: University of Wales Press, 2000)

Martin Ball & James Fife (eds.), *The Celtic Languages* (London: Routledge, 1993).

Helen Kelly-Holmes, *Minority Language Broadcasting: Breton and Irish* (Clevedon: Channel View Books, 2001)

Glanville Price (ed.), *The Celtic Connection* (Gerrards Cross: Colin Smythe, 1992).

Maria Tymoczko & Colin Ireland (eds.), *Language and Tradition in Ireland: Continuities and Displacements* (Amherst: University of Massachusetts Press, 2003)

(Detailed bibliographies will be distributed throughout the module.)

Evaluation:

Module evaluation questionnaires covering all aspects such as presentation, delivery and assessment will be distributed to students after they have submitted their essay for assessment. All e-learning students within the Department are also invited to submit comments to the Director of E-learning via e-mail prior to the termly meetings of the Departmental Staff-Student Consultative Committee. The course is also subject to annual reports by the External Examiner and periodic review by the Quality Assurance Agency for Higher Education.

University of Wales, Lampeter
Module Descriptor

Department: Welsh

Module Code: MAEB0540W

Module Title: Screen Translation: Theory and Practice

Level: MA

No of Credits: 40

Methods of assessment: see below

Teaching Method(s): lectures, tutorials and seminars in subtitling suite

Pre-requisite(s): none

Co-requisite(s): none

Incompatibles: none

Taught through the medium of: Welsh

Contact hours: n/a

Lecturer(s)/Co-ordinator: Mrs Gwen Davies

Contact hours: n/a

Lectures per week: n/a

Term taught: 1 and 2

Syllabus: This module will equip the student with the necessary high level of training in the principles, linguistic, and technical skills necessary for sub-titling to broadcast standard and to apply the relevant time codes. It will consist of an intensive course of 15-20 hours at the beginning of the course, weekly sessions on the creation and time coding of sub-titles as well as seminars conducted by skilled practitioners. The course will include (i) a review and analysis of relevant literature on screen translation; (ii) the major characteristics of translating for television - the similarities and differences that exist with other translating activities; (iii) the linguistic and cultural transfer problems encountered by subtitlers; (iv) a study of technological and language skills

within a bilingual context (including interpretation of script, preparation of script, use of subtitle texts and display parameters, synchronisation and transfer skills).

Learning Outcomes:

By the end of this module students will be expected to:

- have a thorough knowledge of the sub-titling guidelines approved by broadcasting authorities and sub-titling companies;
- be able to apply these guidelines;
- be able to create and time code sub-titles in Welsh and in English for various types of television programmes;
- work independently under postproduction conditions.

Method of Assessment:

The principles taught will be applied in a series of practical assignments and a portfolio of work consisting of approximately 60 minutes of subtitles will be submitted for assessment which will be indicative of the learning outcomes.

Candidates are also required to select a minimum of six but no more than twelve relevant challenges, commentating on the translation challenges to reveal the possible options available to the translator in arriving at a solution to each difficulty and to justify the ultimate choice made.

Transferable and other skills involved:

This module should enable students to:

- acquire enhanced bilingual communication skills;
- improve written and translation skills useful in the bilingual working environment;
- improve their IT skills;
- discuss a wide range of theoretical issues relating to teaching strategies and effective bilingual communication;

- demonstrate improved vocational skills.

Select bibliography:

Baker, R. G., *Handbook for Television Subtitlers*.

Delabasstita, D., 'Translation and mass communication: film and TV translation as evidence of cultural dynamics', *Babel* 35:4 (1989), 193-218.

Dirven, Rene and Martin Putz, 'Intercultural communication', *Language Teaching*, July 1993.

Ivarsson, Ian and Mary Carroll, *Subtitling*, TransEdit HB, Simrishamn, Sweden

Kyle, J. G., *Switched On: deaf people's views on television subtitling*. A report for the ITC and BBC by the Centre for Deaf Studies, University of Bristol, 1992.

James, Heulwen L., *Canllawiau Arferion Da ar gyfer Is-deitlwyr yng Nghymru – Y Camau Cyntaf*.

Lambourne, A. D. and G. Rowston IBA/Oracle Teletext Ltd., Southampton University, 1982.

Luyken, G. M., Herbst, T., Langham-Brown, J., Reid, H. and Spinhof, H. *Overcoming language barriers in television dubbing and subtitling for the European audience*, Media monograph 13. European Institute for the Media, Manchester, 1991.

Nedergaard-Larsen, B., 'Culture-Bound factors in subtitling', in *Perspectives: Studies in Translatology*, 2 (1993), 206-41.

