



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

LEVEL 7

SCHOOL OF HUMANITIES

FACULTY OF EDUCATION, COMMUNITIES AND CULTURE

2026-2027

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INTRODUCTION

This Module Directory includes all the modules for Level 7 within the School of Humanities in the academic year 2026-2027.

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 School/Faculty. 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 Faculty 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	ECDA7004
Title	Cognitive Aspects of Bilingualism
Date	02/03/2022
Level	7
Credits	30
Prerequisites	

AIM(S)

- To explore any possible intellectual, cognitive and metalinguistic effects on the individual that can be attributed to bilingualism.

LEARNING OUTCOMES

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

- be completely familiar with the factors that historically underpinned the main arguments for and against promoting bilingualism in the individual;
- have a thorough knowledge of the intellectual and cognitive advantages which are alleged to arise from being bilingual, as well as any educational and sociolinguistic advantages;
- evaluate methodological aspects of the most recent research from the perspective of ensuring validity and reliability;
- assess the implications of the findings of this research for educational systems and for society.

INDICATIVE CONTENT

- Study the historical background and the gradual change since around the end of the nineteenth century in the evidence of the research into the relationship between bilingualism and intelligence and cognitive aspects across three periods: the evidence of 'the period of detrimental effects', 'the period of neutral effects' and 'the period of additive effects' (Baker, 2017).
- Analytically consider any methodological restrictions which may belong to the historical and current research, and the difficulties of defining and measuring intelligence.
- Evaluate the research of Peal & Lambert (1962) in Montreal, Canada, and its significance as an acclaimed turning point in the history of research into the development of bilingualism in individuals.
- Critically consider any restrictions in trying to link cognitive and intellectual advantages directly to bilingualism.
- Introduce and evaluate theories concerned with the development of bilingual proficiency in individuals e.g. consider the viewpoint of the "Separate Proficiency" (SUP or Balance Theory) and the viewpoint of the "Common Proficiency" (CUP), (Cummins, 1980).
- Analytically examine any possible positive effects which may arise from being bilingual, looking at cognitive and metalinguistic aspects (e.g. the ability to

think more creatively and divergently), as well as sociolinguistic, cultural and political aspects.

- Evaluate the validity of the Threshold Hypothesis (Cummins, 1976), (Toukomaa & Skutnabb-Kangas, 1977), as a means of differentiating between levels of linguistic proficiency, and link that hypothesis with Basic Interpersonal Communication Skills (BICS) and Context Embedded Communication on the one hand, and Cognitive Academic Language Proficiency (CALP) and Context Reduced Communication on the other.
- Critically analyse the significance of interlanguage and fossilised interlanguage (FI) (Dodson, 1995) in individuals' linguistic development and its methodological implications for second language acquisition.
- Weigh up any educational, social, curative and political implications that may derive from the theories and the current research studied.

Study Time Allocation

The study time for the module is divided as follows:

Activity Type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Assessment Methods	Volume	Weighting
Assignment	4,500 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Assessment Methods	Volume	Weighting
Assignment	4,500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECDA7004	
Module Title	Cognitive Aspects of Bilingualism	
Classification	Reading List entry	Electronic*

Essential	Baker, C. & Hornberger, N.H. <i>An Introductory Reader to the Writings of Jim Cummins</i> . Bristol: Multilingual Matters, 2001.	☐
Essential	Baker, C. & Wright, W.E. <i>Foundations of Bilingual Education and Bilingualism</i> . Bristol: Multilingual Matters, 2017.	☒
Essential	Baker, C. & Wright, W.E. <i>Foundations of Bilingual Education and Bilingualism</i> . Bristol: Multilingual Matters, 2021.	☒
Essential	Bialystok, H. <i>Bilingualism in Development</i> . Cambridge. Cambridge University Press, 2001.	☒
Essential	Chin, N.B. & Wigglesworth, G. <i>Bilingualism: an advanced resource book</i> . Llundain: Routledge, 2007	☐
Essential	Costa, A. <i>The Bilingual Brain</i> . Llundain: Penguin, 2021.	☒
Essential	Cummins, J. <i>The influence of bilingualism on cognitive growth: A synthesis of research findings and explanatory hypotheses</i> . Working Papers on Bilingualism 9, 1-43, 1976.	☐
Essential	Cummins, J. <i>Wanted: A theoretical framework for relating language proficiency to academic achievement among bilingual students</i> . In C. Rivera (ed.) <i>Language Proficiency and Academic Achievement</i> . Clevedon: Multilingual Matters, 1984.	☐
Essential	Dewaele, J.M., Housen, A. & Li W. (ed). <i>Bilingualism. Beyond Basic Principles</i> . Clevedon: Multilingual Matters, 2003.	☒
Essential	Diaz, R.M. & Klinger, C. <i>Towards an Explanatory Model of the Interaction between Bilingualism and Cognitive Development</i> . Yn E. Bialystok (ed.) <i>Language Processing in Bilingual Children</i> . Cambridge. Cambridge University Press, 1991.	☐
Essential	Gianico, J.L. & Altarriba, J. <i>The Psycholinguistics of Bilingualism</i> . Yn J. Altarriba & R.R. Heredia (ed) <i>An Introduction to Bilingualism: Principles and Processes</i> . Llundain: Lawrence Erlbaum Associates, 2008.	☐
Essential	Hajek, J. & Slaughter, Y. (ed). <i>Challenging the Monolingual Mindset</i> . Bristol: Multilingual Matters, 2014.	☒
Essential	Hakuta, K. <i>Mirror of Language. The Debate of Bilingualism</i> . Efrog Newydd: Basic Books, 1986.	☐
Essential	Heredia, R.R. <i>Mental Models of Bilingual Memory</i> . Yn J. Altarriba & R.R. Heredia (ed.) <i>An Introduction to Bilingualism: Principles and Processes</i> . Llundain: Lawrence Erlbaum Associates, 2008.	☐
Essential	Reynolds, A.G. <i>The Cognitive Consequences of Bilingualism</i> . Yn A.G. Reynolds (ed.) <i>Bilingualism, Multiculturalism and Second Language Learning</i> . Hillsdale, NJ: Lawrence Erlbaum Associates, 1991.	☐
Further	Bain, B. & Yu, A. <i>Cognitive consequences of raising children bilingually. One parent, one language</i> . Canadian Journal of Psychology 34(4), 304-313, 1980.	☐
Further	Baker, C. <i>A Parents' and Teachers' Guide to Bilingualism</i> . Bristol: Multilingual Matters, 2014.	☒
Further	Baker, K.A. & de Kanter, A.A. <i>A Review of Literature. Effectiveness of Bilingual Education</i> . Washington DC:	☐

