

MODULE DIRECTORY

LEVEL 6

ACADEMIC DISCIPLINE OF HUMANITIES

INSTITUTE OF EDUCATION AND HUMANITIES

2024-2025

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INTRODUCTION

This Module Directory includes all the modules for Level 6 within the Academic Discipline of Humanities in the academic year 2024-2025.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your Academic Discipline. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Institute Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

Module Code	ECGE6003S
Title	Independent Project
Date	25/06/2020
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

- To develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline specific in-depth project.

LEARNING OUTCOMES

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

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
- Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.
- Conducting and writing literature reviews.
- Ethical concerns and the research process.
- Resource, project, and skills management processes and techniques.
- Presenting and illustrating data and information.
- Communication of general, specialist, technical ideas and results.
- Problem solving, creative, entrepreneurial thinking and approaches.

- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	9%
Independent learning	364	91%
Placement learning		
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Minimum of 3 elements (equivalent to 10,000 words)	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

This will be guided by the student's individual project.

Module Code	ECGE6003S	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐

Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. et al. Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

Module Code	ECGE6003T
Title	Independent Project
Date	25/06/2020
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

- To develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline specific in-depth project.

LEARNING OUTCOMES

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

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
- Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.
- Conducting and writing literature reviews.
- Ethical concerns and the research process.
- Resource, project, and skills management processes and techniques.
- Presenting and illustrating data and information.
- Communication of general, specialist, technical ideas and results.
- Problem solving, creative, entrepreneurial thinking and approaches.
- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	9%
Independent learning	364	91%
Placement learning		
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Minimum of 3 elements (equivalent to 10,000 words)	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

This will be guided by the student's individual project.

Module Code	ECGE6003T	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐

Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. et al. Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

Module Code	HPAH6046
Title	The Life and Times of Caesar and Cicero
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To understand the political and cultural developments that took place during the Late Republic, in particular with regard to the careers of Caesar and Cicero.

LEARNING OUTCOMES

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

- draw upon a broad but also detailed knowledge of the lives of Julius Caesar and Cicero and the social, cultural and political context in which they lived;
- critically analyse the events of their careers; reformulate and apply modern debate about political and cultural life in Rome in the late second and first centuries BC;
- demonstrate not only a secure understanding of the major trends in modern scholarship but to be able to engage with this scholarship in an in depth and critical manner.

INDICATIVE CONTENT

- A study of the turbulent and often violent events of Rome in the late Republic.
- Historical and biographical study of Caesar, Cicero and other key historical figures of the period.
- A study of the cultural developments (especially literary) which took place during the Late Republic.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 6 elements, equivalence of 5000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPAH6046	
Module Title	The Life and Times of Caesar and Cicero	
Classification	Reading List entry	Electronic*
Essential	Griffin, M. (ed.), 2009. <i>A Companion to Julius Caesar</i> . Wiley.	☐
Essential	May, J. M. (ed.), 2013: <i>Brills Companion to Cicero oratory and rhetoric</i> . Leiden.	☐
Essential	Wyke, M. (ed.), 2006: <i>Caesar in Western Culture</i> . Malden (Mass.).	☐
Further	Gildenhard, I. 2010: <i>Creative Eloquence: The Construction of Reality in Cicero's Speeches</i> . Oxford University Press.	☐
Further	Hurley, A. 2004: <i>Catullus</i> (Ancients in action). London.	☐
Further	Lehoux, D., Morrison, A., and Sharrock, A. 2013: <i>Lucretius Poetry, Philosophy, Science</i> . Oxford: Oxford University Press.	☐
Further	Millar, F. 1998: <i>The Crowd in Rome in the Late Republic</i> . Ann Arbor.	☐
Further	Morstein-Marx, R. 2004: <i>Mass Oratory and Political Power in the Late Roman Republic</i> . Cambridge.	☐
Further	Rawson, E. D. 1985: <i>Cicero. A Portrait</i> . Bristol.	☐
Further	Santangelo, F. 2007: <i>Sulla, the Elites and the Empire. A Study of Roman Policies in Italy and the Greek East</i> . Leiden-Boston.	☐
Further	Stockton, D. 1971: <i>Cicero. A Political Biography</i> . Oxford.	☐

Module Code	HPAH6079
Title	Rome Transformed: The World of Late Antiquity
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To enable students to critically evaluate the main historical, political, social, religious and cultural developments taking place within the Late Antique Roman Empire.

LEARNING OUTCOMES

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

- adopt an interdisciplinary approach to the subject in order to critically evaluate the cultural, religious, political, diplomatic, military and economic changes that were taking place in the Roman Empire from the third century to the beginning of the Medieval era;
- draw upon and critically assess a wide range of disparate ancient evidence (archaeological, textual and visual), and to engage critically with modern scholarship;
- demonstrate a secure and sophisticated understanding of how long-term process, as well as sudden shocks and catastrophic events, can lead to a society changing over time, and to what extent that is perceptible to those living within such an era.

INDICATIVE CONTENT

- The Roman Empire would face a series of existential crises during the third to seventh centuries, including the emergence of new and threatening powers on its borders, climatic and epidemiological instability, and periodic political upheavals. The module will examine how the Roman Empire adapted during this period.
- Among the themes explored are changing social and religious attitudes, architecture and urban living, warfare, fashion and art, and the Roman economy.
- We will also examine how the rise of Christianity (or rather its numerous sects) would fundamentally alter the course of European history.
- Eventually there would be a permanent divided between and Western and Eastern Roman empires spheres, with the former coming to a formal political end in AD 476. Whether we should see this in terms of catastrophe, transformation or continuity will be considered.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 6 elements, equivalent of 5,000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPAH6079	
Module Title	Rome Transformed: The World of Late Antiquity	
Classification	Reading List entry	Electronic*
Essential	Boin, D. 2018. <i>A Social and Cultural History of Late Antiquity: Wiley Blackwell Social and Cultural Histories of the Ancient World</i> . John Wiley & Sons.	☐
Essential	Cameron, A. 2011. <i>The Mediterranean World in Late Antiquity AD 395-700</i> . London: Routledge.	☐
Essential	Sessa, K. 2018. <i>Daily Life in Late Antiquity</i> . Cambridge: Cambridge University Press.	☐

Further	Bowersock, G. W., Brown, P. and Grabar, O. (eds.), 1999. <i>Late Antiquity: A Guide to the Postclassical World</i> . London: Harvard University Press.	☐
Further	Brown, P. 1971. <i>The World of Late Antiquity AD 150-750</i> . London: W. W. Norton & Company.	☐
Further	Brown, P. 1992. <i>Power and Persuasion in Late Antiquity: Towards a Christian Empire</i> . Madison: University of Wisconsin Press.	☐
Further	Cameron, A. 2011. <i>Last Pagans of Rome</i> . OUP.	☐
Further	Grant, M. 2011. <i>The Severans: The Roman Empire Transformed</i> . London: Routledge.	☐
Further	Mango, C. A. (ed.), 2002. <i>The Oxford History of Byzantium</i> . Oxford: Oxford University Press.	☐
Further	Potter, D. S. 2004. <i>The Roman Empire at Bay AD 180-395</i> . London: Routledge.	☐
Further	Rich, J. 1992. <i>The City in Late Antiquity</i> . London: Routledge.	☐
Further	Rousseau, P. assisted by Raithel, J. (eds.), 2009. <i>A Companion to Late Antiquity</i> . London: Blackwell.	☐
Further	Wickham, C. 2009. <i>The Inheritance of Rome: A History of Europe from 400 to 1000</i> . Viking.	☐

Module Code	HPAH6081
Title	Ancestors, Death and Burial
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To examine a range of theoretical approaches to the ancestors, death and burial and to reflect upon the application of these approaches to case studies drawn from ethnographies and from the archaeological record of the Aegean and Near East.

LEARNING OUTCOMES

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

- demonstrate secure knowledge and understanding of how archaeologists and anthropologists explore death and burial in a variety of cultural contexts;
- demonstrate an in depth understanding of current theories and approaches to ancestors, death and burial, and their application to the specific case studies;
- critically explore the interpretations and narratives of death, funerary ritual and the ancestors constructed with reference to theoretical concepts and debates;
- develop skills in presenting theoretically informed discussions using a variety of media.

INDICATIVE CONTENT

This module explores how death is not a single event separating the living and the dead, but instead should be through of a gradual social process. Specifically, it examines how very different experiences of death are rooted in social and cultural worlds. It engages with a variety of ethnographies and archaeological examples to illustrate the complex relationships between the living and the dead and how these are ritually negotiated. The primary focus is on the material world of the ancient Near East (including Cyprus) and the Aegean, but supplemented with reference to rich anthropological ethnographies drawn from across multiple global cultural settings. Sessions will draw upon the following areas:

- Archaeological approaches to death and burial; the ancestors; commemoration
- Ethnographies of death;
- Death and burial in the Near East and Cyprus;
- Death and burial in the Aegean

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation (mini lecture)	20 minutes	60%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Pinterest board	Equivalent 1000 words	20%

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written exercise	1000 words	20%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	40%
Practical	60%
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPAH6081	
Module Title	Ancestors, Death and Burial	
Classification	Reading List entry	Electronic*
Essential	Baker, J.L. 2012. <i>The Funeral Kit: Mortuary Practices in the Archaeological Record</i> . London: Routledge.	☐

Essential	Branigan, K. (ed.) 1998. <i>Cemetery and Society in the Aegean Bronze Age</i> . Sheffield: Sheffield Academic Press.	☐
Essential	Croucher, K., 2012. <i>Death and Dying in the Neolithic Near East</i> . Oxford: Oxford University Press.	☐
Essential	Gallou, Ch, 2005. <i>The Mycenaean Cult of the Dead</i> . Archaeopress, Oxford. BAR-IS 1372.	☐
Essential	Gonen, R. 1992. <i>Burial Patterns and Cultural Diversity in Late Bronze Age Canaan</i> . Winona Lake: Eisenbrauns.	☐
Essential	Keswani, P. S. 2004. <i>Mortuary Ritual and Society in Bronze Age Cyprus</i> . London: Equinox.	☐
Essential	Laneri, N. (ed.) <i>Performing Death: Social Analyses of Funerary Traditions in the Ancient Near East and Mediterranean</i> . Chicago, Oriental Institute.	☐
Essential	Metcalf, P. and Huntingdon, R. (eds) 1991. <i>Celebrations of Death: the Anthropology of Mortuary Ritual</i> . Cambridge: CUP.	☐
Essential	Murphy, J.M. (ed.) 2011. <i>Prehistoric Crete: Regional and Diachronic Studies on Mortuary Systems</i> . Philadelphia: INSTAP Academic Press.	☐
Essential	Pfälzner, P. (ed.) 2012. <i>(Re-)constructing funerary rituals in the ancient Near East : proceedings of the first international symposium of the Tübingen Post-Graduate School "Symbols of the Dead" in May 2009</i> . Wiesbaden: Harrassowitz.	☐
Essential	Robben, A. 2004. <i>Death, mourning, and burial: a cross-cultural reader</i> . Malden, M; Oxford: Blackwell.	☐
Essential	Stutz, L.N. 2003. <i>Embodied rituals & ritualized bodies : tracing ritual practices in late mesolithic burials</i> . Lund and Stockholm: Wallin & Dahlholm; Almqvist & Wiksell.	☐
Essential	Tarlow, S. 1999. <i>Bereavement and commemoration: an archaeology of mortality</i> . Oxford : Blackwell.	☐
Further	Bloch, M. 1985. Almost eating the ancestors. <i>Man</i> (n.s.) 20: 631–46.	☐
Further	Boyd, M.J. 2014. The materiality of performance in Mycenaean funerary practices. <i>World Archaeology</i> 46(2): 192-205.	☐
Further	Branigan, K. 1993. <i>Dancing with Death. Life and Death in Southern Crete c. 3000-2000 BC</i> . Amsterdam: Adolf M. Hakkert	☐

Further	Herrero, B.J. 2009. The Minoan fallacy: cultural diversity and mortuary behaviour on Crete at the beginning of the Bronze Age. <i>Oxford Journal of Archaeology</i> 28(1): 29-57	☐
Further	Keswani, P. S. 2005. Death, prestige, and copper in Bronze Age Cyprus. <i>American Journal of Archaeology</i> 109: 341-401.	☐
Further	Porter, A. 2002. The dynamics of death: ancestors, pastoralism, and the origins of a third-millennium city in Syria. <i>Bulletin of the American Schools of Oriental Research</i> 325: 1-36.	☐
Further	Schwartz, G.M. 2013. Memory and its demolition: ancestors, animals and sacrifice at Umm el-Marra, Syria. <i>Cambridge Archaeological Journal</i> 23(3): 495-522.	☐
Further	Tarlow, S. and Stutz, L.N. 2013. <i>The Oxford handbook of the archaeology of death and burial</i> . Oxford: Oxford University Press 2013.	☐
Further	Webb, J.M. & Frankel, D. 2010. Social strategies, ritual and cosmology in Early Bronze Age Cyprus: an investigation of burial data from the north coast. <i>Levant</i> 42(2): 185-209	☐

Module Code	HPAH6086
Title	Art and Ancient Egypt 4000BC to the 2020ies: Exhibiting representations
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To critically examine the nature of art in ancient Egypt through a combined use of archaeological, artistic and textual sources and handling objects in order to work towards an exhibition and to crucially evaluate unpublished objects, place them within the belief system and construct narratives ancient Egyptian art and its reception in modern time.

LEARNING OUTCOMES

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

- demonstrate a secure ability to critically evaluate the application of the key theoretical concepts and archaeological methodologies associated with the analysis of art in ancient complex societies using ancient Egypt as the case study;
- critically appraise the various difficulties inherent in interpreting the archaeological, textual and artistic record as part of ancient Egyptian material culture, and have developed clear strategies to deal with these;
- research in depth and critically analyse previously un-researched primary archaeological source material relevant to the understanding of art in ancient Egypt and its modern reception.