Newmark, Peter, *About Translation*, Multilingual Matters (Clevedon, 1991).

Reid, Helen, 'The semantics of subtitling or: Why don't you translate what I say?' *EBU Review* 38.(1987), 67-77.

Rubin, A., 'Ritualised and instrumental television viewing', *Journal of Communication*, 34 (1984), 67-77.

Sperber, D. and D. Wilson, *Relevance Communication and Cognition*, (Oxford, 1986).

Vöge, H., 'The translation of films: subtitles versus dubbing', *Babel* 23 (1977), 120-125.

Yvanne, J., 'Subtitling: dubbing and targets', *Media* 8 (1991), 6-8.

Evaluation:

Module evaluation questionnaires covering all aspects such as presentation, delivery and assessment will be distributed to students at the end of the module. All students within the Department are also invited to submit comments via their representative at the termly meetings of the Departmental Staff-Student Consultative Committee. The course is also subject to annual reports by the External Examiner and periodic review by the Quality Assurance Agency for Higher Education.

University of Wales, Lampeter
Module Descriptor

Department: Welsh

Module Code: MAEB0620W

Module Title: Paper Translation: Theory and Practice

Level: MA

No of Credits: 20

Methods of assessment: see below

Teaching Method(s): distance learning, directed learning, e-mail tutorials

Pre-requisite(s): none

Co-requisite(s): none

Incompatibles: none

Taught through the medium of: Welsh

Contact hours: n/a

Lecturer(s)/Co-ordinator: Dr Jane Cartwright

Contact hours: n/a

Lectures per week: n/a

Term taught: Flexible enrolment

Syllabus: This module will equip the student with the principles and methodology of translation which will enable him/her to express accurately and clearly the meaning expressed in the source language, in the natural forms of the receptor language. Students are introduced to the basic tools necessary for successful translation – dictionaries, specialized vocabularies, grammars. The course establishes the different types of translations, on a continuum from highly literal through formal equivalence and meaning based to unduly free. Techniques are discussed for handling figures of speech, unfamiliar concepts and mismatch of grammatical categories.

Learning Outcomes:

By the end of this module students will be expected to:

- classify different kinds of translations, and apply the principles of dynamic equivalent and formal equivalent translation;
- recognize and identify figures of speech and symbolic language in both the target and the source language texts, and be able to suggest a variety of translation options;
- explain the translation problems involved in lexical items with multiple senses, and concepts not common in the receptor language.

Method of Assessment:

The principles taught will be applied in a series of practical assignments and a portfolio of work of approximately 2,500 words will be submitted for assessment which will be indicative of the learning outcomes.

Transferable and other skills involved:

This module should enable students to:

- acquire enhanced bilingual communication skills;
- improve written and translation skills useful in the bilingual working environment;
- discuss a wide range of theoretical issues relating to teaching strategies and effective bilingual communication;
- demonstrate improved vocational skills.

Select bibliography:

Baker, Mona, *In other Words* (London, 1992).

Basnett-McGuire, Susan, *Translation Studies* (London, 1991).

Dollerup, Cay and Anne Loddegaard (eds.), *Teaching Translation and Interpreting. Training, Talent and Experience* (Amsterdam and Philadelphia, 1992).

Dollerup, Cay and Annette Lindegaard (eds.), *Teaching Translation and Interpreting 2* (Amsterdam and Philadelphia, 1994).

Dollerup, Cay and Vibeke Appel (eds.), *Teaching Translation and Interpreting 3* (Amsterdam and Philadelphia, 1995).

Gutt, E. A., *Translation and relevance, cognition and contest*, (Oxford, 1991).

Evaluation:

Module evaluation questionnaires covering all aspects such as presentation, delivery and assessment will be distributed to students at the end of the module. All distance-learning students within the Department are also invited to submit comments via the Director of e-learning to termly meetings of the Departmental Staff-Student Consultative Committee. The course is also subject to annual reports by the External Examiner and periodic review by the Quality Assurance Agency for Higher Education.