	Office of Planning Budget and Evaluation, US Department of Education, 1981.	
Further	Bialystok, E. <i>Influences of bilingualism on metalinguistic development</i> . Second Language Research 3, 2, 154-166, 1987.	☐
Further	Callahan, R.M. & Gandara, P.C. <i>The Bilingual Advantage: Language, Literacy and the US Labor Market</i> . Bristol: Multilingual Matters, 2014.	☒
Further	Cummins, J. <i>Cognitive factors associated with the attainment of intermediate levels of bilingual skills</i> . Modern Language Journal 61, 3-12, 1977.	☐
Further	Jones, B.M. <i>Linguistic Performance and Language Background</i> . Aberystwyth: Prifysgol Cymru, 1992.	☐
Further	Kang, C. <i>The Bilingual Advantage: Considering Socioeconomic and Literacy Effects</i> . Blackwell's, 2011. (e-lyfr)	☒
Further	Kalan, A. <i>Who's Afraid of Multilingual Education? Conversations with Tove Skutnabb-Kangas, Jim Cummins, Ajit Mohanty and Stephen Bahry about the Iranian Context and Beyond</i> . Bristol: Multilingual Matters, 2016.	☒
Further	Peal, E. & Lambert, W.E. <i>The Relationship of Bilingualism to Intelligence</i> . Psychological Monographs 76 (27), 1-23, 1962.	☐
Further	Zurer Pearson, B. <i>Raising a Bilingual Child</i> . Efrog Newydd: Diversified Publishing / Living language, 2008 (e-lyfr)	☒

Module Code	ECDA7005
Title	Models for Bilingual Teaching
Date	02/03/2022
Level	7
Credits	30
Prerequisites	

AIM(S)

- To examine the wide range of models included in the term ‘bilingual education’ and, in the context of their political and educational aims, to evaluate their effectiveness from the perspective of their ability to ensure balanced levels of bilingualism in individuals.

LEARNING OUTCOMES

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

- have detailed knowledge of a range of models of bilingual teaching that are adopted in international and local contexts;
- critically evaluate the linguistic and political aims of those models in line with different definitions of ‘bilingual education’;
- critically evaluate the effectiveness of different models from the perspective of their ability to produce bilingually balanced individuals;
- critically assess to what extent adopting different models can reflect broader aims and political ideologies.

INDICATIVE CONTENT

- Survey international contexts where “bilingual” methods of teaching are adopted and the political reasons for doing so.
- Evaluate the practical implications of the wide variety of different models of bilingual teaching that are available and the practical need to cluster the variety into ten models and to categorise them as ‘weak’ and ‘strong’ models according to their linguistic aims and outcomes (Baker, 2017): e.g. immersion education; separatist education; transitional education; mainstream education with second language lessons; maintenance and heritage bilingual education.
- Critically study the various linguistic and political aims that underpin the adoption of different models of bilingual education provision, and associate those aims with the ideals and political ideologies of their relative contexts.
- Critically evaluate the research conducted into the outcomes of the models studied, assessing any advantages or disadvantages connected with them and the educational, political, social and economic implications which could arise from that research.

Study Time Allocation

The study time for the module is divided as follows:

Activity Type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Assessment Methods	Volume	Weighting
Assignment	5,400 words	60%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Assessment Methods	Volume	Weighting
Individual Seminar Presentation	30 minutes	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECDA7005	
Module Title	Models for Bilingual Teaching	
Classification	Reading List entry	Electronic*
Essential	Abello-Contesse, C., Chandler, P.M., López-Jimenéz, M.D. & Chacón-Beltrán, R. (eds). <i>Bilingual and Multilingual Education in the 21st Century: Building on Experience</i> . Bristol: Multilingual Matters, 2013.	☒
Essential	Bailey, A. L. & Osipova, A.V. <i>Children's Multilingual Development and Education</i> . Cambridge: Cambridge University Press, 2015.	☒
Essential	Baker, C. & Wright, W.E. <i>Foundations of Bilingual Education and Bilingualism</i> . Bristol: Multilingual Matters, 2017.	☒
Essential	Baker, C. & Wright, W.E. <i>Foundations of Bilingual Education and Bilingualism</i> . Bristol: Multilingual Matters, 2021.	☒