INDICATIVE CONTENT

- Approaches to and definitions of ancient Egyptian art
- The Nature of Sources and Art Theory OR How do we know what we know?
- Iconographic descriptions of objects
- Materiality of art
- Historical overview of the development art and architecture in AE
- Egyptomania – the appeal of AE in modern times
- Lost, looted, rescued – heritage aspects of ancient Egyptian art and architecture
- Practical and workshops: researching un-researched and un-published primary sources from the Egyptian collection of Cyfarthfa Museum and Art Gallery, Merthyr Tydfil; preparing a pop-up exhibition

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio of one research project	3 components worth 5000 words overall (choice of catalogue entry, creative narrative, presentation, poster, scrapbook to be used in exhibition)	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPAH6086	
Module Title	Art and Ancient Egypt 4000BC to the 2020ies: Exhibiting artistic representations	
Classification	Reading List entry	Electronic*
Essential	Hartwig, M. 2014. <i>A companion to ancient Egyptian art</i> . Chichester: Wiley Blackwell.	☒
Essential	Robins, G. 1997 (or any other edition). <i>The Art of Ancient Egypt</i> . London: British Museum Press.	☒
Essential	Smith, W. S. and Simpson, W. K. 1991). <i>The Art and Architecture of Ancient Egypt</i> . 2nd, rev. ed. New Haven: Yale University Press.	☒
Essential	Price, C. 2018. <i>Pocket Museum: Ancient Egypt</i> . Thames and Hudson.	☒
Essential	Baines, J. 2007. <i>Visual & written culture in ancient Egypt</i> . Oxford: Oxford University Press.	☒

Essential	Riggs, C. 2014. <i>Ancient Egyptian Art and Architecture: A Very Short Introduction</i> . Oxford: OUP.	☒
Essential	Lloyd, A. 2010. <i>A companion to ancient Egypt</i> . Chichester: Wiley Blackwell. → Part VI: The Visual Arts (pgs. 779-1064)	☒
Essential	Connor, S. 2022. <i>Ancient Egyptian Statues: Their Many Lives and Deaths</i> . Cairo: AUC.	☒
Further	Robins, G. (1994). <i>Proportion and style in ancient Egyptian art</i> . Austin: University of Texas Press.	☒
Further	Nielsen, N. 2020. <i>Egyptomaniacs: How We Became Obsessed with Ancient Egypt</i> . Barnsley: Pen and Sword.	☒
Further	Freed, R.E. (2009). Art in the Middle Kingdom. In: Freed, R.E. (et.al.) <i>The secrets of tomb 10A: Egypt 2000BC</i> . Boston: MFA.	☒
Further	Kemp, B. 2005. <i>Ancient Egypt. Anatomy of a Civilization</i> . London: Routledge.	☒
Further	Romano, J.F. (1999). An introduction to ancient Egyptian art. In: <i>Art for eternity</i> . Ed. by Fazzini, R.A. et.al. New York: Brooklyn Museum of Art. pp. 15-27.	☒
Further	Schäfer, H. and E. Brunner-Traut. 1974. <i>Principles of Egyptian Art</i> . Oxford: OUP.	☒
Further	Macdonald, S. 2011. <i>A Companion to Museums Studies</i> . Chichester: Wiley-Blackwell.	☒
Further	Ambrose, T.; Paine, C. 2018. <i>Museum Basics</i> . 4 th ed. London: Routledge	☒
Further	Boddington, A.; J. Boys; C. Speight. 2013. <i>Museums and higher education working together : challenges and opportunities</i> . Aldershot: Ashgate.	☒
Further	Bedford, Leslie. 2014. <i>The art of museum exhibitions : how story and imagination create aesthetic experiences</i> . Walnut Creek: Leftcoast Pr.	☒

Module Code	HPAN6013
Title	Thinking With Things
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To examine a range of theoretical approaches to objects, material culture, materiality and the new materialisms and to reflect upon the application of these approaches to case studies drawn from ethnographies and the archaeological record.

LEARNING OUTCOMES

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

- demonstrate a secure knowledge and understanding of how archaeologists and anthropologists explore and make sense of the material world;
- demonstrate a critical understanding of current theories and approaches to material culture studies and Materialities and their application to the specific case studies;
- develop a secure understanding of how interpretations and narratives of the material world are constructed with reference to theoretical concepts and debates
- develop skills in presenting theoretically informed discussions using a variety of media.

INDICATIVE CONTENT

This module examines the complex relationships between people and things. It critiques approaches which emphasise how people's lives are inextricably linked with their object worlds, looking in detail at how people engage physically with the material world and how they are shaped through these interactions. The primary focus is on the material world of the ancient Near East, Cyprus and the Aegean: this includes a fieldtrip to the Ashmolean with a handling session in the Antiquities Department.

- Archaeology and material culture
- Reading material culture;
- Technologies and the chaîne opératoire;
- Object biography and object itinerary;
- History objects;
- Agency of object;
- Actor Network Theory: Entanglement, Networks and Meshworks;
- Material Engagement Theory;
- Making;
- The New Materialisms.

Study Time Allocation

The study time for the module is divided as follows:

This comprises lectures, workshops and interactive seminars, and a field trip to the Ashmolean Museum.

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 5 elements, 4000 words	80%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation (show and tell)	6 minutes	20%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	80%
Practical	20%
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPAN6013	
Module Title	Thinking With Things	
Classification	Reading List entry	Electronic*
Essential	Appadurai, A. (ed.) 1986. <i>The Social Life of Things: Commodities in Cultural Perspective</i> .	☐
Essential	Boivin, N. 2010. <i>Material Cultures, Material Minds: The Impact of Things on Human Thought, Society, and Evolution</i> . Cambridge: CUP.	☐
Essential	Henare, A., Holbraad, M. and Wastell, S. (eds) 2007. <i>Thinking Through Things: Theorising Artefacts Ethnographically</i> . London: Routledge.	☐

Essential	Ingold, T. 2013. <i>Making: Anthropology, Archaeology, Art and Architecture</i> , London: Routledge.	☐
Essential	Malafouris, L. 2013. <i>How Things Shape the Mind: A Theory of Material Engagement</i> . MIT Press.	☐
Essential	Olsen, B. 2010. <i>In Defence of Things: Archaeology and the Ontology of Object</i> . Lanham: Altamira Press.	☐
Essential	Steel, L. 2013. <i>Materiality and Consumption in the Bronze Age Mediterranean</i> . London: Routledge.	☐
Further	Bennett, J. 2010. <i>Vibrant Matter, A Political Ecology of Things</i> . Durham: Duke University Press.	☐
Further	Coole, D., and Frost, S. 2010. Introducing the New Materialisms. In <i>New Materialisms. Ontology, Agency and Politics</i> , eds. D. Coole, and S. Frost. Durham and London: Duke University Press, 1-43.	☐
Further	Drazin, A. 2015. Preface: Material Transformations. In <i>The Social Life of Materials</i> , eds. A Drazinn and S. Küchler. London: Bloomsbury, xvi-xxviii.	☐
Further	Ingold, T. 2012. Towards an Ecology of Materials. <i>Annual Review of Anthropology</i> 41: 427-42.	☐

Module Code	HPAN6020
Title	Activism, Protest and Campaigning for Global Justice
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To examine and compare a series of social protest and resistance movements in the modern era and to consider methods and approaches which are effective in advocacy, lobbying and campaigning for sustainable development and global justice.

LEARNING OUTCOMES

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

- demonstrate a critical and detailed understanding of some of the key debates relating to political protest movements;
- demonstrate a critical understanding of the debates relating to the relationship between political protest, the rule of law, parliamentary democracy and extra-parliamentary action;
- demonstrate a critical appreciation of the political struggles which resulted in the demise of formal empires and the rise of a new world order;
- demonstrate a secure and critical awareness of different techniques and approaches used in lobbying and campaigning on issues of development and global justice.

INDICATIVE CONTENT

- The module will explore the historical context and philosophical underpinnings of various political protest movements which have arisen in the modern era. It will explore the relationship between protest and activism and mainstream systems of government, such as parliamentary democracy, and it will also consider options for political protest in the absence of democratic rights. It will critically examine and compare national independence movements and their role in the demise of Imperialism. Finally, it will focus on practical measures, examples and methods for contemporary lobbying and campaigning on Global Justice issues.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning		

TOTAL	200	100%
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ASSESSMENT

Assessment Component 1

☐ Written exam
 ☒ Coursework
 ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 6 elements, Equivalent to 5,000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPAN6020	
Module Title	Activism, Protest and Campaigning for Global Justice	
Classification	Reading List entry	Electronic*
Essential	Graeber, D., 2013. The Democracy Project: A History, A Crisis, A Movement. London: Allen Lane[339.22 GRA]	☐
Essential	Green, D., 2016. How Change Happens. Oxford: OUP	☒
Essential	Ed. Lazar, S. 2013. The Anthropology of Citizenship. Chichester: Wiley [323.6 LAZ]	☐
Essential	Mosley, P. et al, 2012. The Politics of Poverty Reduction. Oxford: OUP	☒
Further	Adeney, M. and Lloyd, J., 1986. The Miners' Strike 1984-1985: Loss Without Limit. London: Routledge and Kegan Paul [331.892942 ADE]	☐
Further	Atkinson, D., 1988. Votes for Women. Cambridge: CUP [PAM 324.42 ATK]	☐
Further	Ed., Beynon., H., 1985. Digging Deeper. London: Verso [331.892942 DIG]	☐
Further	Briggs, A., 1962. Chartist Studies. London: MacMillan [942.081 CHA]	☐
Further	Brown, R. and Daniels C., 1984. The Chartists. London: MacMillan [942.081 BRO]	☐

Further	Dillon, M.L., 1974. The Abolitionists. De Kalb (ILL): Northern Illinois University Press [326 DIL]	☐
Further	Drescher, S., 1986. Capitalism and Anti-Slavery. Basingstoke: MacMillan [326 DRE]	☐
Further	Ed., Foner, P.S., 1995. The Black Panthers Speak. New York: Da Capo Press [323.1196073 BLA]	☐
Further	Kent, S.K., 1987. Sex and Suffrage in Britain 1860-1914. London: Routledge [324.42 KEN]	☐
Further	Kingham, T. and Coe, J., 2005. The Good Campaigns Guide. London: NCVO [361.25 KIN]	☐
Further	Lattimer, M., 2000. The Campaigning Handbook. London: Directory of Social Change [361.25 LAT]	☐
Further	Ed., Lewis, J., 1987. Before the Vote was Won: Arguments for and against women's suffrage. London: Routledge and Kegan Paul [324.42 BEF]	☐
Further	Marable, M., 1984. Race, Reform and Rebellion: The Second Reconstruction in Black America 1945-1982. London: MacMillan [323.1196073 MAR]	☐
Further	McMillen, N.R., 1989. Dark Journey: Black Mississippians in the Age of Jim Crow. Chicago: University of Illinois Press [323.1196073 MAC]	☐
Further	McPherson, J.M., 1975. The Abolitionist Legacy: From Reconstruction to the NAACP. Princeton: PUP [323.1196073 MAC]	☐
Further	Morgan, D., 1975. Suffragists and Liberals. Oxford: Basil Blackwell [324.42 MOR]	☐
Further	Pankhurst, S., 1931 (1977). The Suffragette Movement. London: Virago [324.42 PAN]	☐
Further	Peel, F., 1880 (1968). The Risings of the Luddites. London: Frank Cass [331.880942 PEE]	☐
Further	Riesenberg, P., 2002. A History of Citizenship: Sparta to Washington. Malabar (FLA): Kreiger [323.6 RIE]	☐
Further	Rudé, G.F.E., 1978. Protest and Punishment: the story of the social and political protestors transported to Australia 1788-1868. Oxford: Clarendon [365.36 RUD]	☐

Module Code	HPAN6028
Title	Family, Gender and Sexuality
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To explore the organising principles, and provide students with detailed knowledge of the shifting and contesting intellectual debates and themes, concerning family, gender and sexuality and to demonstrate, through the use of ethnographic examples as, the complexity and diversity of human relationships in contemporary societies.

LEARNING OUTCOMES

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

- demonstrate awareness, and secure knowledge and understanding, of various ethnographic examples associated with the themes of kinship, gender and sexuality;
- appreciate the complexities and political tensions inherent between local conceptions of family, gender and sexuality alongside the perspectives of global agencies;
- critically discuss and assess the novel processes (political and scientific) that are altering the social structures and understandings of what constitutes family, gender and sexuality.

INDICATIVE CONTENT

- Adopting a cross-cultural perspective this module explores what 'family' means from an anthropological perspective, and in so doing reveals the problems associated with the term.
- In recognising the diversities of meaning and the variety of forms of families across the world, this module explores how to effectively conceive of human relationships and the way these relationships organise different cultural worlds.
- Using ethnographic examples this module considers the impacting and entangled connections between biology, social gender roles and identities.
- This module attends to how advances in technology and science are responsible for transforming ideas of family, relatives and parenting.
- Attending to social activist movements and queer theory, this module considers how new sexual identities are created and the social consequences of multiple sexualities being performed.

Study Time Allocation

The study time for this module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Multimedia project on course topics	Equivalent to 5,000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPAN6028	
Module Title	Family, Gender and Sexuality	
Classification	Reading List entry	Electronic*
Essential	Carsten, J. 2004 <i>After Kinship</i> . Cambridge: Cambridge University Press	☒
Essential	Butler, J. 1990 <i>Gender Trouble</i> NY and Oxon: Routledge Press	☒
Further	Butler, J 2004 <i>Undoing Gender</i> London: Routledge Press	☒
Further	Benedikter, R., and Siepmann, K. 2016 'Transhumanism': A New Global Political Trend?' <i>Challenge</i> , Vol.59 (1), p.47	☐
Further	Clifford, R., Gildea, R., and Warring, A. 2013 <i>Gender and Sexuality</i> Oxford: Oxford University Press	☐
Further	Connell, R. W. 2002 <i>Gender</i> Cambridge: Polity Press	☐

Further	Godelier, M., and Scott, N. 2011 <i>The Metamorphoses of Kinship</i> London; New York: Verso Books	☐
Further	Haraway, D. 1991 <i>Simians, Cyborgs, and Women: the reinvention of nature</i> London: Free Association	☐
Further	Jeffreys, S. 2005 <i>Beauty and Misogyny: harmful cultural practices in the West</i> London : Routledge	☐
Further	Katz, J, N. 1990 The Invention of Heterosexuality <i>Socialist Review</i> 20, no.1:pp.7-33	☐
Further	Levi-Strauss, L. 1967 <i>The Elementary Structures of Kinship</i> Boston: Beacon Press	☐
Further	Moore, H. L. 1994 <i>A Passion for Difference: essays in anthropology and gender</i> Cambridge: Polity Press	☐
Further	Moore, H. L. 2007 <i>The Subject of Anthropology: gender, symbolism and psychoanalysis</i> Cambridge, UK; Malden, MA: Polity	☐
Further	More, M., and Vita-More, N. 2013 <i>The Transhumanist Reader: classical and contemporary essays on the science, technology, and philosophy of the human future</i> Hoboken, N.J.: Wiley; Chichester: John Wiley	☐
Further	Parkin, R., and Stone, L. 2004 <i>Kinship and Family: an anthropological reader</i> Malden, MA: Blackwell Publishing	☐
Further	Sahlins, M. D. 2013 <i>What Kinship is - and is not</i> Chicago: University of Chicago Press	☐
Further	Stone, L. 2005 <i>Kinship and Gender : an introduction</i> (3 rd ed.). Boulder, Colo.: Westview Press	☐

Module Code	HPAN6046
Title	Religions in Africa
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To enable students to acquire a detailed understanding of the complexity of the religious landscape in Africa, past and present.