University of Wales, Lampeter
Module Descriptor

Department: Welsh

Module Code: MAAS0320

Module Title: The Matter of Britain: Geoffrey of Monmouth and Pseudo-Historical Writing

Level: MA

No of Credits: 20

Methods of assessment: see below

Teaching Method(s): distance learning, directed learning, e-mail tutorials

Pre-requisite(s): none

Co-requisite(s): none

Incompatibles: none

Taught through the medium of: English or Welsh

Contact hours: n/a

Lecturer(s)/Co-ordinator: Dr Karen Jankulak (Department of Theology and Religious Studies)/ Welsh medium Dr Jane Cartwright (Department of Welsh)

Contact hours: n/a

Lectures per week: n/a

Term taught: Flexible enrolment

Syllabus:

This module takes a closer look at the increasingly pivotal role of Arthur (due mainly to Geoffrey of Monmouth) in the construction of a chronologically coherent and mythologically satisfying overall vision of British history, as well as the development of such a tradition within a context of similar well-documented traditions from other Celtic regions (Brittany and, especially, Ireland). In addition module examines the interactions of Welsh and Latin (Anglo-Norman, Breton-Norman), as well as Irish, cultures. It overlaps

somewhat with Module no. 1 in that it considers in small part some of the same material (especially the *Historia Brittonum*) although to a different end.

Learning outcomes:

By the end of this module the student will have become familiar with the medieval genre of synthesising pseudo-history, and will have gained an appreciation of how legendary histories have shaped our understanding of British (and Irish) history.

The student will have gained a more sophisticated understanding of the notion of ‘history’ as opposed to ‘literature’ (and, indeed, ‘Latin’ as opposed to ‘vernacular’), and will have achieved a broader understanding of the limitations of generic categories.

The student will also have been introduced periods of significant cultural interaction, and will have gained an appreciation of the complexity of Norman Britain and Ireland.

Transferable and other skills involved:

This module, as with any postgraduate module, will develop critical skills at a postgraduate level: these are chiefly the ability to do independent research, and to form and present critical arguments.

While this module does not concentrate specifically on internet skills, it presents the opportunity to use, and to assess, internet sources in the pursuit of high-level academic research and writing.

Main recommended texts:

Brooke, C.N.L., ‘Geoffrey of Monmouth as a Historian’, in C.N.L. Brooke *et al*, *Church and Government in the Middle Ages* (Cambridge, 1976), pp. 77-

- 91; reprinted in C.N.L. Brooke, *The Church and the Welsh Border in the Central Middle Ages* (Woodbridge, Suffolk, 1986), pp. 95-106.
- Carey, John, *The Irish National Origin-Legend: Synthetic Pseudohistory* (Quiggin Pamphlets on the Sources of Mediaeval Gaelic History, Cambridge, 1994).
- Ó Corráin, D., 'Irish Origin Legends and Genealogy: Recurrent Aetiologies', in *History and Heroic Tale: a Symposium*, eds T. Nyberg *et al.* (Odense, 1985), 51-96.
- Ó Corráin, D., 'Historical Need and Literary Narrative', in *Proceedings of the Seventh International Congress of Celtic Studies, Oxford, 1983*, ed. D. Ellis Evans (Oxford, 1986), 141-58.
- Padel, O.J., *Arthur in Medieval Welsh Literature* (Writers of Wales Series, Cardiff, 2000).
- Roberts, B., 'Geoffrey of Monmouth and Welsh Historical Tradition', *Nottingham Mediaeval Studies* 20 (1976), pp. 29-40.
- Roberts, B., 'Geoffrey of Monmouth, *Historia Regum Britanniae* and *Brut y Brenhinedd*', in R. Bromwich *et al* (eds), *The Arthur of the Welsh* (Cardiff, 1991), pp. 97-116.
- Sims-Williams, 'Some Functions of Origin Stories in Early Medieval Wales', in *History and Heroic Tale: a Symposium*, eds T. Nyberg *et al.* (Odense, 1985), 97-131.
- Thorpe, Lewis (trans.), *Geoffrey of Monmouth. The History of the Kings of Britain* (Harmondsworth, 1966).
- Williams, J.E. Caerwyn, 'Brittany and the Arthurian Legend', in R. Bromwich *et al* (eds), *The Arthur of the Welsh* (Cardiff, 1991), pp. 249-72.

Evaluation (including student evaluation):

Module evaluation questionnaires covering all aspects such as presentation, delivery and assessment will be distributed to students at the end of the module. All distance-learning students within the Department are also invited to submit

comments via the Director of e-learning to termly meetings of the Departmental Staff-Student Consultative Committee. The course is also subject to annual reports by the External Examiner and periodic review by the Quality Assurance Agency for Higher Education.