Essential	Beardsmore, H. B. (ed.) <i>European Models of Bilingual Education</i> . Clevedon: Multilingual Matters, 1993.	☐
Essential	Cummins, J. <i>Re-thinking the Education of Multilingual Learners: A Critical Analysis of Theoretical Concepts</i> . Bristol: Multilingual Matters, 2021.	☒
Essential	Conteh, J. & Meier, G. (ed). <i>The Multilingual Turn in Languages Education. Opportunities and Challenges</i> . Bristol: Multilingual Matters, 2014.	☒
Essential	Crawford, J. <i>Bilingual Education: History, Politics, Theory and Practice</i> . Trenton, N J: Crane Publishing, 1989.	☐
Essential	Cenoz, J. & Genesee, F. (ed). <i>Beyond Bilingualism</i> . Clevedon: Multilingual Matters, 1998.	☒
Essential	Dewaele, J.M., Housen, A. & Li W. (ed). <i>Bilingualism: Beyond Basic Principles</i> . Clevedon: Multilingual Matters, 2003.	☒
Essential	Garcia, O. <i>Bilingual Education in the Twenty-First Century. A Global Perspective</i> . Wiley-Blackwell: Bognor Regis, 2010.	☐
Essential	Garcia, O. & Baker, C. <i>Policy and Practice in Bilingual Education: Extending the Foundations</i> . Clevedon: Multilingual Matters, 1995.	☐
Essential	Garcia, O. & Baker, C. <i>Bilingual Education. An Introductory Reader</i> . Clevedon: Multilingual Matters, 2007.	☐
Essential	Kalan, A. <i>Who's Afraid of Multilingual Education? Conversations with Tove Skutnabb-Kangas, Jim Cummins, Ajit Mohanty and Stephen Bahry about the Iranian Context and Beyond</i> . Bristol: Multilingual Matters, 2016.	☒
Essential	Lapresta-Rey, C. & Huguet, A. <i>Multilingualism in European Language Education</i> . Bristol, Multilingual Matters, 2019.	☒
Further	Baker, C. <i>Increasing Bilingualism in Bilingual Education</i> . In D. Morris (ed.) <i>Welsh in the Twenty-First Century</i> . Cardiff: University of Wales Press, 2010.	☐
Further	Cohen, G. <i>The Politics of Bilingual Education</i> . Oxford Review of Education 10 (2), 225- 241,1984.	☐
Further	Cummins, J. <i>The Politics of Paranoia. Reflections on the Bilingual Education Debate</i> . Yn O. Garcia (ed.) <i>Bilingual Education Focusschrift in Honor of Joshua A. Fishman</i> (Cyfrol 1). Amsterdam / Philadelphia: John Benjamins, 1991.	☐
Further	Nikula, T., Dafouz, E., Moore, P. & Smit, U. (ed). <i>Conceptualising Integration in CLIL and Multilingual Education</i> . Bristol: Multilingual Matters, 2016.	☒
Further	Ó hAiniféin, D. <i>Immersion Education in Ireland</i> . Conradh na Gaeilge, 2008.	☐
Further	Weber, J. <i>Flexible Multilingual Education. Putting Children's Needs First</i> . Bristol. Multilingual Matters, 2014.	☒

Module Code	ECDA7011
Title	Societal Bilingualism
Date	02/03/2022
Level	7
Credits	30
Prerequisites	

AIM(S)

- To examine in detail the main factors which may influence the vitality, stability, spread, shift or death of minority languages, addressing the process of language planning.

LEARNING OUTCOMES

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

- execute a critical study of societal bilingualism, analysing the impact of demographic, economic, educational, political and sociological factors on minority languages' vitality and to assess the role of those factors in the revival or death of specific languages;
- analyse different levels of bilingualism in society as well as different types of societal bilingual contexts;
- possess thorough knowledge of the latest conceptual frameworks in relation to language shifts and revival;
- assess the usefulness of those frameworks in the language planning process;
- be familiar with a range of minority language situations in Europe and also evaluate their current vitality in the political contexts within which they exist;
- evaluate the implementation of language policies within various European countries to support or revive minority languages;
- critically analyse the political and sociological implications of the process of protecting and supporting minority languages.

INDICATIVE CONTENT

- Analysis of bilingualism and aspects of socio-linguistics in various contexts where two languages co-exist; different models of the dynamic inter-relationship between them, and differentiation between diglossia and bilingualism.
- Critical study of different theoretical frameworks that are connected to supporting linguistic vitality in the context of the relationship of minority languages with majority languages, such as the frameworks of Giles, Bourhis & Taylor (1977), UNESCO (2003) and Conklin & Lourie (1983), addressing the factors that can support a language or cause it to shift and the means of categorising linguistic vitality based on those factors.
- Analytical discussion of political ideologies and concepts as well as linguistic policies that may be a key context for language vitality e.g. the typologies of Bourhis (2001) and Wiley (2002); integrated autonomy and separatist autonomy (Khleif, 1980); economic-structural assimilation and cultural assimilation (Skutnabb-Kangas, 1977) and 'overt' and 'covert' linguistic policies (Stubbs, 1991); 'additive' and 'subtractive' bilingual social contexts (Landry,

Allard & Th  berge,1991); political aspects of language planning: language as a right, language as a problem and language as a resource (Ruiz, 1984).

- Critical discussion of aspects of language planning and theoretical frameworks concerned with reversing language shift, such as Fishman’s Expanded GIDS (1991);
- Analysis of social reasons for the promotion of bilingualism and supporting or reviving a language: the ‘environmental’ viewpoint and evolutionary, conservational and defensive aspects (C.H. Williams, 1991) and the “Language Garden” (Garcia,1992).