LEARNING OUTCOMES

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

- critically describe and assess the different types of religions practised in Africa (past and present);
- demonstrate a secure and critical awareness of major debates in the field of study of religions in Africa.

INDICATIVE CONTENT

- Features of religion in ancient Egypt and its relevance for modern Africa;
- characteristics of Indigenous Religions in Sub-Saharan Africa;
- Jewish and early Christian communities in Africa;
- new Christianities in Sub-Saharan Africa;
- Islam in Africa;
- the spread of African religions to the Americas.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 6 elements, 5000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPAN6046	
Module Title	Religions in Africa	
Classification	Reading List entry	Electronic*
Essential	Grillo, Ndzovu, H. J., & Van Klinken, A. S. (2019). Religions in contemporary Africa : an introduction. Routledge.	☒
Essential	Olupona, Jacob. (2014). African religions : a very short introduction. Oxford University Press.	☐
Essential	Assmann, J. (1995). Egyptian solar religion in the New Kingdom : Re, Amun and the crisis of polytheism. Kegan Paul International.	☐
Essential	Teeter, E. (2011). Religion and Ritual in Ancient Egypt. CUP.	☐
Further	Lauterbach, K. & Vähäkangas, M. (2020). Faith in African lived Christianity : bridging anthropological and theological perspectives (Lauterbach & M. Vähäkangas, Eds.). BRILL.	☒
Further	Van Klinken, A. & Chitando, E. (2021). Reimagining Christianity and sexual diversity in Africa. Hurst & Company.	☒
Further	Chidester, D.. (2012). Wild Religion : Tracking the Sacred in South Africa. University of California Press.	☒
Further	Quirke, S. (2015). Exploring Religion in Ancient Egypt. British Museum.	☒
Further	Karenga, M. (2004). MAAT: The moral ideal in ancient Egypt – a study in classical African ethics. Routledge.	☒
Further	Manzo, A. 2022. Ancient Egypt in its African Context Economic Networks, Social and Cultural Interactions. CUP.	☒
Further	Feinman, P. 2021. The Exodus: an Egyptian story. Oxbow.	☒
Further	Van der Toorn, Karel (2019), Becoming Diaspora Jews: Behind the Story of Elephantine. Yale University Press	☒

Further	Salvesen, Alison and Timothy Michael Law (2021), The Oxford Handbook of the Septuagint. Oxford University Press.	☒
Further	Barclay, John M. G. (2000, 2 nd edition), Jews in the Mediterranean Diaspora: From Alexander to Trajan (323 BCE - 117 CE). T&T Clark.	☒
Further	Esler, Philip (2019). Ethiopian Christianity: History, Theology, Practice. Baylor University Press.	☒
Further	Hirst, Anthony and Michael Silk (eds) (2017). Alexandria: Real and Imagined. Routledge	☐

Module Code	HPAN6047
Title	Living in Multi-cultural Worlds
Date	23/11/2023
Level	6
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To examine how culture informs human behaviour, to explore the methodology used by cultural psychologists and to consider personal values and standards from a cultural perspective.

LEARNING OUTCOMES

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

- an in-depth understanding of the main definitions of culture as shared meanings and practices;
- a critical appreciation of the influence cultural factors have on human behaviour;
- a critical and secure understanding of terminology and basic principles in cross-cultural research methods, including both qualitative and quantitative experimental methods;
- a critical and secure understanding of how socio-cultural factors can influence psychological theory, research and practice.

INDICATIVE CONTENT

This module is for humanities students of various disciplines and provides an insight into cultural psychology and its applications. The module will provide an introduction to major psychological theories related to culture. It will:

- Examine claims of 'universality' when transferring experimental approaches from Western psychology to non-Western settings.
- Provide an opportunity to study cross-cultural differences in interpersonal behaviour and group processes. This will include an example of a quantitative piece of research.
- Examine how intercultural contact, acculturation and cultural transition affect behaviour both within and between communities. This will include an example of a qualitative piece of research. This area is especially relevant to those students participating in international fieldwork as part of their degree.
- Explore the relevance and application of psychology to international conflicts such as crisis management, individual/group incident debriefing, conflict resolution etc.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 6 elements, Equivalent to 5000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPAN6047	
Module Title	Living in Multi-cultural Worlds	
Classification	Reading List entry	Electronic*
Essential	Coolican, H. 1994. <i>Research Methods and Statistics in Psychology</i> . London: Hodder & Stoughton.	☐
Essential	Gross, R. 2010. <i>Psychology: The Science of Mind and Behaviour</i> . London: Hodder Education.	☒
Further	Berry, J.W. Poortinga, Y.H., Breugelmans, S. M., Chasiotis, A., Sam, D.L. (2011) <i>Cross-Cultural Psychology: Research and Applications</i> . 3 rd edn. Cambridge: Cambridge University Press	☐
Further	Heine S.J. (2012). <i>Cultural Psychology</i> . 2nd edn. New York: Norton.	☐
Further	Matsumoto, D., Juang, L. (2011) <i>Culture and Psychology</i> . 5 th edn. Belmont: Wadsworth	☐
Further	Smith, P.B., Fisher, R., Vignoles, V.L., & Bond, M.H. (2013). <i>Understanding Social Psychology Across Cultures</i> . 2nd edn. London: Sage.	☐

Module Code	HPAR6004
Title	Excavation and Fieldwork
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To provide a sophisticated understanding of the processes of excavation, recording and survey based upon the practical experience of archaeological fieldwork and of the processes of field methods, techniques and applications.

LEARNING OUTCOMES

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

- demonstrate a critical knowledge and understanding of the relevant skills involved with field archaeology;
- understand and critically reflect upon standard archaeological procedures and conduct in the field;
- demonstrate a clear understanding and knowledge of various archaeological systems used for recording data.

INDICATIVE CONTENT

This module offers students the experience of excavation, which retains a central role within archaeological fieldwork. Students will be involved in the excavation process including the excavation of the site, recording, survey and (if possible) finds processing. Students will be introduced to excavation techniques, including excavation strategies, planning and recording of site data. Depending on the site students will be exposed to involved in a range of activities which could include the following (this is not proscriptive nor exhaustive)

- o How to fill out context recording sheets (cuts and fills)
- o An introduction to specialist recording (burials, timber, masonry)
- o Scale drawing in the field (plans and sections)
- o Site photography
- o Finds processing
- o Site survey using a dumpy level.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning (archaeological fieldwork)	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 6 elements, Equivalent 5,000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPAR6004	
Module Title:	Excavation and Fieldwork	
Classification	Reading List Entry	Electronic*
Essential	Schofield, J. 2011 <i>Archaeological Practice in Great Britain: A Heritage Handbook</i> . 1st ed. 2011. New York, NY :, Springer New York ; Imprint Springer.	☒
Essential	Mickel, A. 2015 'Reasons for Redundancy in Reflexivity: The Role of Diaries in Archaeological Epistemology', <i>Journal of field archaeology</i> , 40(3), pp. 300–309.	☒
Essential	Carver, M.O.H. 2009. <i>Archaeological investigation</i> . London; New York: Routledge (930.1028 CAR Main Sequence)	☐

Essential	Collis, J. 2004 . <i>Digging up the Past: an introduction to archaeological excavation</i> . Stroud, Gloucestershire: Sutton. (A 930.10283 COL Lampeter Stack)	☐
Essential	Drewett, P. L. 2012 <i>Field Archaeology: An introduction</i> . London: U.C.L. (available from the library catalogue as an e-book)	☒
Essential	Kipfer, B.A. 2007. <i>The archaeologist's fieldwork companion</i> . Malden, MA; Oxford: Blackwell Pub., 2007. (930.1028 KIP Main Sequence)	☐
Essential	J.L. Bintliff (ed.) (2004) <i>A companion to archaeology [electronic resource]</i> . Malden, MA ;; Oxford, UK :, Blackwell.	☒
Further	Bowden, M. (ed) 1999, <i>Unravelling the Landscape</i> Stroud: Tempus. (930.1028 UNR Main Sequence)	☐
Further	Tilley, C. 1989 "Excavation as theatre." <i>Antiquity</i> 63:239: 275-280.	☒
Further	Huvila, I., Sköld, O. and Börjesson, L. (2021) 'Documenting information making in archaeological field reports', <i>Journal of Documentation</i> , 77(5), p. 1107–.	☒
Further	The Museum of London 1994 <i>Archaeological Site Manual</i> . Museum of London Archaeological Service. Available at https://achill-fieldschool.com/wp-content/uploads/2016/01/molasmanual942.pdf	☒

Module Code	HPAR6012
Title	(Re)presenting and (Re)constructing the Past
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To examine the ways we develop, construct and present narratives in archaeology.

LEARNING OUTCOMES

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

- understand and interpret in detail the visual languages used in archaeology, heritage and the humanities;
- demonstrate substantive knowledge and understanding of the origins, current practice and trajectory of development of visual representation in archaeology, heritage and the humanities;
- critically evaluate representations and explore the benefits, failings, constraints and potentials of each media;
- create new visual material and media to develop and/or support a concept or idea.

INDICATIVE CONTENT

- Various forms of representation, including the tangible (drawing, photography, film, television and digital media) and intangible (dance, music, experiential etc.) will be explored in their cultural / historical context.
- Part of the lecture course will be based around an exploration of the value of semiotic analysis of representations. By reviewing the development of visual and other representation traditions in archaeology it will be possible to examine the benefits, failings, constraints and potentials of particular media, with an emphasis on new forms of data presentation and interpretation.

- Within a broad chronological framework the module will focus on a number of themes that will provide a deeper understanding of the presented narrative. Themes will include the role of the producer, consumer and promoter, the role of the audience, the structure and authority of the narrative and the presentation as record.
- Session 1: Introduction: from lithograph to virtual space.
 - o the historical use and abuse of the (visual) narrative in archaeology
 - o representation traditions: from realism to abstract
 - o the authority and hierarchy of the visual narrative
 - o illustration, representation, mystification, distortion
 - o narratives in context

Seminar / workshop: publication styles

- Session 2: Camera obscura – the image and motion as record.
 - o visual methodologies: resistivity, magnetometry, GPR, survey, photography, sketch, plan, video
 - o human vs mechanical representations
 - o style, order and codification
 - o maps, conventions, scale, colour, type, matrix
 - o truth and objectivity
 - o 2.5D space
 - o the interactive record
 - o CAD, GIS etc

Seminar / workshop: archaeological conventions

- Session 3: Visual candy, palatable theory – the role of the promoter.
 - o archaeology, images and the media
 - o (re)presentations – visual stereotyping
 - o the responsibilities of the media

Seminar / workshop: semiotic (de)construction

- Session 4: Art-aeology – (re)framing the boundaries.
 - o Brith Gof, Andy Goldsworthy, Richard Long, Christo & Jeanne-Claude etc.
 - o performance art, sculpture, transitional art, site-specific art, defining galleries
 - o hybridisation and deep mapping – the breakdown of authority
 - o Traumwerk, WWW, montage, random association
 - o the archive in flux – the non-static record

Seminar: archaeological method / artistic approach

- Sessions 5 to 8: Authorartistarchaeologist.
 - o A series of case studies comparing the different narratives developed, collected and presented during the evolution of an archaeological project.
- Sessions 9 & 10: Presentations.

- Session 10: Summary - looking out beyond the trench.
 - o the responsibilities of the author / archaeologist
 - o issues of copyright and the authority of the narrative
 - o reflexive archaeologies – holistic approaches

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	2 elements, containing multiple tasks, equivalent to 5,000 words	100%

Assessment of this module will consist of a portfolio of work that will be a practical exploration of the theoretical concepts discussed in the lecture course.

Throughout the module there will be informal seminars that are designed to explore student's own observations and encounters with various media in archaeology.

All students will be expected to read or view any material designated on Moodle as 'essential reading / viewing' prior to each seminar.

During the final two sessions each student will deliver a presentation on the concept of their portfolio work – addressing methodological and theoretical frameworks and constraints. This presentation is an assessed part of the course (30% of the overall mark).