UNIVERSITY OF WALES, LAMPETER

MODULE DESCRIPTOR

Department: Welsh	Module Code: MAEBe2520w
Module Title: Camu i Raddedigion (Beginners' Welsh Course)	
Level: MA	Term Taught: flexible enrolment
No of Credits: 20	
Methods of assessment: Continuous assessment via assignments based on the syllabus together with an oral examination at the end of the module.	
Teaching Method(s): distance on-line learning	
Pre-requisite(s): None	
Co-requisite(s): None	Incompatibles:
Taught through the medium of Welsh	NO
Lecturer/Co-ordinator: Mrs Gwen Davies	
Contact hours: N/A	Lectures per week: N/A
Agreed Teaching Slot(s): N/A	
<p>Syllabus: Basic linguistic patterns will be introduced and reinforced by sound files. Students will undertake communicative exercises and appropriate attention will be given to aural skills.</p>	
<p>Learning Outcomes:</p> <p>By the end of the module, students should be able to:</p> <ul style="list-style-type: none"> • communicate orally with a Welsh-speaker in a variety of everyday situations. 	

- demonstrate an understanding of oral Welsh.
- understand the oral content of a wide range of recorded material.

Transferable and other skills involved

By the end of the module students will:

- have a sound knowledge of Welsh.
- be able to hold an extended conversation regarding everyday activities.
- be familiar with a wide range of linguistic patterns.
- have been introduced to extensive vocabulary.

Main recommended texts:

Students will be encouraged to make use of the Welsh Department's on-line dictionary and grammar.

Evaluation (including student evaluation):

Module evaluation questionnaires are distributed to students on completion of

the module. The curriculum is also discussed at termly meetings of the Staff-Student Consultative Committee and e-learning students are invited to submit comments to the Director of E-learning via e-mail prior to the meetings. The course is also subject to annual reports by the External Examiner and periodic review by the Quality Assurance Agency for Higher Education.

Date when first introduced:

July 2002

University of Wales, Lampeter
Module descriptor

Modiwl: **Mynegiant i Raddedigion**

(This module is only available to advanced Welsh learners or native speakers of Welsh)

Credyd: 20
Cyfeirnod: MAEBE2620w
Tiwtor: Dr Christine Jones
Rhaganghenraid: Dim
Cy danghenraid: Dim

Amcanion

- Sicrhau bod y myfywyr yn gyfarwydd â sylfeini gramadegol yr iaith;
- Gwella eu mynegiant yn gyffredinol trwy ganolbwyntio ar amryw gyweiriau'r iaith ysgrifenedig;
- ehangu geirfa'r myfyrwyr.

Deilliannau Dysgu

Erbyn diwedd y modiwl dylai myfyrwyr allu:

- Trawsieithu'n effeithiol a llwyddiannus o'r Saesneg i'r Gymraeg
- Defnyddio ystod eang o gyweiriau'r iaith ysgrifenedig gyda rhwyddineb;
- Mynegi barn yn ddeallus ar amrywiaeth o wahanol bynciau;
- Adnabod a deall y gwahanol rannau ymadrodd;
- Cywiro gwallau yn eu gwaith eu hun a gwybod am ffynonellau llyfryddol defnyddiol i gefnogi eu hymdrechion.

Cynnwys

Bwriad y modiwl hwn yw rhoi sglein ar fynegiant myfyrwyr. Rhaid iddynt lunio crynodeb Cymraeg o chwe erthygl Saesneg a chytuno neu anghytuno â

dadl y cyflwynydd. Nid oes disgwyl i fyfyrwyr gyfieithu'r darnau ond yn hytrach rhaid iddynt gyfleu prif syniadau'r colofnydd. Wedi gorffen tri chrynodeb rhaid iddynt ddarllen erthygl yn Gymraeg a chyflwyno dau lythyr ffurfiol, eto yn Gymraeg – un yn cefnogi yr hyn a ddywedir gan awdur yr erthygl a'r llall yn dadlau yn ei erbyn. Eu tasg olaf ydyw i lunio arraith yn ymestyn dadl mewn erthygl o gylchgrawn Cymraeg ei gyfrwng. Dewisir yr holl erthyglau o gylchgronau a chyfnodolion megis *Y Faner Newydd* a *Barn* a phapurau newydd megis y *Guardian* neu'r *Times* gan y tiwtor.

Dull Asesu

Asesir y modiwl fel a ganlyn:

1.	Crynodeb 1 Sylwadau personol	12.5%	- 500 gair yr un
2	Crynodeb 2 Sylwadau personol	12.5%	- 750 gair yr un
3	Crynodeb 3 Sylwadau personol	12.5%	- 750 gair yr un
4.	2 lythyr	12.5%	- 500 gair yr un
5.	Crynodeb 6	12.5%	- 500 gair yr un
6.	Crynodeb 7 Sylwadau personol	12.5%	- 750 gair yr un
7.	Crynodeb 8 Sylwadau personol	12.5%	- 750 gair yr un

8. Araith 12.5% -1000 gair

Cyfanswm 100% 10,000 o eiriau

Llyfryddiaeth ddethol

Brake, Phyl, *Cymraeg Graenus*, Gwasg Gomer, 1998.