Study Time Allocation

The study time for the module is divided as follows:

Activity Type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Assessment Methods	Volume	Weighting
Essay	5,400 words	60%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Assessment Methods	Volume	Weighting
Individual Seminar Presentation	30 minutes	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECDA7011	
Module Title	Societal Bilingualism	
Classification	Reading List entry	Electronic*
Essential	Appel, R. & Muysken, P. <i>Language Contact and Bilingualism</i> . London: Edward Arnold, 1987.	☐

Essential	Baker, C. & Wright, W.E. <i>Foundations of Bilingual Education and Bilingualism</i> . Bristol: Multilingual Matters, 2017.	☒
Essential	Baker, C. & Wright, W.E. <i>Foundations of Bilingual Education and Bilingualism</i> . Bristol: Multilingual Matters, 2021.	☒
Essential	Bhatia, T.K. & Ritchie, W.C. (eds) <i>The Handbook of Bilingualism and Multilingualism: Part III, Language Contact, Maintenance, and Endangerment</i> . Oxford: Blackwell, 2013.	☐
Essential	Conklin, N. & Lourie, M. <i>A Host of Tongues</i> . New York: The Free Press, 1983.	☐
Essential	Fishman, J.A. <i>Reversing Language Shift</i> . Clevedon: Multilingual Matters, 1991.	☐
Essential	Fishman, F. A. Can Threatened Languages Be Saved? Clevedon: Multilingual Matters, 2000.	☒
Essential	Giles, H., Bourhis, R. & Taylor, D. <i>Towards a Theory of Language in Ethnic Group Relations</i> . In H. Giles (ed.) <i>Language, Ethnicity and Intergroup Relations</i> . London: Academic Press, 1977.	☐
Essential	Holmes, J. <i>An Introduction to Sociolinguistics</i> . Harlow: Pearson Education Ltd, 2001.	☐
Essential	Hornberger, N.H. & Putz, M. (eds). <i>Language Loyalty, Language Planning and Language Revitalization. Recent Writings and Reflections from Joshua A. Fishman</i> . Bristol: Multilingual Matters, 2006.	☐
Essential	Lasagabaster, D. & Huguët, A. (eds). <i>Multilingualism in European Bilingual Contexts</i> . Clevedon: Multilingual Matters, 2007.	☒
Essential	Matras, Y. <i>Language Contact</i> . Cambridge: Cambridge University Press, 2009.	☒
Essential	Nettle, D. & Romain, S. <i>Vanishing Voices. The Extinction of the World's Languages</i> . Oxford: Oxford University Press, 2000.	☒
Essential	Perea, F.C. & Coll, C.G. <i>The Social and Cultural Contexts of Bilingualism</i> . In J. Altarriba & R.R. Heredia (eds) <i>An Introduction to Bilingualism: Principles and Processes</i> . London: Lawrence Erlbaum Associates, 2008.	☒
Essential	Romaine, S. <i>Language in Society: An introduction to Sociolinguistics</i> . Oxford: Oxford University Press, 2000.	☒
Further	Austin, P. <i>1000 Languages. The Worldwide History of Living and Lost Tongues</i> . London: Thames & Hudson, 2008.	☐
Further	Brook, M.R.M. <i>The 'mother tongue' issue in Britain: Cultural diversity or control?</i> British Journal of Sociology of Education 1(3), 237-256.	☐

Further	Coulmas, F. <i>Sociolinguistics: The Study of Speakers' Choices</i> . Cambridge: Cambridge University Press, 2013.	☒
Further	Coupland, N. (ed.) <i>English in Wales: Diversity, Conflict and Change</i> . Clevedon: Multilingual Matters, 1989.	☐
Further	Crawford, J. <i>At War with Diversity- U.S. Language Policy in an Age of Anxiety</i> . Clevedon: Multilingual Matters, 2000.	☒
Further	Crystal, D. <i>Language Death</i> . Cambridge: Cambridge University Press, 2002.	☒
Further	Dewaele, J.M., Housen, A. & Li W. (eds). <i>Bilingualism. Beyond Basic Principles</i> . Clevedon: Multilingual Matters, 2003.	☒
Further	Edwards, J. <i>Multilingualism</i> . London: Routledge, 1994	☐
Further	Garcia, O. <i>Societal multilingualism in a multicultural world in transition</i> . In H. Byrne (ed.) <i>Languages for a Multicultural World in Transition</i> . Illinois: National Text Book Company, 1992a.	☐
Further	García, O. <i>Societal Bilingualism and Multilingualism</i> . New York: Mimco, City University of New York, 1992b.	☐
Further	Garrett, P. <i>Attitudes to Language</i> . Cambridge: Cambridge University Press, 2010.	☒
Further	Harrison, K.D. <i>When Languages Die</i> . Oxford: Oxford University Press, 2007.	☒
Further	Hoffman, C. <i>An Introduction to Bilingualism</i> . Harrow: Longman, 1991.	☐
Further	Martin-Jones, M. <i>Language, Power and Linguistic Minorities: the need for an alternative approach to bilingualism, language maintenance and shift</i> . In R. Grillo (ed.) <i>Social Anthropology and the Politics of Language</i> . London: Routledge, 1989	☐
Further	Neill, D. (ed.) <i>Rebuilding The Celtic Languages</i> . Tal-y-bont: Y Lolfa, 2005.	☐
Further	Ruiz, R. <i>Orientations in Language Planning</i> . NABE Journal 8(2), 15-34, 1984.	☐
Further	Sallabank, J. <i>Attitudes to Endangered Languages</i> . Cambridge: Cambridge University Press, no date available.	☒
Further	Schjerve, R. R. & Vetter, E. <i>European Multilingualism: Current Perspectives and Challenges</i> . Bristol: Multilingual Matters, 2012.	☒
Further	Stubbs, M. <i>Educational Language Planning in England and Wales: Multicultural rhetoric and assimilationist assumptions</i> . In F. Coulmas (ed.) <i>A Language Policy for the European Community</i> . New York: Mouton de Gruyter, 1991.	☐
Further	Williams, C.H. <i>Linguistic Minorities, Society and Territory</i> . Clevedon: Multilingual Matters, 1991.	☐

Further	Williams, C.H. <i>Language Revitalisation- Policy and Planning in Wales</i> . Cardiff: University of Wales Press, 2001.	☐
Further	Williams, G. & Morris, D. Language Planning and Language Use: <i>Welsh in a Global Age</i> . Cardiff: University of Wales Press, 2000.	☐

Module Code	ECDA7012
Title	Bilingualism and Multilingualism in the Individual
Date	02/03/2022
Level	7
Credits	30
Prerequisites	

AIM(S)

- To explore various aspects of the essence of bilingualism at an individual level, and promote an awareness of the development of current academic theories and concepts about that phenomenon. Multilingualism is also included when referencing bilingualism below.