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	

TOTAL	100%
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INDICATIVE READING LIST

Module Code	HPAR6012	
Module Title:	(Re)presenting and (Re)constructing the Past	
Classification	Reading List Entry	Electronic *
Essential	Berger, A.A (1998) (2nd Edition) <i>Seeing is believing: an introduction to visual communication</i> . California: Mayfield Publishing Company	☐
Essential	Fernie, K & Richards, J. (eds.) (2003) <i>Creating and using Virtual Reality: a guide for the Arts and Humanities</i> . Oxford: Oxbow books	☐
Essential	Williams, R. (2004) (2nd ed.) <i>The non-designer's design book: design and typographic principles for the visual novice</i> . California: Peachpit Press. 686.22WIL	☐
Essential	Molyneaux, B.L. (ed.) <i>The Cultural Life of Images: visual representation in Archaeology</i> . London: Routledge 930.1CUL	☐
Further	Evans, T. & Daly, P. (eds.) (2006) <i>Digital Archaeology: bridging method and theory</i> . London: Routledge.	☐
Further	Moser, S. (2001) <i>Archaeological representation: the visual conventions for constructing knowledge about the past</i> . In: Hodder, I (ed.) <i>Archaeological Theory Today</i> . Cambridge: Polity, 262-283.	☐
Further	Pearson, M.2006 <i>"In Comes I" - performance, memory and landscape</i> . Exeter: Exeter University Press	☐
Further	Rose, G. (2001). <i>Visual Methodologies: an introduction to the interpretation of visual materials</i> . London: Sage Publications. 701ROS	☐
Further	Steiner, M. (2005) <i>Approaches to Archaeological Illustration: a handbook</i> . CBA: Practical Handbooks in Archaeology 18.	☐
Further	Tilley, C. (1994) <i>A phenomenology of landscape: places, paths and monuments</i> . Oxford: Berg. 930.101TIL	☐
Further	Trant, C. (1997) <i>Art, Landscape, and the Past: an artist's view</i> . In Molyneaux, B.L. (ed.) <i>The Cultural</i>	☐

	<i>Life of Images: visual representation in archaeology.</i> London: Routledge. 930.1CUL	
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Module Code	HPCH6901
Title	Chinese Religion and Thought
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To provide students with essential knowledge of Chinese religion and thought, such as comprised by Confucianism, Daoism, Buddhism and Folk Religion, and explain how the so-called three traditions work together as Oneness to serve Chinese society as wholistic religious thought.

LEARNING OUTCOMES

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

- demonstrate essential critical knowledge on the three religious traditions and their religious connections and differences in functions and appearances.
- demonstrated essential critical knowledge on how the three religious traditions to be integrated together through history and events.
- Understand how the three religious traditions are integrated as one religion in folk religion and daily practice of Chinese people.

INDICATIVE CONTENT

- Why Chinese Religion rather than Chinese religions?
- Religion and Zongjiao
- Religion in History
- Confucian morality as the core of Chinese religion
- Daoism as the trunk of Chinese religion
Buddhism as the flower of Chinese religion
- Religious festivals and Chinese culture
- Religion in family contexts
- Religion and States
- Religious Beliefs
- Religious Practices
- Secular vs divine: religion as a way of life

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	180	90%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
essay	3000 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
presentation	20 mins	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPCH6901	
Module Title	Chinese Religion and Thought	
Classification	Reading List entry	Electronic*
Essential	Adler, Joseph and The late Ninian Smart (2002): <i>Chinese Religions (Religions of the World)</i> , Routledge; 1 edition	☒
Essential	Fan, Lizhu Robert P. Weller , C. Julia Huang , Keping Wu (2017): <i>Religion and Charity: The Social Life of Goodness in Chinese Societies</i> , Cambridge University Press	☒
Essential	Gentz, Joachim (2013): <i>Understanding Chinese Religions (Understanding Faith)</i> , Edinburgh: Dunedin Academic Press	☐
Essential	Lai, Karyn (2016): <i>An Introduction to Chinese Philosophy</i> , Cambridge Introductions to Philosophy	☒
Essential	Littlejohn, Ronnie L. (2019): <i>Historical Dictionary of Daoism (Historical Dictionaries of Religions, Philosophies, and Movements Series)</i> , Rowman & Littlefield Publishers	☐
Essential	Yao, Xinzhong and Zhao yanxia (2010): <i>Chinese Religion: A Contextual Approach</i> , Continuum	☒

Further	Chuan Zhi (2019): <i>Exploring Chán: An Introduction to the Religious and Mystical Tradition of Chinese Buddhism</i> , Songlark Publishing	☐
Further	Dahlin, Dondi (2016): <i>The Five Elements: Understand Yourself and Enhance Your Relationships with the Wisdom of the World's Oldest Personality Type System</i> , Tarcherperigee	☐
Further	Ferguson, Andy(2013): <i>Tracking Bodhidharma: A Journey to the Heart of Chinese Culture</i> , Counterpoint	☐
Further	Fung Yu-lan and Derk Bodde (1997): <i>A Short History of Chinese Philosophy: A Systematic Account of Chinese Thought from Its Origins to Present Day</i> , Free Press; Reissue edition	☐
Further	Holman, CT and M.S., et al. (2020): <i>Shamanism in Chinese Medicine: Applying Ancient Wisdom to Health and Healing</i> , Singing Dragon	☒
Further	Johnson , Ian (2018): <i>The Souls of China: The Return of Religion After Mao</i> , Vintage; Reprint edition	☐
Further	Jung , C. G., and Richard Wilhelm, et al. (2014): <i>The Secret of the Golden Flower; A Chinese Book of Life</i> , Martino Fine Books, Reprint of 1932 Edition	☐
Further	Kern, Martin and Dirk Meyer (2017): <i>Origins of Chinese Political Philosophy (Studies in the History of Chinese Texts)</i> , Brill	☐
Further	Maspero, <u>Henri</u> and Frank a. Kierman Jr (2014): <i>Taoism and Chinese Religion</i> , Quirin Press; Revised edition	☐
Further	Norden, Bryan W. Van (2011): <i>Introduction to Classical Chinese Philosophy</i> , Hackett Publishing Co	☒
Further	Paper , Jordan (2019): <i>Chinese Religion and Familism</i> , Bloomsbury Academic	☒
Further	Poceski, Mario (2009): <i>Introducing Chinese Religions (World Religions)</i> , Routledge (1791)	☐
Further	Poo, Mu-Chou (1998): <i>In Search of Personal Welfare: A View of Ancient Chinese Religion</i> , Suny Series in Chinese Philosophy & Culture	☒
Further	Puett , Michael and Christine Gross-Loh (2016): <i>The Path: A New Way to Think About Everything: What the Great Chinese Philosophers Can Teach Us About the Good Life</i> , Viking	☐
Further	Xu, Guobin, Yanhui Chen, et al.(2018): <i>Understanding Chinese Culture: Philosophy, Religion, Science and Technology</i> , Palgrave Macmillan	☐
Further	Sterckx, Roel (2019): <i>Ways of Heaven: An Introduction to Chinese Thought</i> . Basic Books	☐
Further	Zhang Jianfeng and Tony Blishen (2015) : <i>Journey to Inner Peace and Joy: Contemporary Chinese Hermits</i> , BetterLink Press Incorporated (10 July 2015)	☐

Module Code	HPCS6015
Title	Celtic Sanctity and Spirituality: Hagiography and Saints' Cults
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with a systematic understanding of the content, context, cultural, historical and theological importance of a selection of medieval hagiographical texts relating to the Celtic regions and encourage them to critically evaluate the main theories and concepts that have been proposed in relation to these texts.

LEARNING OUTCOMES

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

- demonstrate a detailed knowledge and critical appreciation of a selection of medieval hagiographical texts relating to the Celtic regions;
- critically analyse, interpret and evaluate specific examples of primary medieval sources and the hypotheses proposed about these texts in a range of secondary sources;
- transmit their systematic understanding and detailed knowledge of key aspects of these texts in coherent written coursework.

INDICATIVE CONTENT

- In this module students will briefly consider the pre-Christian background to Celtic spirituality and the concept of the 'druid' as well as the worship of multiple deities. They will be encouraged to critically evaluate the variety of different viewpoints that have been proposed in relation to 'Celtic Spirituality' and 'Celtic Christianity' and consider the enduring appeal and popularity of these terms. They will be encouraged to query the validity of the concept of the 'Celtic Church' and consider any similarities and differences between religious and monastic practices in the Celtic regions and how these evolved over time.
- The module will trace the development of hagiography as a genre and consider the evidence for a number of saints' cults in the Celtic regions (for example Patrick, Brigit, Kentigern, David, Winefride, Dwynwen, Illtud, Non and Petroc). The module will consider a range of literary texts that accrued to saintly characters; the circumstances that led to their production; the sources upon which hagiographers drew; and their function within both secular and ecclesiastical politics.
- In addition to Latin and vernacular *vitae* (in translation), the module will draw together an extensive range of sources including medieval poetry, holy wells, toponymic evidence, church dedications, relics, oral traditions and visual representations.

- The module will consider the veneration of regional, lesser-known saints, as well as local dimensions to the cults of the universal saints of Christendom (for example the Virgin Mary, St Ursula and Mary Magdalene). Examples of vernacular hagiography venerating international saints in Wales and Ireland will be considered and how Holy Scripture influenced some native saints' Lives. The religious and theological implications of saints' Lives as well as the use they made of folklore, oral traditions and literary motifs will also be discussed.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	180	90%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	5,000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPCS6015	
Module Title	Celtic Sanctity and Spirituality: Hagiography and Saints' Cults	
Classification	Reading List entry	Electronic*
Essential	Stephen Boardman, John Reuben Davies and Eila Williamson (eds), <i>Saints' Cults in the Celtic World</i> (Woodbridge: Boydell Press, 2009)	☐
Essential	Jane Cartwright (ed.), <i>Celtic Hagiography and Saints' Cults</i> (Cardiff: University of Wales Press, 2003)	☐
Essential	Jane Cartwright, <i>Feminine Sanctity and Spirituality</i> (Cardiff: University of Wales Press, 2008)	☐
Essential	Wendy Davies, 'The Myth of the Celtic Church' in N. Edwards and A. Lane (eds), <i>The Early Church in Wales and the West</i> (Oxford: Oxbow Monographs 16, 1992), 12-21.	☒
Essential	Saints in Wales website www.welshsaints.ac.uk	☒
Essential	S. Baring-Gould and J. Fisher, <i>The Lives of the British Saints</i> , 4 vols (London, Cymmrodorion, 1907-13).	☒
Essential	Barry Lewis (ed. and tran.), <i>Medieval Welsh Poems to Saints and Shrines</i> (Dublin: Dublin Institute for Advanced Studies, 2015)	☐
Further	A. Berghölm, <i>Understanding Celtic Religion Revisiting the Pagan Past</i> (Cardiff: university of Wales Press, 2015)	☒
Further	Steve Boardman, 'The Survey of Dedications to Saints in Medieval Scotland', <i>The Innes Review</i> 59 (2) (2008, 189-191	☒
Further	Ian Bradley, <i>Celtic Christianity: Making Myths and Chasing Dreams</i> (Edinburgh: Edinburgh University Press, 1999)	☐
Further	Dauit Broun and Thomas Owen Clancy, <i>Spes Scotorum: Hope of Scots; Saint Columba, Iona and Scotland</i> (Edinburgh: T & T. Clark, 1999)	☐
Further	Jane Cartwright, <i>Feminine Sanctity and Spirituality</i> (Cardiff: University of Wales Press, 2008)	☐
Further	Jane Cartwright, <i>The Cult of St Ursula and the 11,000 Virgins</i> (Cardiff: University of Wales Press, 2016)	☒
Further	Thomas Charles-Edwards, <i>Early Christian Ireland</i> (Cambridge: Cambridge University Press, 2000)	☒
Further	Oliver Davies and Thomas O'Loughlin, <i>Celtic Spirituality</i> (New York: Paulist Press, 1999)	☐
Further	Peter B. Ellis, <i>The Druids</i> (London: Constable, 1994)	☒
Further	Miranda Green, 'The Druids in Classical Literature' in Miranda Green, <i>Exploring the World of the Druids</i> (London: Thames and Hudson, 1997), 39-53	☒

Further	David Howlett, <i>Muichú Moccu Macthéni'r 'Vita Sancti Patricii' Life of Saint Patrick</i> (Dublin: Four Courts Press, 2006)	☐
Further	Karen Jankulak, <i>The Medieval Cult of St Petroc</i> (Woodbridge: Boydell, 2000)	☐
Further	T. O'Loughlin, <i>St Patrick: The Man and His Works</i> (London: The Triangle, 1999)	☐
Further	A. W. Wade-Evans (ed.and trans.) <i>Vitae Sanctorum Britanniae et Genealogiae</i> (Cardiff: University of Wales Press, 1944).	☐
Further	Jane Webster, 'A Dirty Window on the Iron Age? Recent Developments in the Archaeology of Pre-Roman Celtic religion' in K. Ritari and A. Bergholm (eds), <i>Understanding Celtic Religion Revisiting the Pagan Past</i> (Cardiff: University of Wales Press, 2015), 121-154	☒
Further	J. Wyn Evans and Jonathan Wooding (eds), <i>St David of Wales: Cults, Church and Nation</i> (Woodbridge: The Boydell Press, 2007)	☒

Chapters from items not available as ebooks will be scanned in line with copyright regulations so that electronic versions are available in Moodle.

Module Code	HPEN6033
Title	Error and Sweet Violence: Shakespeare and Renaissance Comedy and Tragedy
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with the opportunity to study in detail a range of the dramatic comedy and tragedy of the Tudor (Elizabethan) and Stuart (Jacobean and Caroline) periods, with a special focus on the drama of Shakespeare whose own output straddles the succession between these dynastic reigns; to examine dramatic texts, and the contemporary reception of them and their performance, as participating in major social, political, intellectual, and religious shifts; and by engaging with a variety of critical, scholarly, and theoretically informed approaches, to encourage students to think reflexively about the place of drama in the discipline of literary studies.

LEARNING OUTCOMES

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

- demonstrate a detailed and systematic understanding of a range of English Renaissance drama, the genres of comedy (including romance) and tragedy, and topics intrinsic to the understanding this subject;
- demonstrate coherent and detailed knowledge of a range of Shakespearean drama and of traditions of Shakespeare criticism, and a theoretically informed and critical understanding of the role of the canon of English literature and the central place of Shakespeare within it;
- demonstrate an ability systematically to interrelate the theatre with other aspects of English Renaissance culture and with social, political, intellectual, and religious history;
- demonstrate an ability to discuss English Renaissance drama coherently from a variety of critical, scholarly, bibliographical, and theoretically informed perspectives.