Ifans, Rhiannon, *Y Golygiadur*, Cymdeithas Llyfrau Ceredigion, 2006

Hughes, J. Elwyn, *Canllawiau Iaith a Chymorth Sillafu*, Gwasg Gomer, 1997

Lewis, D. Geraint, *Y Llyfr Berfau*, Gwasg Gomer, 1995.

Thomas, Peter Wyn, *Gramadeg y Gymraeg*, Gwasg Prifysgol Cymru, 1996

Thorne, D.A. *Gafael mewn Gramadeg*, Gwasg Gomer, 2000.

UNIVERSITY OF WALES, LAMPETER

MODULE DESCRIPTOR

Department: Welsh	Module Code: 3EAC2420
Module Title: Gerald of Wales	
Level: 3	Term Taught:
No of Credits: 20	
Methods of assessment: one essay 5,000 words.	
Teaching Method(s): Distance On-line Learning	
Pre-requisite(s):	
Co-requisite(s):	Incompatibles:
Taught through the medium of Welsh	NO
Lecturer/Co-ordinator: Dr Jane Cartwright	
Contact hours:	Lectures per week:
Agreed Teaching Slot(s):	
<p>Syllabus: This module is an introduction to Gerald of Wales and his unique contribution as a writer in Medieval Wales, a historian, a linguist and an ecclesiastical reformer.</p>	
<p>Learning Outcomes: By the end of the module, students will:</p> <ul style="list-style-type: none"> • be familiar with Gerald’s background and family history. • be familiar with the two books he wrote on Wales <i>Itinerarium Kambriae</i> and <i>Descriptio Kambriae</i> and analyze medieval Welsh society as portrayed in the writings. • have had an introduction to Medieval Wales. • be able to assess the reliability of Gerald’s writings. • be able to research in detail and organize information effectively • be able to write an extended essay of some 10,000 words of academic standard • prepare a comprehensive bibliography and recognize all their sources in an academic and appropriate way 	

Transferable and other skills involved

The module aims to

- Write extensively and in depth
- Express themselves clearly and correctly
- Present a rigorous argument
- Use bibliographies
- Be familiar with concepts of information retrieval and the tenets of academic research

Main recommended texts:

- Bartlett, Robert – *GERALD OF WALES* – Oxford, Clarendon Press – 1982
- Butler, H. E. (Ed.) – *THE AUTOBIOGRAPHY OF GIRALDUS CAMBRENSIS* – London, Jonathan Cape – 1937
- Duggan, Alfred – *DEVIL'S BROOD* – Bath, Chivers – 1976
- Jones, Thomas – *GERALLT GYMRO – GERALD THE WELSHMAN* – Cardiff, University of Wales Press – 1947
- Kightly, Charles – *MIRROR OF MEDIEVAL WALES* – Cardiff, CADW – 1988
- Miles, John – *GIRALDUS CAMBRENSIS* – Llandysul, Gomer Press – 1974
- Owen, Henry – *GERALD THE WELSHMAN* – London, David Nutt – 1904
- Richter, Michael – *THE GROWTH OF THE NATION* – Aberystwyth, National Library of Wales – 1972
- Roberts, Brynley F. (Ed.) – *GERALD OF WALES* – “Writers of Wales” Series – Cardiff, University of Wales Press – 1982
- Thorpe, Lewis (Translator) – *THE JOURNEY THROUGH WALES AND THE DESCRIPTION OF WALES* – Suffolk, The Chaucer Press Ltd. – 1978
- Wright, Thomas – *THE HISTORICAL WORKS OF GIRALDUS CAMBRENSIS* – London, George Bell & Sons – 1894

Evaluation (including student evaluation):

A questionnaire will be provided at the conclusion of the module.

Date when first introduced: 2004

University of Wales, Lampeter
Module descriptor

Module:	The Sociolinguistics of Welsh
Credit:	20
Code:	3eAC7320
Lecturer:	Dr Christine Jones
Pre-requisites:	None
Co-requisites:	None

Aim

To present a comprehensive overview of the position of the Welsh language in contemporary Wales by tracing its historical and geo-linguistic development and its present day role and standing in education, public institutions and the media.

Learning Outcomes

By the end of the module students should be able to:

- Demonstrate a close familiarity with the linguistic history of the Welsh language in Wales;
- Discuss issues which have led to the demise of Welsh over the centuries;
- Outline demographic trends in relation to Welsh over the last hundred years;
- Demonstrate an awareness and understanding of the role of education, the media and public institutions in reversing language shift in Wales in the last fifty years;
- Demonstrate an appreciation of both the aims and limitations of *Iaith Pawb*;
- Discuss the future prospects of the Welsh language.