LEARNING OUTCOMES

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

- understand in detail the definitions and main conceptual theories of bilingualism at an individual level;
- analyse different levels of bilingualism at an individual level;
- evaluate the theoretical validity of different models and methods for the assessment of linguistic competence in individuals.

INDICATIVE CONTENT

- A study of different definitions of bilingualism and relevant terminology.
- Review literature and recent theories regarding bilingualism in individuals.
- Define different linguistic skills and critically analyse levels of bilingualism in individuals.
- Evaluative study of aspects of how levels of bilingualism are measured.
- Critical study of different models for assessing linguistic competency including those which emphasise sociolinguistic and socio-cultural aspects and contexts e.g. Canale & Swain's model (1980); Bachman & Palmer's model (1996); Saxe & Giles' model (2006).

Study Time Allocation

The study time for the module is divided as follows:

Activity Type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Assessment Methods	Volume	Weighting
Essay	7,500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	ECDA7012	
Module Title	Bilingualism and Multilingualism in the Individual	
Classification	Reading List Entry	Electronic*
Essential	Abudarham, S. <i>Bilingualism and the Bilingual - An interdisciplinary approach to Pedagogical and Remedial Issues</i> . London: NFER-Nelson, 1987.	☐
Essential	Altarriba, J. & Heredia, R.R. (eds) <i>An Introduction to Bilingualism: Principles and Processes</i> . London: Lawrence Erlbaum Associates, 2018.	☐
Essential	Baetens Beardsmore, H. <i>Bilingualism: Basic Principles</i> . Clevedon: Multilingual Matters, 1986.	☐
Essential	Baker, C. & Wright, W.E. <i>Foundations of Bilingual Education and Bilingualism</i> . Bristol: Multilingual Matters, 2017.	☒
Essential	Baker, C. & Wright, W.E. <i>Foundations of Bilingual Education and Bilingualism</i> . Bristol: Multilingual Matters, 2021.	☒
Essential	Bhatia, T.K. & Ritchie, W.C. (eds) <i>The Handbook of Bilingualism and Multilingualism. Part 1 Overview and Foundations</i> . Oxford: Blackwell, 2013.	☐
Essential	Chin, N.B. & Wigglesworth, G. <i>Bilingualism: an advanced resource book</i> . London: Routledge, 2007.	☐
Essential	De Angelis, G. <i>Multilingual Testing and Assessment</i> . Bristol: Multilingual Matters, 2021.	☒
Essential	De Houwer, A. <i>An Introduction to Bilingual Development</i> .	☒

	Bristol. Multilingual Matters, 2009.	
Essential	Dewaele, J.M., Housen, A. & Li W. (eds). <i>Bilingualism: Beyond Basic Principles</i> . Clevedon; Multilingual Matters, 2003.	☒
Essential	Gathercole, V.C.M. <i>Issues in the Assessment of Bilinguals</i> . Bristol: Multilingual Matters, 2013.	☒
Essential	Gathercole, V.C.M. <i>Solutions for the Assessment of Bilinguals</i> . Bristol: Multilingual Matters, 2013.	☒
Further	Bialystok, E. <i>Levels of bilingualism and levels of linguistic awareness</i> . Developmental Psychology 24 (4), 560-567, 1988.	☐
Further	Canale, M. <i>On some theoretical frameworks for language proficiency</i> . In C. Rivera (ed.) <i>Language Proficiency and Academic Achievement</i> . Clevedon: Multilingual Matters, 1984.	☐
Further	Canale, M. & Swain, M. <i>Theoretical bases of communicative approaches to second language teaching and testing</i> . Applied Linguistics 1, 1-47, 1980.	☐
Further	Grosjean, F. <i>Life with Two Languages: An Introduction to Bilingualism</i> . Cambridge, Massachusetts: Harvard University Press, 1982.	☐
Further	Hoffman, C. <i>An Introduction to Bilingualism</i> . Harrow: Longman, 1991.	☐
Further	Jones, D. <i>Cyflwyniad i Ddwyieithrwydd</i> . Aberystwyth: Canolfan Astudiaethau Addysg, 1997.	☐

Module Code	HPAH7008
Title	Rome and the Indian Ocean: The Classical World in a Global Context
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To explore the Graeco-Roman engagement with the wider Afro-Eurasian world. To engage with issues such as economic and cross-cultural exchange, transcultural adaptations, diplomatic contact, and the impact of wider world events on the Graeco-Roman Mediterranean.

LEARNING OUTCOMES

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

- Adopt a highly competent interdisciplinary approach to the subject matter, so as to be able to critically evaluate the cultural, religious, political, diplomatic, military and economic exchanges between the Mediterranean and the wider Afro-Eurasian world.
- To be able to systematically draw upon and evaluate in-depth a wide range of ancient evidence, including written (literature, epigraphy, papyrology, ostraka), material (archaeological and archaeobotanical evidence, and numismatics), and visual (art and sculpture).
- To have a suitable cognizance of the Roman Empire in a wider Afro-Eurasian context.