INDICATIVE CONTENT

- A selection of the comedies (including romances) and tragedies of Shakespeare and of his contemporary playwrights. Those from whose representative works texts may be drawn include Marlowe, Kyd, Greville, Jonson, Middleton, Rowley, Chapman, Marston, Massinger, Webster, Dekker, and Ford.
- In the study of plays the module seeks to consider not only the dramatic texts but their early production and publication, to interrelate the theatre with other aspects of culture, and to examine dramatic texts, and the contemporary reception of them and their performance, as participating in the emergence of

fault-lines or conflicts in ideologies such as those of sexual and racial difference, social and ecclesiastical integration, and the individual subject.

- 'Shakespeare' is not only central to the canon of English literature, but a powerful cultural institution, so attention is given to traditions of criticism: changing interpretations of the Shakespearean canon will be related to the cultural formations which produce(d) them, and which those interpretations in turn reproduce, or help to change. This approach also seeks to contextualise Shakespeare in the collaborative practices of the Renaissance theatre.
- Tragedy in particular has been described as attracting the fundamental beliefs and tensions of a period, and disagreements about the nature of tragedy are likely to be explored, including its relationship with justice, redemption, the individual, the state, the causes of suffering and conflict (whether contingent or necessary), and radical opposition and conservatism. Both tragedy and comedy may be explored in relation to concepts of containment and subversion and to questions of relevance (an ambiguous term which is open to different and conflicting interpretations) and historical difference. Comedy, which according to Philip Sidney 'is an imitation of the common errors of our life', may be examined in relation to debates about frivolous or abusive stage entertainment and the inculcation of virtue through emotion and imagination.
- Engagement with a variety of critical, scholarly, and theoretically informed approaches to English Renaissance drama, to encourage students to think reflexively about the generation of knowledge, concepts and values within the discipline of literary studies and the place of drama (text, theatre, performance).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written exercise on early textual history and performance	1,250 words	25%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Theatre review	1,250 words	25%

Assessment Component 3

☐ Written exam
 ☒ Coursework
 ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPEN6033	
Module Title	Error and Sweet Violence: Shakespeare and Renaissance Comedy and Tragedy	
Classification	Reading List entry	Electronic*
Essential	Wells, S. et al., ed., William Shakespeare: The Complete Works. Oxford: Oxford University press, 2005.	☐
Essential	Bevington, David et al. ed. English Renaissance Drama. New York and London: Norton, 2005.	☐
Further	Dutton, Richard, ed., <i>The Oxford Handbook of Early Modern Theatre</i> (Oxford: Oxford University Press, 2011).	☐
Further	Kinney, Arthur F., ed. Renaissance Drama: An Anthology of Plays and Entertainments. Oxford: Wiley-Blackwell, 2005.	☐
Further	Charry, Brinda. The Arden Guide to Renaissance Drama: An Introduction with Primary Sources. London: Bloomsbury, 2017.	☒
Further	Shohet, Lauren, Temporality, Genre and Experience in the Age of Shakespeare: Forms of Time. London: Bloomsbury, 2018.	☒
Further	Kinney, Arthur F., <i>The Oxford Handbook of Shakespeare</i> . Oxford: Oxford University Press, 2012	☐

Further	Belsey, Catherine, Shakespeare in Theory and Practice. Edinburgh: Edinburgh University Press, 2010	☒
Further	Bates, Jennifer and Richard Wilson, eds. Shakespeare and Continental Philosophy. Edinburgh: Edinburgh University Press, 2014	☒
Further	Parvini, Neema. Shakespeare and New Historicist Theory. London: Bloomsbury, 2017	☒
Further	Holbrook, Peter. English Renaissance Tragedy: Ideas of Freedom. London: Bloomsbury, 2015.	☒
Further	Goossen, Jonathan. Jonson, Shakespeare and Aristotle on Comedy. London: Routledge, 2018.	☒
Further	Evans, Robert C., ed. Othello: A Critical Reader. London: Bloomsbury, 2015.	☒
Further	Rist, Thomas, ed. The Spanish Tragedy: A Critical Reader. London: Bloomsbury, 2016	☒
Further	Melnikoff, Kirk, ed. Edward II: A Critical Reader. London: Bloomsbury, 2017	☒
Further	Walsh, Brian, ed. The Revenger's Tragedy: A Critical Reader. London: Bloomsbury, 2016	☒
Further	Minton, Gretchen, ed. The Revenger's Tragedy: The State of Play. London: Bloomsbury, 2017.	☐
Further	Womack, Peter. Ben Jonson, Rereading Literature series. Oxford: Basil Blackwell, 1986).	☐
Further	Dollimore, J. Radical Tragedy. Brighton: Harvester, 1984; 2nd edn. London: Harvester Wheatsheaf, 1989.	☐
Further	Greenblatt, Stephen. Shakespearean Negotiations: The Circulations of Social Energy in Renaissance England. Oxford: Clarendon Press, 1988.	☐
Further	Belsey, Catherine. The Subject of Tragedy. London: Methuen, 1991.	☐
Further	Romanska, Magda & Alan Ackerman. Reader in Comedy: An Anthology of Theory and Criticism. London: Bloomsbury, 2016.	☒
Further	Maus, Katharine Eisaman. Inwardness and Theater in the English Renaissance. Chicago & London: University of Chicago Press, 1995.	☐
Further	Paster, Gail Kern. The Body Embarrassed: Drama and the Disciplines of Shame in Early Modern England. Ithaca, NY: Cornell University Press, 1993.	☐
Further	Neill, Michael. Issues of Death: Mortality and Identity in English Renaissance Tragedy. Oxford: Clarendon Press, 1997.	☐

Further	Adelman, Janet. <i>Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, 'Hamlet' to 'The Tempest'</i> . London: Routledge, 1992.	☐
Further	Cavell, Stanley. <i>Disowning Knowledge in Six Plays of Shakespeare</i> . Cambridge: Cambridge University Press, 1987.	☐
Further	Leggatt, Alexander. <i>The Cambridge Companion to Shakespearean Comedy</i> . Cambridge ; New York, Cambridge ; New York : Cambridge University Press, 2002.	☐
Further	Loomba, Ania. <i>Gender, Race, Renaissance Drama</i> . Manchester: Manchester UP, 1989	☐
Further	McEachern, and McEachern, Claire. <i>The Cambridge Companion to Shakespearean Tragedy</i> . Cambridge: Cambridge UP, 2002.	☐

Module Code	HPEN6034
Title	Glancingly from the side: Writing the Short story
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- Through creative and reflective practice, to explore the short story as a form.

LEARNING OUTCOMES

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

- demonstrate systematic critical understanding and detailed knowledge of the history, nature and creative possibilities of the short story form;
- demonstrate detailed knowledge and critical understanding of narrative, form, and genre;
- demonstrate an ability to apply knowledge and understanding with appropriate craftsmanship, originality and imagination in writing their own short fiction.

INDICATIVE CONTENT

The focus of the module will be on exploring the short story form, through close reading and analysis of selected classical, modern and contemporary short stories, and practical writing activities designed to facilitate an understanding of the possibilities of short fiction. The module will also address the short story market in terms of competitions, paid opportunities and the value of short-story writing for emerging writers.

A typical session will concentrate on the features of a specific story or a specific genre of short fiction (e.g. flash fiction) and will be divided roughly into three parts:

- an introduction to the topic by the tutor, including theoretical frameworks such as Freytag's pyramid and / or Hemingway's iceberg model;
- reading, analysis and discussion of texts to explore short fiction through elements such as length, structure, point of view, narrative voice, language and dialogue;
- writing activities designed to facilitate creative experimentation whilst embedding an understanding of the possibilities of short form fiction.

Through a process of peer reviewing and constructive criticism within the circle of the writer's workshop, students will continue developing some of these pieces over the course of the module in order to build up a portfolio of work for assessment.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 6 items (to the equivalent of 5000 words)	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPEN6034	
Module Title	Glancingly from the side: Writing the Short story	
Classification	Reading List entry	Electronic*
Essential	Royle, N. (Ed.) <i>Best British Short Stories 2021</i> (Cromer: Salt, 2022)	☐
Essential	Smith, D., <i>Story : the Library of Wales Short Story Anthology</i> . 2 vols. Cardigan: Parthian, 2013.	☐
Essential	Ngozi Adichie, C. <i>The Thing Around Your Neck</i> (London: Fourth Estate, 2009)	☐
Essential	Hughes, L., <i>The Ways of White Folks</i> (New York: Vintage Classics, 1990)	☐
Further	Chekhov, A. and David. Magarshack, <i>Lady with Lapdog and Other Stories</i> (Harmondsworth: Penguin Books, 1964)	☐
Further	Thomas, J. and Robert Shapard (Eds.) <i>Flash Fiction International – Very Short Stories from Around the World</i> (New York: W. W. Norton & Company, 2015)	☐

Further	Goyet, F., <i>The Classic Short Story, 1870-1925 : Theory of a Genre</i> (Cambridge: Open Book Publishers, 2014)	☒
Further	Cox, A., <i>Writing Short Stories</i> (London: Routledge, 2005)	☐
Further	Reid, I., <i>Short Story</i> (London: Routledge, 1994)	☐
Further	Shaw, V., <i>The Short Story : a Critical Introduction</i> (London: Longman, 1983)	☐

Module Code	HPEN6037
Title	Novel writing
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To develop students' awareness and appreciation of the characteristics of a variety of different approaches to writing long-form fiction, through close reading, analysis and reflective creative practice.

LEARNING OUTCOMES

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

- demonstrate, in both creative and evaluative writing, systematic knowledge and understanding of the key characteristics and conventions of a variety of different approaches to novel writing;
- demonstrate a sophisticated level of practical competence in the application of creative writing skills and techniques for crafting long-form fiction;
- demonstrate an ability to reflect critically on the nature of a variety of different approaches the writing longer fiction, through sophisticated and nuanced discussion of both published texts, their own work, and that of their peers;
- demonstrate an ability to improve their writing craft through a process of reflection, evaluation, and redrafting and to articulate their awareness of this process in sophisticated reflective prose.

INDICATIVE CONTENT

The focus of the module will be on exploring approaches to novel writing, through close reading and analysis of selected classical, modern and contemporary novels, and practical writing activities designed to facilitate an understanding of the possibilities of the novel form.

A typical session will concentrate on the features of a specific novel extract and will be divided roughly into three parts:

- an introduction to the topic by the tutor, including theoretical frameworks such as Booker's 'seven basic plots'.
- reading, analysis and discussion of texts to explore novel writing through elements such as openings, a sense of place, narrative time, structure, point of view, language and dialogue;
- writing activities designed to facilitate creative experimentation whilst embedding an understanding of the possibilities of the novel form.

Through a process of peer reviewing and constructive criticism within the circle of the writer's workshop, students will continue developing some of these pieces over the course of the module in order to build up a portfolio of work for assessment. In the process, they will hone their reflective practice skills.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 4 items (equivalent to 4,000 words)	75%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective Essay	Equivalent to 1,000 words	25%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPEN6037	
Module Title	Novel writing	
Classification	Reading List entry	Electronic*
Essential	Booker, Christopher, <i>The Seven Basic Plots : Why We Tell Stories</i> (London: Continuum, 2004)	☐
Essential	Storr, Will, <i>The Science of Storytelling</i> (London: William Collins, 2019)	☒
Further	Burroway, Janet, <i>Writing Fiction: A Guide to Narrative Craft</i> (New York: Addison Wesley, Longman, 2000)	☐

Further	King, Stephen, <i>On Writing: a Memoir of the Craft</i> (London: Hodder and Stoughton, 2001)	☐
Further	Earnshaw, Steven, <i>The Handbook of Creative Writing</i> , ed. by Steven Earnshaw, Second edition. (Edinburgh: Edinburgh University Press, 2014)	☒
Further	Forster, E.M. <i>Aspects of the Novel</i> (London: Penguin, 1990)	☐
Further	Candy, Linda, <i>The Creative Reflective Practitioner : Research Through Making and Practice</i> (Abingdon: Routledge, 2020)	☒
Further	Calvino, Italo, <i>If On A Winter's Night A Traveller</i> (London: Vintage, 2002)	☐
Further	James, Henry, <i>The Turn of the Screw</i> , 2nd ed. (Basingstoke: Palgrave Macmillan, 2004)	☐
Further	Elliott, George, <i>Middlemarch</i> (London: Penguin, 2003)	☐
Further	Shriver, Lionel, <i>We Need To Talk About Kevin</i> (Berkeley: Counterpoint, 2003)	☐
Further	Niffenegger, Audrey, <i>The Time Traveler's Wife</i> (New York: Random House, 2004)	☐
Further	Shafak, Elif, <i>The Island of Missing Trees</i> (London: Bloomsbury, 2001)	☐
Further	Evaristo, Bernardine, <i>Girl, Woman, Other</i> (London: Hamish Hamilton, 2019)	☐
Further	Morrison, Toni, <i>Beloved</i> (London: Vintage, 1997)	☐
Further	Tolstoy, Leo, trans. by Helen Edmundson, <i>Anna Karenina</i> (London: Nick Hern Books, 1994)	☐
Further	Wolf, Virginia, <i>Mrs Dalloway</i> (London: Chatto & Windus, 1968)	☐
Further	Forster, E. M. <i>Howard's End</i> (London: Penguin, 1983)	☐
Further	Vonnegut, Kurt, <i>Slaughterhouse-Five, or, The Children's Crusade : a Duty-Dance with Death</i> (London: Vintage, 1991)	☐
Further	Carter, Angela, <i>Nights at the Circus</i> (London: Chatto & Windus, 1984)	☐
Further	Atwood, Margaret, <i>The Handmaid's Tale</i> (London: Virage, 1987)	☐

Module Code	HPEN6038
Title	Off the Page: Performance Poetry
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to the history and nature of poetry in performance and to provide students with a range of transferable skills relating to organisation, planning, and presentation as applied to a poetry performance event.