Content

This module presents a comprehensive overview of the current state of the Welsh language in Wales and comments on the future challenges it faces. Firstly the Welsh language is placed in its historical and demographical context. This is followed by a detailed discussion of its role and position in education, the media, and public institutions. The module then moves on to an analysis of the 2002 document *Iaith Pawb*, which seeks to set out in detail how the National Assembly of Wales aims to increase bilingualism and strengthen the Welsh language. Although the picture may look rosy, with the Welsh language now having a higher degree of institutional and popular support and with several lost domains having now been reclaimed, the suggestion presented in this module is that it still nevertheless remains a language in crisis. The module concludes with a debate on the future prospects of the language and looks closely at the theory that if Welsh is to survive, it needs to come to terms with being a minority language in an urban environment, reliant on the school not the home for transmission to the next generation.

Assessment

One essay of approximately 5,000 words

Bibliography

- Aitchinson, J. W. & Carter, H. (2004), *Spreading the Word*, Talybont, Y Lolfa.
- Ball, M. & Fife, J. (Ed.) (1993), *The Celtic Languages*, London, Routledge.
- Brake, J. & Jones, C. M. (2004) *World Cultures: Wales*, London, Hodder & Stoughton.
- Davies, Cennard, (2006) *The Welsh Language*, Talybont, Y Lolfa.
- Diarmuid Ó Néill (Ed.) (2005) *Rebuilding the Celtic Languages*, Talybont, Y Lolfa.
- Dunkerley, D. & Thompson A. (1999) *Wales Today*, Cardiff, UWP.
- Jenkins, Geraint H. (2001) 'Terminal Decline? The Welsh Language in the Twentieth Century', *North American Journal of Welsh Studies*, Vol 1 No 2.

- Mac Giolla Chríost, Diarmait, (2005) 'Prestige Planning and the Welsh Language: Marketing, the Consumer-Citizen and Language Behaviour', *Current Issues in Language Planning*, Vol 6, pp. 64-72.
- Price, Glanville, (Ed.) (1992), *The Celtic Connection*, Gerrards Cross, Colin Smythe.
- Williams, C.H. (Ed.) (2000) *Language Revitalization: Policy and Planning in Wales*, Cardiff, UWP.
- Williams, C.H. (2004) Iaith Pawb: 'The doctrine of plenary inclusion', *Contemporary Wales* 17, pp. 1-27.
- Williams, C.H. (2005) 'New Legislation and the Welsh Language', National Eisteddfod Lecture 4 August 2005. www.cardiff.ac.uk/cymraeg/english/research/DarlithEryriSaesneg2005.pdf

University of Wales, Lampeter
Module Descriptor

Department: Welsh

Module Code: 3EAC6120

Module Title: Dead Virgins: An Introduction to the Female Saints of Wales

Level: three

No of Credits: 20

Methods of assessment: one essay (approximately 5,000 words)

Teaching Method(s): E-learning (web-based course), additional lectures and tutorials arranged for students who are studying on campus

Term Taught: N/A

Pre-requisite(s): None

Co-requisite(s): None

Incompatibles: None

Taught through the medium of English or Welsh (see 3ECYM6120W

Santesau Cymru)

Lecturer: Dr Jane Cartwright

Syllabus:

This e-learning module introduces students to many of the female saints of Wales including St Gwenfrewy (whose holy well is now reputed to be one of the seven wonders of Wales); Dwynwen (the patron saint of lovers); Melangell (the patron saint of hares) and Non (St David's mother). Although most people are familiar with the cult of St David (the patron saint of Wales), the legends and traditions associated with the sainted women of Wales are generally less well known. The aim of this course is to explore the extant literary and historical sources relating to these holy women and shed new light on their medieval cults. In addition to the female saints already mentioned, we will also consider the fragmentary evidence available for other local Welsh saints (for

example Gwenog, Eluned and Maches), and look at the Welsh evidence for some of the important universal saints (such as St Katherine of Alexandria) whose Lives were translated into Middle Welsh. Students will be encouraged to question the validity of the concept of a unified 'Celtic' Church and consider the religious, historical and political importance of the medieval Lives (or biographies) that describe the saints' miracles and exploits. We will also consider why fewer hagiographic sources are extant for the female saints and analyse the biographical patterning discernable in the literary sources. The course is illustrated throughout with photographs taken by Jane Cartwright. The aim is to stress the importance of the visual evidence relating to the cult of saints and also encourage students to visit some of the churches, sites and holy wells associated with Welsh saints.