INDICATIVE CONTENT

- To examine the development of contact and travel to various lands across the Afro-Eurasian world.
- The development of trade networks and merchant diaspora.
- Cross-cultural exchange between civilisations and the phenomenon of transculturality.
- The conceptual, intellectual and socio-economic impact on wider Roman society resulting from engagement with the wider Afro-Eurasian world.
- The development of diplomatic, strategic and military policies in relation to other polities in East Africa, the Arabian Peninsula and South Asia.
- The impact of the Indian Ocean trade on the resources of the state.

- The concepts of globalisation and glocalisation as applied to the ancient world.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	30	100

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	7,500 words equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPAH7008	
Module Title	Rome and the Indian Ocean: The Classical World in a Global Context	
Classification	Reading List entry	Electronic*
Essential	Conrad, S. 2016. What is Global History? Princeton: Princeton University Press.	☐
Further	Casson, L. 1989. [Introduction, Translation, and Commentary of] Periplus Maris Erythraei. Princeton: Princeton University Press.	☐
Further	Cobb, M. A. 2018. Rome and the Indian Ocean Trade from Augustus to the Early Third Century CE. Leiden: Brill.	☐
Further	Cobb, M. A. (ed.), 2019. The Indian Ocean Trade in Antiquity: Political, Cultural and Economic Impacts. London: Routledge.	☐
Further	Jennings, J. (2011) Globalizations and the Ancient World. Cambridge.	☐
Further	Mathew, K. S. (ed.), (2015a) Imperial Rome, Indian Ocean Regions and Muziris: New Perspectives on Maritime Trade. Oxon.	☐
Further	Pitts, M. and Versluys, M. J. (eds.), 2015. Globalisation and the Roman World: World History, Connectivity and Material Culture. Cambridge: Cambridge University Press.	☐

Further	Seland, E. H. 2008. 'The Indian Ocean and the Globalisation of the Ancient World', <i>Ancient West & East</i> 7: 67-79.	☐
Further	Sidebotham, S. E. 2011. <i>Berenike and the Ancient Maritime Spice Route</i> . London: University of California Press	☐
Further	Tomber, R. 2008. <i>Indo-Roman Trade: From Pots to Pepper</i> . London: Duckworth.	☐
Further	Whittaker, C. R. 2004. <i>Rome and Its Frontiers: The Dynamics of Empire</i> . London: Routledge.	☐
Further	Young, G. K. 2001. <i>Rome's Eastern Trade International: Commerce and Imperial Policy, 31 BC - AD 305</i> . London: Routledge.	☐

Module Code	HPAH7011
Title	Theory and Methodology for the Study of the Ancient World
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To gain a sophisticated understanding of the principal theories of and the interdisciplinary approaches to the study of the ancient world;
- To interpret the main evidence for the study of the classical world while displaying a critical awareness of the methodological problems associated with this evidence.

LEARNING OUTCOMES

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

- understand the analytical critique of the main trends of modern theories of the discipline of Classics, Ancient History and Near Eastern Archaeology;
- determine and apply the appropriate methodologies and approaches for the interpretation of a range of evidence used in the study of any given ancient topic.

INDICATIVE CONTENT

- This module aims to provide students with the research skills necessary to interrogate the ancient world using a variety of different methodological and theoretical approaches. It explores textual, iconographic and archaeological source materials and engages with a number of key themes and theoretical approaches integral to developing a sophisticated understanding of the ancient world. These might include: genre, gender theory, the ancient economy, religion, mythology, materialities, reception theory.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPAH7011	
Module Title	Theory and Methodology for the Study of the Ancient World	
Classification	Reading List entry	Electronic*
Essential	Bodel, J. Epigraphic Evidence, 2001	☐
Essential	Boivin, N. Material Cultures, Material Minds. Cambridge: CUP, 2008.	☐
Essential	Schmitz, T.A. Modern Literary Theory and Ancient Texts. An Introduction, London, 2002	☐
Essential	Pelling, C. Literary Texts and the Greek Historian. London: Routledge, 2000.	☐
Further	Edmunds, L. Intertextuality and the Reading of Roman Poetry. Baltimore: John Hopkins University Press, 2001	☐
Further	Harris, O. and Cipolla, C. Archaeological Theory in the New Millennium: introducing current perspectives. Abingdon, Routledge, 2017.	☐
Further	Morley, N. Theories, Models and Concepts in Ancient History, 2004	☐
Further	Skinner, M. Sexuality in Greek and Roman Culture. Oxford: Blackwell, 2007.	☐
Further	Howgego, C. Ancient History from Coins. London: Routledge, 1997.	☐

Module Code	HPAH7013
Title	MA Dissertation (Ancient)
Date	04/03/2020
Level	7
Credits	60
Pre-Requisites	

AIM(S)

- To enable students to reformulate and use relevant understanding, methodologies and theories to address a specific problematic issue that involve many interacting factors on a chosen topic related to their MA degree scheme.

LEARNING OUTCOMES

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

- construct an independent and methodologically informed argument, based on independent research, synthesizing relevant material;
- critically analyse and interpret the key problems, methodologies, and theories in their chosen topic, and produce and integrate a detailed analysis of the relevant primary sources;
- participate in the modern scholarly discussions on the proposed topic, and evaluate critically that scholarship with a sound understanding of the contexts in which it is located, so that developments and trends can be taken in account;
- plan and develop their own research and to exercise autonomy and sound judgement;
- present written work in a manner appropriate for a relevant/professional audience.