LEARNING OUTCOMES

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

- demonstrate, through sophisticated critical and/or creative and reflective response, systematic knowledge and critical understanding of the nature and history of poetry in performance;
- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding to the planning and execution of original performance piece(s) in an appropriate environment;
- demonstrate the ability to exercise initiative and personal responsibility as well as decision-making in complex and unpredictable contexts through contributing effectively to the organisation and running of a significant event;
- demonstrate the ability to work as part of a small team towards commonly established goals and in so doing, communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

INDICATIVE CONTENT

- An exploration of the history, development and nature of performance poetry and poetry in performance from the 1980s onwards with key examples.
- The creation of original work in the light of the above.
- Semi-structured seminars in which members of academic staff will advise students upon organisational procedures and presentational skills, necessary to organise and participate in a poetry performance.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	116	58%
Placement learning	48	24%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 items (to the equivalent of 2500 words)	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Performance	10 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPEN6038	
Module Title	Off the Page: Performance Poetry	
Classification	Reading List entry	Electronic*
Essential	Hart, J and Birnie, C., <i>The Best Poetry Book in the World</i> . Portishead: Burning Eye, 2018	☐
Further	Alvarez, Nadia, and Jack Mearns, 'The Benefits of Writing and Performing in the Spoken Word Poetry Community', <i>The Arts in Psychotherapy</i> , 41.3 (2014), 263–68	☒
Further	Endsley, C.L., 'Performing Blackness: Spoken Word Poetry and Performance', <i>Transformations</i> (Wayne, N.J.), 24.1-2 (2014), 110–20	☒
Further	Glazner, G. <i>Poetry Slam</i> . San Fransisco, Manic Press, 2000	☒
Further	Smith, M. <i>Take the Mike</i> . Napperville Ill: Sourcebooks, 2009	☐
Further	Roundhouse Poetry Slam Final 2022: www.roundhouse.org.uk	☒
Further	Constantine, Brendan, <i>The Opposites Game</i> (Blank Verse Films, 2018) www.youtube.com/watch?v=Cf5t_uhZIEQ	☒
Further	Philadelphia Team, <i>Emmett</i> (Brave New Voices Finals, 2015) www.youtube.com/watch?v=RrizMMiBbBY	☒

Module Code	HPEN6039
Title	Psyche, Text, and Society: Critical and Cultural Theory
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with the opportunity to construct an historical overview of the development of critical and cultural theories from the early twentieth century to the present; to apply those theories to the analysis of literary texts with an awareness of their implications, potentialities and limitations; and by analysing and interrogating the formal distinction between literature and theory, to encourage students to think reflexively about the place of theory in the discipline of literary studies.

LEARNING OUTCOMES

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

- demonstrate a systematic and critical understanding of a range of theoretical developments that have taken place during the twentieth and twenty-first centuries, and an ability to describe coherently and in detail their main conceptual frameworks and the underpinnings of their practical methodologies;
- demonstrate an astute awareness of the implications and possibilities of different theoretical positions and techniques for the student's own reading and critical practice, and an ability to apply a range of critical and/or cultural theories systematically in the critical analysis and interpretation of specific works of literature;
- demonstrate an ability to interrogate in a sustained way the formal distinction between literature and theory, by analysing in detail both the literary aspects of critical and cultural theory and the dynamics of authority in the act of interpretation;
- demonstrate an ability to think coherently and in a sustained way about the relationship between theory and literature, and the theoretical component of the language and practice of literary criticism.

INDICATIVE CONTENT

- The course will typically begin with the earliest formulations of how to interpret literature psychoanalytically – classical psychoanalysis of the author and of character – and by way of psychoanalytic theory's encounters with other critical and cultural theories, students will typically study structuralism, post-structuralism, Marxist cultural theory, feminist theory, new historicism, and cultural materialism.
- Theoretically informed critical analysis and interpretation of a selection of literary works chosen specifically for one of a number of reasons, such as the availability of a suitable example of a seminal or highly significant published

work of criticism written from a particular theoretical perspective, or the opportunity afforded by the choice of literary work for students to practice theoretically informed criticism in the absence of an available exemplar. A careful balance will be struck between detailed theoretical discussion and the practical exposition of particular techniques, so that students are enabled to develop a degree of conceptual sophistication and to apply these ideas to their own critical practice.

- Sustained analysis of particular literary texts from a range of theoretical perspectives in order to encourage an awareness of how theories may combine or conflict with one another; and similarly sustained analysis of the literary dimensions of some theoretical texts as well as the generation or interrogation of 'theory' by literary texts.
- In the dynamics of the application of critical and cultural theory to the analysis of literary texts, particular attention will be paid to the authority often implicitly granted to theory to interpret. This authority will be interrogated and challenged by a serious consideration of a range of issues: the phenomenon in which the use of theory prevents us from being influenced by the literary text; the origins of some theoretical concepts in works of literature; the figural or literariness of some theoretical models and texts; the historical emergence, ongoing formation, development and re-interpretation of theory; and the historical and other objections that have been made (often by theorists) to the application of certain modern (and post-modern) theoretical formulations to literary texts, especially those of the medieval and early modern periods.
- Engagement with the question of the nature of theory and of literature, the language of criticism, and the place of theory in the study of literature, in order to encourage students to think reflexively about their own critical practice and the kind of critic or scholar they might consider themselves to be.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Seminar Presentation (individual)	10 minutes	25%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay or Creative written exercise	3,500 words	75%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75%
Practical	25%
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPEN6039	
Module Title	Psyche, Text, and Society: Critical and Cultural Theory	
Classification	Reading List entry	Electronic*
Essential	Hertz, Neil, 'Freud and the Sandman', in <i>Textual Strategies: Perspectives in Post-Structuralist Criticism</i> , ed. by Josué Harari. London: Methuen, 1980, pp. 296-321.	☐ Text supplied
Essential	Hoffman, E.T.A. The Sand-Man and The Elementary Spirit (Two Mysterious Tales). trans. J. Oxenford. New York: Mondial, 2008.	☐
Essential	Howard, Jean E., 'Sex and Social Conflict: The Erotics of <i>The Roaring Girl</i> ', in <i>Erotic Politics: Desire on the Renaissance Stage</i> , ed. Susan Zimmerman. London: Routledge, 1992	☐ Text supplied
Essential	Middleton, T. and Dekker, T. The Roaring Girl. ed. E. Cook, New Mermaid series London: A&C Black, 2003.	☐
Essential	Bonaparte, Marie, <i>The Life and Works of Edgar Allan Poe: A Psycho-Analytic Interpretation</i> , Ch. XXXVII 'The Black Cat'. London: Imago, 1949, pp. 458-85.	☐ Text supplied
Essential	Poe, E.A. 'The Black Cat' in <i>The Fall of the House of Usher and Other Writings</i> . ed. D. Galloway, Harmondsworth: Penguin, 1986.	☐
Essential	Jones, Ernest, 'Hamlet and Oedipus', in <i>Shakespeare: 'Hamlet'</i> , ed. by John Jump, Casebook Series. London: MacMillan, 1968; repr.1969; repr. Nashville, Tennessee: Aurora Publishers, 1970), pp.51-63.	☐ Text supplied
Essential	Rose, Jacqueline, 'Sexuality in the Reading of Shakespeare: <i>Hamlet</i> and <i>Measure for Measure</i> ', in <i>Alternative Shakespeares</i> , ed. John Drakakis. London; Routledge, 1988, pp. 95-118.	☐ Text supplied

Essential	Shakespeare, W. Hamlet, ed. G. R. Hibbard. Oxford: Oxford UP, 2008	☐
Essential	Eagleton, Terry, <i>Criticism and Ideology</i> . London: NLB, 1976. Ch. 4 'Ideology and Literary Form', pp. 102-61, esp. section 7 'W.B. Yeats', pp. 151-54	☐ Text supplied
Essential	Yeats, W.B. The Collected Poems. Ware: Wordsworth Editions, 2000.	☐
Essential	Dollimore, Jonathan, <i>Radical Tragedy: Religion, Ideology and Power in the Drama of Shakespeare and his Contemporaries</i> , 3 rd edn. Basingstoke: Palgrave Macmillan, 2003	☐ Text supplied
Essential	Webster, John. The White Devil, in Three Revenge Tragedies, ed. G. Salgado. Harmondsworth: Penguin, 2004.	☐
Essential	Barthes, Roland. A Lover's Discourse: Fragments. Trans. R. Howard. London: Vintage, 2002	☐
Further	Frank Lentricchia and Thomas McLaughlin, eds, <i>Critical Terms for Literary Study</i> , 2nd edn (Chicago: Chicago University Press, 1995)	☒
Further	Leitch, Vincent, et al., eds, <i>The Norton Anthology of Theory and Criticism</i> . London: W.W. Norton, 2010.	☐
Further	Belsey, C. Critical Practice. 2nd edn. London: Routledge, 2002.	☐
Further	Barry, P. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> . 2 nd ed. Manchester: Manchester University Press, 2002	☐
Further	Eagleton, T. After Theory. Harmondsworth: Penguin, 2004.	☐
Further	Eagleton, T. Literary Theory: An Introduction. rev. ed. Oxford: Blackwell, 1996.	☐
Further	Althusser, L. <i>On Ideology</i> . London; New York: Verso, 2007	☐
Further	Althusser, Louis, 'Ideology and Ideological State Apparatuses (Notes Towards and Investigation)', in <i>Lenin and Philosophy and Other Essays</i> , trans. Ben Brewster. New York: Monthly Review Press; London: NLB, 1971, pp. 121-73.	☐
Further	Rancière, Jacques, Althusser's Lesson, trans. Emiliano Battista. London: Bloomsbury, 2017.	☒
Further	Eagleton, T. and Drew M. eds. <i>Marxist Literary Theory: A Reader</i> . Oxford: Blackwell, 1996.	☐
Further	Freud, S. The Penguin Freud Reader. ed., Adam Phillips. Harmondsworth: Penguin, 2006.	☐

Further	Rabaté, Jean-Michel, <i>The Cambridge Introduction to Literature and Psychoanalysis</i> . Cambridge: Cambridge University Press, 2014.	☒
Further	Meltzer, Françoise, ed. <i>The Trial(s) of Psychoanalysis</i> . Chicago; London: University of Chicago Press, 1988	☐
Further	Felman, Shoshana. Ed. <i>Literature and Psychoanalysis: The Question of Reading: Otherwise</i> . Baltimore; London: Johns Hopkins University Press, 1982.	☐
Further	Felman, Shoshana, 'On Reading Poetry: Reflections on the Limits and Possibilities of Psychoanalytical Approaches', in <i>The Literary Freud: Mechanisms of Defense and the Poetic Will</i> , ed. Joseph H. Smith. New Haven; London: Yale University Press, 1980, pp. 119-48.	☐
Further	Donald, James. Ed. <i>Psychoanalysis and Cultural Theory: Thresholds</i> . London: Macmillan, 1991.	☐
Further	Joseph, John E., <i>Saussure</i> . Oxford: Oxford University Press, 2012	☐
Further	Wright, E. <i>Psychoanalytic Criticism: Theory in Practice</i> . New Accents. London: Routledge, 1984	☐
Further	Wilson, R. and R. Dutton. Eds. <i>New Historicism and Renaissance Drama</i> . Longman Critical Readers. London: Longman, 1992.	☐
Further	Barker, Francis, <i>The Tremulous Private Body: Essays on Subjection</i> , 2 nd edn (Ann Arbor: University of Michigan Press, 1995; reprinted several times), 'A Challenged Spectacle', pp. 1-63	☐
Further	Selden, Raman, Peter Widdowson & Peter Brooker. <i>A Reader's Guide to Contemporary Literary Theory</i> , 6th edn. London: Routledge, 2017.	☒
Further	Ryan, K. ed. <i>New Historicism and Cultural Materialism: A Reader</i> . London: Arnold, 1996.	☐
Further	Norris, C. <i>Deconstruction: Theory and Practice</i> , 3 rd ed. London; New York: Routledge, 2002.	☐
Further	Moi, T. <i>Sexual/Textual Politics</i> . London; New York: Routledge, 1985.	☐
Further	Frazer, Paul, ed. <i>The White Devil: A Critical Reader</i> . London: Bloomsbury, 2016	☐

Module Code	HPHE6013
Title	Difficult Heritage / Dark Tourism
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To inform students of the main themes and approaches to – and to explore the social and ethical issues connected with - difficult heritage and ‘dark’ tourism.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of the varied character of difficult heritage in the context of both the heritage sector and the wider tourism industry;
- critically analyse contemporary issues, challenges and controversies surrounding difficult heritage and ‘dark’ tourism;
- demonstrate a critical awareness of the various issues involved with the public display of, and engagement with, the material culture and physical locations of difficult heritage and ‘dark’ tourism.

INDICATIVE CONTENT

- This module sets out to introduce students to Difficult Heritage and ‘Dark’ Tourism – by exploring cultural significance and economic importance and the complexity of the issues that it raises with respect to our stewardship of the past and ambitions for futures. Using case studies drawn from across the world the course will explore:
 - o The origins, development and definition of Difficult Heritage and ‘Dark’ Tourism.
 - o The cultural significance of Difficult Heritage ‘Dark’ Tourism.
 - o Commodification and Authenticity: Heritage as a product and issues of reproduction, replication, and hyper-reality. The role of marketing / the role of ethics.
 - o Identity, Belonging and Apartness: Individuals, Communities, and Nations - Questions of perspective - Interpretation, Memorialisation and Propaganda.
 - o Heritage Tourism in “Difficult Places”: Contested Heritage and Dark Tourism.
 - o The challenges of difficult heritage management: The importance of context and use for determining approaches to preservation, conservation and restoration.
 - o The relationship of difficult heritage tourism, regeneration and sustainable development and the potential impact of difficult heritage tourism on communities and ecosystems.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
PowerPoint and Presentation of	6 minutes / Equivalent to 2000 words	30%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	3,000 words	70%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPHE6013	
Module Title	Difficult Heritage / Dark Tourism	
Classification	Reading List Entry	Electronic*
Essential	West, S. (2010) <i>Understanding Heritage in Practice</i> . Manchester, Manchester University Press.	☐
Essential	Harrison, R. (2010) <i>Understanding the Politics of Heritage</i> . Manchester, Manchester University Press.	☐
Essential	Logan, W. & Reeves, K. (2008) <i>Places of Pain and Shame: Dealing with 'Difficult Heritage'</i> (Key Issues in Cultural Heritage). London: Routledge.	☐
Essential	Mattei, U. and Nadar, L. (2008) <i>Plunder: When the rule of law is legal</i> . London, Blackwell.	☐
Further	Macdonald, S. (2008) <i>Difficult Heritage: Negotiating the Nazi Past in Nuremburg and Beyond</i> . Routledge, London.	☐
Further	Lennon, J & Foley, M. (2000) <i>Dark Tourism</i> . Cengage Learning EMEA.	☐
Further	Frihammar, M & Silverman, H. (2017) <i>Heritage of Death: Landscapes of Emotion, Memory and Practice (Routledge Cultural Heritage and Tourism Series)</i> . Routledge, London.	☐
Further	Sharpley, R & Stone, P et al. (2009). <i>The Darker Side of Travel: The Theory and Practice of Dark Tourism (Aspects of Tourism)</i> . Channel View Publications Ltd	☐
Further	White, L. & Frew, E. (2016) <i>Dark Tourism and Place Identity (Contemporary Geographies of Leisure, Tourism and Mobility)</i> . London, Routledge.	☐
Further	Logan, W. & Reeves, K. (2008) <i>Places of Pain and Shame: Dealing with 'Difficult Heritage'</i> (Key Issues in Cultural Heritage). London: Routledge.	☐

Module Code	HPHI6009
Title	Identity and Myth: The Normans and their World
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

This module focuses on an historical problem, and aims to refine students' historical skills through a study of primary materials. The module aims:

- To encourage students to acquire a broad knowledge of the Normans in the Middle Ages, to allow students to develop a close and critical familiarity with a substantial range of primary source material relating to the origins of the Normans and their spread from Normandy to Italy, Sicily, England and the Holy Land and to develop a detailed appreciation of historiographical issues surrounding aspects of Norman historiography.