Learning Outcomes:

By the end of this module students will be expected to

- demonstrate a familiarity with the legends and traditions associated with the sainted women of early medieval Wales;
- access and assess relevant primary and secondary sources;
- critically evaluate the source material;
- analyse the biographical patterning of the female saint and demonstrate a familiarity with the principal ways in which feminine sanctity has been read;
- appreciate artistic representations and discuss the iconography of the female saint.

Transferable and other skills involved:

This module should enable students to:

- use the world-wide web as an educational tool;
- communicate and discuss a wide range of issues via email;
- absorb information from primary and secondary sources;

- assess that information with critical awareness and evaluate differing interpretations;
- acquire effective note-taking skills;
- provide structured and coherent written responses to the problems with which they are confronted.

Select bibliography:

Jane Cartwright, 'Dead virgins: feminine sanctity in medieval Wales', *Medium Ævum* 71 (2), 1–28.

Jane Cartwright, 'Buchedd Catrin: a preliminary study of the Middle Welsh Life of St Katherine of Alexandria' in *Saint Katherine of Alexandria: Texts and Contexts in Western Medieval Europe* (eds) Jacqueline Jenkins and Katherine J. Lewis (Brussels: Brepols, 2003), pp. 53-86.

Jane Cartwright, 'The cult of St Non: rape, sanctity and motherhood in Welsh and Breton hagiography' in *St David of Wales: Cult, Church and Nation* (eds) J. Wyn Evans and Jonathan M. Wooding (Woodbridge: The Boydell Press, 2007), pp. 182-206.

Elissa R. Henken, *Traditions of the Welsh Saints* (Cambridge: D.S. Brewer, 1987).

Jocelyn Wogan-Browne, *Saints' Lives and Women's Literary Culture* (Oxford: Oxford University Press, 2001).

Evaluation:

Module evaluation questionnaires are distributed to students after they have submitted their second essay for assessment. The curriculum is also discussed at termly meetings of the Staff-Student Consultative Committee and e-learning students are invited to submit comments to the Director of E-learning via e-mail prior to the meetings. The course is also subject to annual reports by the External Examiner and periodic review by the Quality Assurance Agency for Higher Education.

UNIVERSITY OF WALES, LAMPETER

MODULE DESCRIPTOR

Department: Welsh **Module Code:** 3EAC4320

Module Title: The Welsh Princes: Llywelyn ap Iorwerth and Llywelyn ap Gruffudd

Level: 3

Credits: 20

Methods of Assessment: MA level one essay of approximately 5,000 words

Teaching Methods: distance on-line learning

Pre-requisite(s): None

Co-requisite(s): None

Term taught: students can register at any time

Taught through the medium of English or Welsh

Lecturer: Dr Jane Cartwright

Aims

To provide students with an overview of the lives and times of two of the most significant figures in the history of medieval Wales

Learning Outcomes

By the end of the module students should be able to:

- discuss various aspects of the history of Wales at a crucial period (late 12th – c. 1300) leading to the Edwardian conquest and its aftermath
- be familiar with the main sources for the history of the period
- understand the political, social, linguistic and cultural context in which many of the most important Middle Welsh literary texts were composed and/or transmitted, including the role of patronage

Content

This module will introduce students to the careers of Llywelyn ap Iorwerth ('Llywelyn the Great' 1173-1240) and his grandson, Llywelyn ap Gruffydd ('Llywelyn the Last' c. 1225-82), their struggles to consolidate and maintain power in Gwynedd and beyond, and especially the circumstances and implications of the conquest of Wales by Edward I following the defeat and death of Llywelyn the Last. The module will focus not only on political and military aspects of the princes' careers but also on the wider context of contact

with continental powers, of life in Wales at this period, notably the relationship between the Welsh population, the Normans and English, multi-lingualism, the relationship between rulers and the Church (including monasticism), material and intellectual culture (including education, law, the arts and literature, patronage and manuscript production). The legacy of the princes in Welsh tradition and political thought into modern times will also be considered.