INDICATIVE CONTENT

- The dissertation provides an excellent opportunity to study in detail a specific aspect of the ancient world.
- Students decide on their own topic in close consultation with a member of staff.
- Those taking a language-focused programme may, as an alternative to a traditional dissertation essay, offer a lemmatic commentary on a Greek or Latin text in the original, to reflect their linguistic achievement.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	600	100%
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Dissertation	15000 words	100%

Assessment Summary

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

Module Code	HPAH7020
Title	Aspects of Greek and Roman Religion and Cult
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To enable students to demonstrate a detailed and critical understanding of the religion and cult in the Greek and Roman periods, and their relationship to politics, society and literature.

LEARNING OUTCOMES

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

- Demonstrate a broad and in-depth understanding of different cults in the Greco-Roman worlds and the effect of religion on society;
- Demonstrate the ability to employ and discuss the literary, epigraphic, numismatic and archaeological sources and evidence on Greek and Roman religion, as well as comparative evidence and methodologies;
- Demonstrate the ability to critically analyse and interpret the effect of religion on society, politics and thought in the Greek and Roman worlds;
- Demonstrate the ability to construct an independent and methodologically informed argument, based on independent research, synthesizing material relevant to the module.

INDICATIVE CONTENT

- Childhood and cult in classical Athens
- Theories and methodologies
- Paganism and Christianity
- The imperial cult
- Oracles and politics
- Sanctuaries

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Discussion of cult or sanctuary	3000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	4000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPAH7020	
Module Title	Aspects of Greek and Roman Religion and Cult	
Classification	Reading List entry	Electronic*
Essential	<i>Theologies of ancient Greek religion</i> , ed. by Esther Eidinow, Julia Kindt and Robin Osborne, Cambridge Classical Studies (Cambridge: Cambridge University Pr., 2016).	☐
Essential	Eidinow, Esther, and Julia Kindt. <i>The Oxford Handbook of Ancient Greek Religion</i> . First ed. Oxford Handbooks. Oxford, U.K.: Oxford University Press, 2015.	☐
Essential	Mikalson, Jon D. <i>Ancient Greek Religion</i> . 2nd ed. Blackwell Ancient Religions. Chichester: Wiley-Blackwell, 2010.	☐
Further	Kristin M. Heineman, <i>The decadence of Delphi : the oracle in the second century AD and beyond</i> (London: Routledge, 2018).	☐
Further	<i>Feasting and polis institutions</i> , ed. by Floris Van den Eijnde, Josine Blok and Rolf Strootman,	☐

	Mnemosyne. Supplements, 414 (Leiden ; Boston (Mass.): Brill, 2018).	
Further	Christian Habicht, Divine honors for mortal men in Greek cities: the early cases (Ann Arbor (Mich.): Michigan Classical Pr., 2017).	☐
Further	Animal sacrifice in the ancient Greek world, ed. by Sarah Hitch and Ian Rutherford (Cambridge ; New York: Cambridge University Pr., 2017).	☐
Further	Julia Kindt, <i>Revisiting Delphi : religion and storytelling in ancient Greece</i> , Cambridge Classical Studies (Cambridge: Cambridge University Pr., 2016).	☐
Further	Jennifer Larson, Understanding Greek religion: a cognitive approach (London ; New York: Routledge, 2016).	
Further	Mikalson, Jon D., and Mikalson, J.D. Greek Popular Religion in Greek Philosophy. Oxford University Press, 2010.	
Further	Petropoulou, Maria-Zoe, and Petropoulou, M.-Z. Animal Sacrifice in Ancient Greek Religion, Judaism, and Christianity, 100 BC to AD 200. Oxford University Press, 2008.	
Essential	Jörg Rüpke, Pantheon : a new history of Roman religion (Princeton (N. J.) ; Oxford: Princeton University Pr., 2018).	
Further	Women's ritual competence in the Greco-Roman Mediterranean, ed. by Matthew Dillon, Esther Eidinow and Lisa Maurizio, Routledge Monographs in Classical Studies (London ; New York: Routledge, 2017).	
Further	H. A. Drake, <i>A century of miracles : Christians, pagans, Jews, and the supernatural, 312-410</i> (Oxford: Oxford University Pr., 2017).	
Further	Gil H. Renberg, Where dreams may come: incubation sanctuaries in the Greco-Roman world, Religions in the Graeco-Roman World, 184, 2 vol. (Leiden ; Boston (Mass.): Brill, 2017).	
Essential	North, John, and Classical Association. Roman Religion. Greece & Rome. New Surveys in the Classics ; 30. Oxford: Published for the Classical Association by the Oxford University Press, 2000.	
Further	Orlin, Eric, and Orlin, E. Foreign Cults in Rome: Creating a Roman Empire. Oxford University Press, 2010.	
Essential	Rüpke, Jörg. A Companion to Roman Religion. Oxford: Blackwell, 2007.	
Further	Gradel, Ittai. Emperor Worship and Roman Religion. Oxford Classical Monographs. Oxford: Clarendon Press, 2002.	
Essential	Ogden, Daniel. A Companion to Greek Religion. Blackwell Companions to the Ancient World. Literature and Culture. Malden, Mass. ; Oxford: Blackwell, 2007.	

Essential	Larson, Jennifer. Ancient Greek Cults A Guide. Hoboken: Taylor and Francis, 2007.	
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Module Code	HPCA7014
Title	Sacred Geography
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To reach a sophisticated understanding of the concept of 'sacred geography' and sacred and profane space.

LEARNING OUTCOMES

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

- demonstrate a sophisticated understanding of the concepts and key theories of sacred geography and sacred space;
- have a critical understanding of the theory and practice of qualitative research in the subject area, and collect and critically evaluate primary data.