LEARNING OUTCOMES

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

- demonstrate a detailed and critical understanding of the Normans as a phenomenon;
- demonstrate a detailed and critical understanding of the distinctive contribution of the Norman myth to the historiography of the Middle Ages;
- demonstrate advanced skills in the handling and interpretation of relevant primary source material.

INDICATIVE CONTENT

- Week One: The Normans – who were they and where did they come from?
- Week Two: Italy and Sicily.
- Week Three: England, Ireland, Scotland, Wales.
- Week Four: The Holy Land.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 elements, Equivalent to 2,500 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPHI6009	
Module Title	Identity and Myth: The Normans and their World	
Classification	Reading List entry	Electronic*
Essential	Albu, Emily, <i>The Normans in their Histories: propaganda, myth, and subversion</i> (Woodbridge, 2001)[	☐
Essential	Bates, David, <i>The Normans and Empire</i> , (Oxford, 2013)	☒
Essential	Davies, R. H. C, <i>The Normans and their Myth</i> (London, 1976)	☐
Further	Brown, R. A., <i>The Normans</i> (1984)	☐
Further	Crouch, David, <i>The Normans: the history of a dynasty</i> (London, 2002)	☐
Further	Douglas, David, <i>The Norman Achievement</i> (London, 1969)	☐
Further	Le Patourel, <i>The Norman Empire</i> , (Oxford, 1976)	☐

Further	Shopkow, Leah, <i>History and Community: Norman Historical Writing in the Eleventh and Twelfth Centuries</i> (Washington, 1997)	☐
Further	Loud, G. A, 'The 'Gens Normannorum': Myth or Reality?', <i>ANS</i> , 4 (1981), 104-116	☒
Further	Crouch, David, 'God and the Normans', <i>History Today</i> , 52:10 (2002), 11-17	☒

Module Code	HPHI6019
Title	Medicine and Miracles: Health, Illness, and Cure
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce an interdisciplinary approach to the study of Medical History and Medical Humanities, to explore different historical and cultural models of “health”, “illness” and “cures” and to demonstrate a range of research methods for studying medical history.

LEARNING OUTCOMES

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

- demonstrate a secure understanding and knowledge of the different concepts and beliefs of “health”, “illness” and “cures” through history from a multi-disciplinary perspective;
- critically analyse primary and secondary historical medical sources;
- demonstrate a detailed and critical understanding of the different research approaches used in the study of medical history.

INDICATIVE CONTENT

- The module will include contributions from the Medieval, Early Modern and Contemporary periods:
- Explore the changing views towards medicine, the body, and miracle cures following the rise of the universities in the high middle ages and the introduction of the papacy’s canonisation programme.
- Consider popular perceptions of healing as reflected in a range of literary texts (both folkloric and hagiographical) and the light these sources shed on ritual practice associated with holy wells, relics and specific pilgrimage sites.
- The module will then turn to medical models for understanding health, illness, and cure in the Renaissance and early modern period, explored in relation to the growth of humanism from the fifteenth to the seventeenth century. The late-fifteenth century humanist and Hellenist revival of classical Greek anatomical and medical terminology and theory led to a revival of anatomy, private and public dissection, and the publication in the sixteenth century of illustrated anatomy textbooks. Also in this period, however, the Reformation and Counter-Reformation provided highly influential religious frameworks for understanding and experiencing illness and recovery. Accordingly students will be asked to attend to both medical and religious dimensions of John Donne's *Devotions upon Emergent Occasions* (1624) - an intensely focused and yet intellectually

wide-ranging account of a life-threatening illness and recovery, divided into meditations, expostulations, and prayers.

- Building on the previous historical context, exploring the development of modern medical discourse, practices and technologies. Examining contemporary concepts of “illness” and “cures”, with particular focus on what constitutes a modern-day, medical “miracle”.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 6 items (equivalent of 5000 words)	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPHI6019	
Module Title	Medicine and Miracles: Health, Illness, and Cure	
Classification	Reading List entry	Electronic*
Essential	John Donne, <i>Devotions Upon Emergent Occasions</i> , ed. by Anthony Raspa (Oxford: Oxford University Press, 1987)	☐
Essential	Lupton, D. (2012) <i>Medicine as Culture: Illness, Disease and the Body</i> . 3 rd Ed. London: Sage.	☒

Essential	M. E. Owen, 'The Medical Books of Medieval Wales and the Physicians of Myddfai', <i>The Carmarthenshire Antiquary</i> 31 (1995), 34-44.	☒
Further	Cherry, S. (1996) <i>Medical Services and the hospitals in Britain, 1860-1939</i> . Cambridge:CUP	☐
Further	Raymond A. Anselment, <i>The Realms of Apollo: Literature and Healing in Seventeenth-Century England</i> (Newark, DE: University of Delaware Press; London: Associated University Presses, c. 1995)	☐
Further	Eleanor Sian Decamp, <i>Civic and Medical Worlds in Early Modern England: Performing Barbering and Surgery</i> (Basingstoke; New York, NY: Palgrave Macmillan, 2016)	☐
Further	C. Krötzl, S. Katajalla-Peltomaa (eds.), <i>Miracles in Medieval Canonization Processes: Structures, Functions, and Methodologies</i> (Brepols, 2018)	☐
Further	Hannah Newton, <i>Misery to Mirth: Recovery from Illness in Early Modern England</i> (Oxford: Oxford University Press, 2018)	☒
Further	Jonathan Sawday, <i>The Body Emblazoned: Dissection and the Human Body in Renaissance Culture</i> (London: Routledge, 1995)	☐
Further	Nancy G. Siraisi, <i>Medieval & Early Renaissance Medicine: An Introduction to Knowledge and Practice</i> (Chicago: University of Chicago Press, c. 1990)	☒
Further	Tessa Storey & Sandra Cavallo, <i>Conserving Health in Early Modern Culture: Bodies and Environments in Italy and England</i> (Manchester: Manchester University Press, 2017)	☒
Further	A. W. Wade-Evans (ed. and trans.) <i>Vitae Sanctorum Britanniae et Genealogiae</i> (Cardiff: University of Wales Press, 1944)	☐
Further	H. Webster, 'The Resuscitation of the Twice-Hanged Man: Miracles and the Body in Medieval Swansea', in <i>Body Matters: Exploring the Materiality of the Human Body</i> , L. Steel and L. Attala (eds.) (University of Wales Press: Cardiff, 2019) pp. 135 – 55.	☒
Further	Whyte, S. R. (2002) <i>Social Lives of Medicines</i> . Cambridge:CUP	☐
Further	J. Wood, 'The Fairy Bride Legend in Wales', <i>Folklore</i> 103 (no. 1): 56-72	☐

Module Code	HPHI6020
Title	The Irish Question 1886-1998: from Charles Parnell to the Good Friday Agreement
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To encourage students to acquire a broad knowledge of aspects of the 'Irish Question', from the 1880s until the 1998 Good Friday Agreement, to allow students to develop a close and critical familiarity with a variety of primary source material relating to the Irish Question and to develop a detailed appreciation of the historiographical debates and issues surrounding aspects of the Irish Question.

LEARNING OUTCOMES

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

- demonstrate a secure and critical understanding of the political, economic, cultural developments related to the history of Ireland from the 1880s to the end of the 20th Century;
- demonstrate a secure and critical understanding of the impact the events in Ireland have had on the history of Modern Britain;
- demonstrate advanced skills in the handling and critical evaluation of primary source material relating to events in Ireland during this period;
- critically evaluate various historiographical debates and interpretations surrounding aspects of the 'Irish Question'.

INDICATIVE CONTENT

- This module will examine aspects of the 'Irish Question' from the last decades of the 19th Century until the end of the 20th Century. It will initially give an overview of Anglo-Irish history throughout the 19th Century, in order to give context to later events in Ireland. It will then chart a course beginning with the origins of the first 'Government of Ireland' Bill in 1886, through to the establishment of the Good Friday Agreement in 1998. During this period most of Ireland broke away from the United Kingdom to form the Irish Free State, and eventually the Irish Republic, while six counties in Ulster steadfastly resisted incorporation into the Free State to form the Province of Northern Ireland. This period from 1916 to 1923 is pivotal to an understanding of Irish history and will include a detailed examination of the Easter Rising, the War of Independence, Partition, and the Civil War. The Province of Northern Ireland underwent profound civil and economic change from the 1960s onwards, commonly referred to as 'the Troubles' and characterised by an outbreak of political and sectarian violence which would have a profound impact on both Protestant and Catholic communities in the Province, as well as beyond

Northern Ireland. Throughout, the module will explore various themes and features of this period in Irish History, including:

- The emergence of an Irish Nationalist consciousness, countered by Ulster Unionism.
 - Brutal guerrilla-type warfare involving para-military forces and the British military presence.
 - The consolidation of Ireland into southern and northern territorial units.
 - Political, sectarian and religious violence from the late 1960s onwards.
 - A series of political initiatives put forward, in a bid to secure a lasting peaceful settlement on the island of Ireland.
- These events will be examined while also assessing a range of documentary material from the time; including newspapers, diaries, memoirs, autobiographies, speeches, private correspondence, film and documentaries.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Document analysis	2500 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPHI6020	
Module Title	The Irish Question 1886-1998: from Charles Parnell to the Good Friday Agreement	
Classification	Reading List entry	Electronic*
Essential	J.Bardon, <i>A History of Ulster</i> (Belfast: Blackstaff, 1992)	☐
Essential	D.G. Boyce, <i>The Irish Question in British Politics</i> (London: Macmillan, 1988).	☐
Essential	Charles Townshend, <i>Ireland: The Twentieth Century</i> (London: Bloomsbury, 1999)	☐
Further	T.P. Coogan, <i>Ireland in the Twentieth Century</i> (Dublin: Arrow, 2004)	☐
Further	Richard English, <i>Irish Freedom</i> , (London: Pan, 2007)	☐
Further	D. Fitzpatrick, <i>The Two Irelands 1912-39</i> (Oxford: OUP, 1998).	☐
Further	A. Jackson, <i>Ireland 1798-1998</i> , (Oxford: Blackwell, 1999)	☐
Further	Jeremy Smith, <i>Britain and Ireland: from Home Rule to Independence</i> (London: Longman, 1999)	☐

Module Code	HPHI6029
Title	Global Genocides
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To investigate the patterns of genocidal violence across the globe and familiarise students with the various scholarly explanations of mass violence and prepares them to independently, and in a safe and responsible manner, research the topic.

LEARNING OUTCOMES

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

- demonstrate a systematic, coherent and detailed knowledge of the field of genocide studies; have a good grasp of the case studies and the scholarly debates around them;
- identify, locate and critically analyse pertinent primary evidence in order to illustrate/demonstrate more general scholarly arguments.

INDICATIVE CONTENT

- The recent assault on the Uyghur and Rohingya communities in China and Myanmar has been described as genocidal and thus reminded us about the long history of this crime. *Global Genocides* aims to investigate the historical, social and psychological patterns that lead to genocides. It is interested in understanding the role of historical myth-making in the build-up to killings; in identifying the mechanism of scapegoating and vilification; and aims to understand the psychological makeup of the killers. Analysing a number of case studies, the module will also outline strategies taken to exterminate large populations. Finally, this module will also narrate the aftermath of the genocides asking how individuals and groups cope with the legacies of the violence.
- While the European genocides (the Holocaust, The Ukrainian Famine, and the Bosnian Genocide) will constitute an important set of case studies; we will also investigate other global genocides. We will look at the Herero Genocide, sometimes seen as the precursor to the Holocaust, as well as instances of colonial genocides in America and Australia. We will look at the Armenian Genocide, one of the most consistently denied genocides in history as well as the Rwandan and Cambodian genocides aiming to understand the patterns of post-colonial violence.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36%	18%
Independent learning	164%	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,000 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3,000 words	60%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPHI6029	
Module Title	Global Genocides	
Classification	Reading List entry	Electronic*
Essential	Alison Palmer, <i>Colonial Genocides</i> , (London: Crawford House, 2000)	☐
Essential	Norman Naimar, <i>Genocide. A World History</i> (Oxford: Oxford University Press, 2016)	☐

Essential	Dagmar Herzog (ed.) <i>Brutality and Desire: War and Sexuality in Europe's Twentieth Century</i> (London: Palgrave Macmillan, 2008)	☐
Essential	Eric Weitz, <i>A Century of Genocide</i> (Princeton and London: Princeton University Press, 2003)	☐
Further	Mark Levene, 'Why Is the Twentieth Century the Century of Genocide?', in <i>Journal of World History</i> , 11:2	☐
Further	Patric Wolfe, 'Settler colonialism and the elimination of the native', in <i>Journal of Genocide Research</i> , 8:4	☐
Further	Robert Gellately and Ben Kiernan, <i>The specter of genocide: mass murder in historical perspective</i> (Cambridge, Cambridge University Press, 2003)	☐
Further	Alan S. Rosenbaum, <i>Is the Holocaust Unique?: Perspectives on Comparative Genocide</i> (New York, Routledge, 2009)	☐
Further	Dalia Ofer; Lenore J. Weitzman, <i>Women in the Holocaust</i> (New Haven and London, Yale University Press, 1998)	☐
Further	Christopher Browning, <i>Ordinary men: Reserve Police Battalion 101 and the final solution in Poland</i> (London, Penguin Books, 2001)	☐
Further	Timothy Snyder, <i>Bloodlands: Europe between Hitler and Stalin</i> (New York, Basic Books, 2010)	☐
Further	Ben Kiernan, <i>The Pol Pot Regime: Race, Power, and Genocide in Cambodia under the Khmer Rouge 1975-79</i> (New Haven, Yale University Press, 2008)	☐
Further	Lisa Sharlach, 'Rape as Genocide: Bangladesh, the Former Yugoslavia, and Rwanda' in <i>New Political Science</i> , 22:1	☐
Further	Adam Jones, <i>Gender and Genocide</i> (Nashville, Vanderbilt University Press, 2004)	☐

MODULE CODE: HPPH6017
TITLE: Freedom, Agency and Responsibility
DATED: 24/04/2018

LEVEL: 6
CREDITS: 20

JACS CODE: V500

AIM(S)

- To develop a systematic and critical understanding of key debates and positions relating to the philosophical issues of freedom and agency.
- To engage the student in the critical analysis of key debates and positions relating to the philosophical issues of freedom and agency.