Transferable and other skills involved:

By the end of the module students should be able to:

- demonstrate enhanced historical knowledge, reading strategies and interpretive skills
- assess that information with critical awareness and evaluate differing interpretations
- write extensively and in depth
- express themselves clearly and correctly
- present rigorous arguments
- research in detail and organize information effectively
- prepare a comprehensive bibliography and acknowledge all their sources in an academic and appropriate way

Bibliography:

R. R. Davies, *The Age of Conquest: Wales 1063-1415* (new ed. Oxford, 2000)

J. G. Edwards (ed.), *Calendar of Ancient Correspondence concerning Wales* (Cardiff, 1935)

J. G. Edwards (ed.), *Littere Wallie preserved in Liber A in the Public Record Office* (Cardiff, 1940)

Daniel Huws, *Medieval Welsh Manuscripts* (Cardiff & Aberystwyth, 2000)

Thomas Jones (ed.), *Brut y Tywysogyon or the Chronicle of the Princes. Red Book of Hergest Version* (Cardiff, 1955)

Thomas Jones (ed.), *Brut y Tywysogyon or the Chronicle of the Princes. Peniarth MS 20 Version* (Cardiff, 1952)

Peter Lord & John Morgan-Guy, *The Visual Culture of Wales: Medieval Vision* (also published in Welsh as *Diwylliant Gweledol Cymru: Gweledigaeth yr Oesau Canol*, both Cardiff, 2003)

Huw Pryce (ed.), with Charles Insley, *The Acts of Welsh Rulers, 1120-1283* (Cardiff, 2005)

J. Beverley Smith, *Llywelyn ap Gruffudd* (Cardiff, 1998).

David Stephenson, *The Governance of Gwynedd* (Cardiff, 1984)

David Stephenson, *The Last Prince of Wales: Llywelyn and King Edward; the end of the Welsh dream 1282-3* (Buckingham, 1983)

Roger Turvey, *Llywelyn the Great* (Llandysul, 2007)

Roger Turvey, *The Welsh Princes* (Harlow, 2002)

David Walker, *Mediaeval Wales* (Cambridge, 1990)

Evaluation:

A questionnaire is distributed to all students on completion of the module. Students are also invited to comment on individual modules in the Staff-Student Consultative Committee meetings that are held once a term. E-learning students can send comments or queries to the committee via the Director of E-Learning. The quality of all courses is assessed at the Department's quality assurance meetings and from time to time, is assessed by the Quality Assurance Agency for Higher Education.

Implications for the support services (e.g. Library and Computing Services etc.)

The majority of the books listed on the bibliography are already available in the library. However, the Department will supplement these with new books in the field from its departmental library budget, as and when new titles appear.

Has the written consent of the external examiner been obtained?

(Attach to this form)

Yes No

Date when module is to be introduced: April 2008

UNIVERSITY OF WALES, LAMPETER

MODULE DESCRIPTOR

Department: Welsh **Module Code:** 3EAC7420

Module Title: The riots of the industrialized areas of Wales c.1800 – c.1850

Level: 3

Credits: 20

Methods of Assessment: one essay of approximately 5,000 words

Teaching Methods: distance on-line learning

Pre-requisite(s): None

Co-requisite(s): None

Taught through the medium of English or Welsh

Lecturer: Carol Thomas

Aims

A detailed study of the riots that took place in the industrialized areas of Wales between 1800 and 1850.

Learning Outcomes

By the end of the module students should be able to:

- outline the history of the main riots that happened in the industrialized areas of Wales between 1800 and 1850.
- discuss the main reasons for the riots.
- show an awareness of the consequences of the Industrial Revolution.
- discuss the development of Welsh society in general during the first half of the nineteenth century.

Content

Topics such as the “Scotch Cattle” (1810-1830), the Merthyr Riots (1831) and Chartism (1838) will be studied in detail. The reasons for the riots and the major changes that affected the industrialized areas of Wales as a result of the Industrial Revolution will be discussed.

Transferable and other skills involved:

By the end of the module students should be able to:

- write extensively and in depth
- express themselves clearly and correctly
- present a rigorous argument

- research in detail and organize information effectively
- write essays of academic standard being some 10,000 words in total
- prepare a comprehensive bibliography and recognize all their sources in an academic and appropriate way

Bibliography:

Williams, David ‘Chartism in Wales’ in *Chartist Studies* Asa Briggs (ed.)

London: Macmillan 1959

Thompson, Dorothy *The Chartists* Aldershot: Wildwood House 1984

Searby, Peter *The Chartists in Wales* Harlow, Essex: Longman 1986

Jones, David *Before Rebecca: Popular Protests in Wales 1793-1835* London: Allen Lane, 1973.

Evaluation:

A questionnaire is distributed to all students on completion of the module. Students are also invited to comment on individual modules in the Staff-Student Consultative Committee meetings that are held once a term. The quality of all courses is assessed at the Department’s quality assurance meetings and from time to time, is assessed by the Quality Assurance Agency for Higher Education.

Implications for the support services (e.g. Library and Computing Services etc.)

None – the books listed on the bibliography are already available at the library.

Has the written consent of the external examiner been obtained?

(Attach to this form)

Yes No

Date when module is to be introduced: April 2008