LEARNING OUTCOMES

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

- demonstrate the ability to critically analyse, interpret, evaluate and present relevant information, concepts and ideas in the area of freedom and agency;
- demonstrate a detailed understanding of the different philosophical perspectives, approaches that relate to the topics of freedom and agency.

INDICATIVE CONTENT

- The free will / determinism debate.
- Moral responsibility.
- The ethics of punishment.
- The problem of moral luck.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	15 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

READING LIST

Module Code	HPPH6017	
Module Title:	Freedom Agency and Responsibility	
Classification	Reading List entry	Electronic*
Essential	Kane, Robert, <i>A Contemporary Introduction to Free Will</i> (Oxford: Oxford University Press, 2005)	☐
Essential	Gary Watson, <i>Free Will</i> (Oxford: Oxford University Press, 2003)	☐
Further	Robert Kant, <i>Free Will and Determinism</i> , (Oxford: Blackwell, 2002)	☐
Further	Frankfurt, Harry G. "Alternate Possibilities and Moral Responsibility." <i>The Journal of Philosophy</i> , vol. 66, no. 23, 1969	☒
Further	Wolf, Susan. "Asymmetrical Freedom." <i>The Journal of Philosophy</i> , vol. 77, no. 3, 1980	☒
Further	Honderich, Ted, <i>How Free Are You?</i> , (Oxford: Oxford University Press, Clarendon Press, 1960)	☐
Further	Frankfurt, Harry G. "Freedom of the Will and the Concept of a Person." <i>The Journal of Philosophy</i> , vol. 68, no. 1, 1971	☒
Further	Nagel, Thomas, 'Moral Luck', <i>Mortal Questions</i> , (Cambridge: Cambridge University Press, 1991)	☐
Further	Williams, Bernard, 'Moral Luck', <i>Moral Luck</i> , (Cambridge: Cambridge University Press, 1981)	☐
Further	Wolf, Susan (2001) "The Moral of Moral Luck," <i>Philosophic Exchange</i> : Vol. 31: Iss. 1, Article 1.	☒
Further	<i>Moral Luck</i> , edited by Daniel Statman (Albany: State University of New York Press, 1993)	☐
Further	Urmson, J.O., 'Saints and Heroes', <i>Essays in Moral Philosophy</i> , edited by A.I. Melden, (University of Washington Press: Seattle, 1958)	☒
Further	Wolf, Susan, 'Moral Saints', <i>The Journal of Philosophy</i> , Vol. LXXIX, No.8, August (1982) - http://www.jstor.org/stable/2026228	☒

Module Code	HPPH6035
Title	Free-Market Environmentalism, Big Business and Global Politics
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to key terms, concepts and issues in contemporary environmental philosophy and its debates related to free-trade and capitalism and to engage students in the critical analysis of aspects of environmental philosophy that explicitly relate to issues of economics and global politics in a general sense.

LEARNING OUTCOMES

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

- the ability to critically analyse aspects of environmental philosophy that explicitly relate to issues of economics and global politics in a general sense;
- secure knowledge and understanding of key terms, concepts and issues in contemporary environmental philosophy and its debates related to free-trade and capitalism;
- the ability to assess, interpret and critically evaluate relevant information, concepts and ideas concerning free-trade and capitalism in relation to environmental issues;
- the ability to determine, adapt and use appropriate methods and skills in the interpretation of primary and secondary sources.

INDICATIVE CONTENT

- This module will explore environmental ethics and animal ethics through the lens of a range of critiques and approaches. Environmental problems, as social, economic and ecological problems, will be examined within the context of issues concerning the free market, trade more generally, justice (and thus injustice), globalisation, political power, commodification, and capitalism. Similarly, these issues will be applied to animal ethics, and students will study the links between oppressions (human, nonhuman and environmental), and their relation to global economic structures. Further, students will have the opportunity to study ethical and political issues with respect to the role and responsibilities of individuals as consumers versus big business conglomerates.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual presentation	15 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPPH6035
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Module Title	Free-Market Environmentalism, Big Business and Global Politics	
Classification	Reading List entry	Electronic*
Essential	Eckersley, Robyn, 'Free Market Environmentalism: Friend of Foe?', in <i>Environmental Politics</i> , 2(1), 1993, pp.1-19.	☒
Essential	Smith, Tony, 'The Case against Free Market Environmentalism', <i>Journal of Agricultural and Environmental Ethics</i> , 8, 1995, pp. 126-44. (I will supply.)	☒
Essential	Anderson, Terry and Leal, Donald, 'Free Market Environmentalism', in Richard Botzler and Susan Armstrong (eds.), <i>Environmental Ethics: Divergence and Convergence</i> , second edn. (Boston: McGraw-Hill, 1998), pp.527-39. (I will supply.)	☒
Further	Harris, Paul, <i>World Ethics and Climate Change: from international to global justice</i> , (Edinburgh: Edinburgh University Press, 2010).	☒
Further	Barry, John, <i>Rethinking Green Politics</i> , (London: Sage Publications, 1999).	☐
Further	Sagoff, Mark, 'Free-Market versus Libertarian Environmentalism', in Botzler and Armstrong (eds.), 1998, <i>ibid.</i> , pp.540-553. (I can supply.)	☒
Further	Glover, D., 'Defending Communities: Local Exchange Trading Systems from an Environmental Perspective', <i>IDS Bulletin</i> , 30 (3), 1999, pp.75-82.	☒
Further	Beckerman, Wilfred, "Sustainable Development": is it a useful concept?', <i>Environmental Values</i> , 3, 1994.	☒
Further	Proops, John, 'Review of T.L. Anderson and R. R. Leal, <i>Free Market Environmentalism</i> (Oxford: Worldview Press, 1991), in <i>Environmental Values</i> , 3 (2), 1994, pp.185-86.	☒
Further	Henning, Brian G. and Walsh, Zack (eds.), <i>Climate Change, Ethics and the Nonhuman World</i> (New York, and Oxon, UK: Routledge, 2020).	☒
Further	Colgan, Jeff, <i>The Promise and Peril of International Trade</i> (Toronto: University of Toronto Press, 2019).	☒
Further	Chemeris, Bruce, Kapitan, K., and Sirrs, L, 'Bottled Water and Groundwater in Ontario: Can free Market Environmentalism Resolve the Emerging Conflicts?' <i>SURGJournal</i> , 9 (2), 2018.	☒
Further	Humphreys, Rebekah, Chakraborty, Rhyddhi and Varghese, Nithin, 'Ethics, Zoonoses and Human-Nonhuman Conflict: Covid-19 and beyond', <i>Ethics in Science and Environmental Politics</i> , 2022. https://doi.org/10.3354/esep00203 .	☒

Further	Attfield, Robin, and Humphreys, Rebekah, 'Justice and Non-Human Beings, Part II', Bangladesh Jrn. of Bioethics (8:1), 2017, 44-77.	☒
Further	Robin Attfield and Rebekah Humphreys, 'Justice and Non-Human Beings, Part I', Bangladesh Jrn. of Bioethics (7:3), 2016, 1-11.	☒

Module Code	HPPH6036
Title	Philosophy of Mind: Humans, Animals, and Machines
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To familiarise students with key debates and positions in contemporary philosophy of mind and to engage students in the in-depth critical analysis of various topics and positions in contemporary philosophy of mind, and systematically assess their influence on other contemporary philosophical issues.

LEARNING OUTCOMES

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

- a detailed, in depth and coherent knowledge and understanding of the range of concepts and ideas in the philosophy of mind;
- a systematic and secure understanding of the different perspectives, approaches and schools of thought within the philosophy of mind, and the theories that underpin them, particularly dualist and competing materialist accounts of the mind/brain;
- a detailed and coherent knowledge and understanding of a wide range of competing philosophical views of the nature of consciousness;
- the ability to critically analyse, interpret and evaluate complex information, ideas and theories in philosophy of mind.

INDICATIVE CONTENT

- What is the nature of the mind, and how does it relate to the body? These questions have concerned philosophers for centuries, and in this module students will consider some of the answers that have been proposed. Dualists, like Descartes, claim that there is a sharp distinction between mind and body in that the body is physical and the mind non-physical, while mind-brain identity theorists claim that the mind is (i.e. is identical to) the brain. These views will be considered along with several rival theories, such as, for example, functionalism and behaviourism.
- In order to do justice to these theories, throughout the module students will be asked to consider various conceptual issues such as the nature of the 'physical', the nature of the 'mental', and the various ways in which key notions like 'consciousness' have been understood by philosophers. The module will also focus on a consideration of a number of cognate topics, such as, for example, personal identity, the problem of other minds, the problem of consciousness, and the issue of animal minds.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	15 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPPH6036	
Module Title	Philosophy of Mind: Humans, Animals, and Machines	
Classification	Reading List entry	Electronic*
Essential	Maslin, K., <i>An Introduction to the Philosophy of Mind</i> , revised edn. (Malden, MA, and Cambridge: Polity, 2007), selected sections.	☒
Essential	McGinn, C., 'Can we solve the mind-body problem?', <i>Mind</i> , 98, 1989, pp. 349-66, in O' Connor, T., and D. Robb (eds.), <i>Philosophy of Mind: Contemporary Readings</i> (London: Routledge, 2003), selected readings.	☒
Essential	Parfit, Derek, 'Personal Identity' [1971], in <i>Metaphysics: A Guide and Anthology</i> , edited by Crane and Farkas (Oxford: Oxford University Press, 2004).	☒
Essential	Putnam, Hilary, 'Mental States as Functional States: Hilary Putnam, Psychological Predicates' (an extract from Putnam's 'The Nature of Mental States' [1975]), in John Cottingham (ed.), <i>Western Philosophy: an anthology</i> (Oxford: Blackwell, 2008), pp.256-62.	☐
Essential	Ryle, G., <i>The Concept of Mind</i> (London & New York: Routledge, 2009), selected chapters.	☒
Essential	Levine, J., 'Materialism and Qualia: The Explanatory Gap', in <i>Pacific Philosophical Quarterly</i> , 64, 1993, 354-361.	☒
Essential	Velmans, M., and S. Schneider (eds.), <i>The Blackwell Companion to Consciousness</i> (Oxford: Blackwell, 2007), selected sections.	☐
Essential	Lurz (ed.), Robert W., <i>The Philosophy of Animal Minds</i> (Cambridge, UK, and New York: Cambridge University Press 2009).	☒
Further	Robinson, W., 'Knowing Epiphenomena', <i>Journal of Consciousness Studies</i> , 2006, 13, 85-100	☐
Further	Gertier, B., and L. Shapiro (eds.), <i>Arguing about the Mind</i> (London: Routledge, 2007).	☐
Further	Jackson, Frank, 'Epiphenomenal Qualia', in <i>Philosophical Quarterly</i> , 32, 1982, 127-36.	☒
Further	Pauen, M., A. Staudacher, and S. Walter, 'Epiphenomenalism: dead end or way out?' <i>Journal of Consciousness Studies</i> , 13, 2006, 7-19.	☐

Further	Chalmers, D., <i>The Conscious Mind</i> (Oxford University Press, 1996).	☒
Further	Cockburn, D., <i>An Introduction to the Philosophy of Mind</i> (Basingstoke, Hampshire: Palgrave, 2001).	☒
Further	Wiese, W., and T Metzinger, 'Vanilla PP for Philosophers: A Primer on Predictive Processing', in Metzinger and Wiese (eds.), <i>Philosophy and Predictive Processing</i> (Frankfurt: Mind Group, 2017).	☒
Further	Kriegel, Uriah, <i>Oxford Studies in Philosophy of Mind: Volume 1</i> , edited by Kriegel (Oxford: Oxford University Press, 2021).	☒
Further	Aranyosi, Istvan, <i>The Peripheral Mind, Philosophy of Mind and the Peripheral Nervous System</i> (Oxford: Oxford University Press, 2013).	☒

Module Code	HPPH6038
Title	Reading Philosophy
Date	31/07/2024
Level	6
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To enable students to analyse and assess primary texts in philosophy.

LEARNING OUTCOMES

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

- demonstrate a detailed knowledge and understanding of arguments in primary philosophical texts;
- critically analyse and interpret arguments in primary philosophical texts;
- critically review and assess arguments in primary philosophical texts

INDICATIVE CONTENT

- This module requires students to engage in a close study of primary texts in philosophy. The students will engage in independent study of these texts and participate in seminars to discuss the texts.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	180	90%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 6 elements, Equivalent to 5,000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPPH6038	
Module Title	Reading Philosophy	
Classification	Reading List entry	Electronic*
	The reading list will be dependent upon the texts selected.	☐