INDICATIVE CONTENT

- Sacred and Profane Space.
 - Sacred and profane space as inherent in the landscape
 - Sacred and profane space as artificial constructs
 - Questioning the sacred-profane dichotomy
 - Concepts of place and space
- Sacred Architecture
 - The classical tradition
 - Temples and monuments in the ancient world.
 - Christian architecture and the orientation of churches
- Pilgrimage
- Cyberspace5. Earth Mysteries
 - Pagan and New Age contexts
 - Ley lines, geomancy, and gaia.
- Theoretical contexts
 - Phenomenology and embodiment
 - Reflexivity
 - Postmodernism and gendered space

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,250 words	30%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	5,250 words	70%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCA7014	
Module Title	Sacred Geography	
Classification	Reading List entry	Electronic*
Essential	Bender, Barbara, <i>Stonehenge: Making Space</i> , Oxford, Berg 1998, chap 4 ('Contested Landscapes: Medieval to Present Day').	✓
Essential	Eliade, Mircea, <i>The Sacred and the Profane</i> (New York: Harcourt Brace 1959), pp. 20-65 ('Sacred Place and Making the World Sacred').	✓
Essential	Ingold, Tim, Ingold, Tim, <i>Being Alive: Essays on Movement, Knowledge and Description</i> (London: Routledge, 2011).	✓
Essential	Belden C. Lane, <i>Landscapes of the Sacred: Geography and Narrative in American Spirituality</i> . Expanded ed. edn (Baltimore, Md; London: Johns Hopkins University Press, 2001).	□
Essential	Tilley, Christopher, <i>A Phenomenology of Landscape</i> (Oxford: Berg 1994).	✓
Further	Bodenhorn, Barbara, 'Gendered Spaces, Public Places: Public and Private Revisited on the North Slope of Alaska, in Bender, Barbara, <i>Landscape: Politics and Perspectives</i> , (Oxford: Berg 1993), pp. 169-203.	✓
Further	Bowie, Fiona, <i>The Anthropology of Religion: An Introduction</i> , Oxford: Blackwell 2006, chap 5 ('Religion, Culture and Environment').	✓
Further	Carmichael, David L., Jane Hubert, Brian Neeves and Audhild Schanche (eds.) <i>Sacred Sites, Sacred Places</i> , (London, Routledge, 1994).	✓
Further	Casey, Edward S., <i>The Fate of Place, a Philosophical History</i> (Berkeley, CA: University of California Press, 1998).	✓
Further	Coleman, Simon, and J.Elsner, <i>Pilgrim Voices: Narrative and Authorship in Christian Pilgrimage</i> (New York and Oxford: Berghahn Books, 2004).	✓
Further	Holm, Jean and John Bowker (eds.). <i>Sacred Place</i> (London: Pinter, 1994).	✓
Further	Durkheim, Emile, <i>The Elementary Forms of Religious Life</i> , trans. Karen E. Fields, New York: Free Press 1995 [1st edn..., <i>Les Formes élémentaires de la vie religieuse</i> , Paris; F. Alcan 1912], pp. xliii-li, 8-13, 70-83, 440-7.	✓
Further	Kohn, Eduardo, <i>How Forests Think: Toward an Anthropology Beyond the Human</i> (Berkeley: University of California Press, 2013).	✓
Further	Kilde, Jeanne Halgren. <i>Sacred Power, Sacred Space : An Introduction to Christian Architecture and Worship</i> . Oxford: Oxford University Press, 2008.	✓
Further	Knott, Kim. <i>The Location of Religion : A Spatial Analysis</i> . London: Equinox Publishing, 2005.	✓

Further	Lilley, Keith D., <i>City and Cosmos: the Medieval World in Urban Form</i> (London: Reaktion Books, 2009).	✓
Further	Ingold, Tim, <i>The Perception of the Environment: Essays in livelihood, dwelling and skill</i> , (London: Routledge, 2000).	✓
Further	Merleau-Ponty, <i>Phenomenology of Perception</i> , trans. Colin Smith (London: Routledge and Kegan Paul, 1978 [1962]).	✓
Further	Plumwood, Val, <i>Environmental Culture: The Ecological Crisis of Reason</i> , London: Routledge, 2002, pp. 218-235 (Chap 10, 'Towards a materialist spirituality of place')	✓
Further	Rigby, Kate, <i>Topographies of the Sacred: The Poetics of Place in European Romanticism</i> (Charlottesville and London, University of Virginia Press, 2004).	✓
Further	Schama, Simon, <i>Landscape and Memory</i> (New York: Fontana 1996), pp. 3-19 ('Introduction').	✓

Module Code	HPCA7015
Title	Foundations in Cultural Astronomy and Astrology
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To introduce students to the discipline of cultural astronomy, including astrology as a cultural phenomenon, and cosmology as applied to culture.
- To explore the debates on the nature of culture, as well as theoretical models used to analyse the role of astrology and astronomy in culture.

LEARNING OUTCOMES

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

- demonstrate an understanding of the cultural context of contemporary astronomical, astrological or cosmological belief;
- demonstrate a sophisticated understanding of key classical cosmologies and their legacy;
- demonstrate a critical knowledge of key terms, theories, methods and approaches in the subject area;
- show a sophisticated understanding of the ideas of the main protagonists in the subject area;
- evaluate, assess and critique theories and truth-claims in the subject area, within a cultural framework.

INDICATIVE CONTENT

- 1. What is culture?
 - 1.1 Culture as reaction to nature
 - 1.2 Culture as an expression of nature
 - 1.3 Theories of cultural evolution
 - 1.4 Cultural astronomy
- 2. Cosmology
 - 2.1 What is cosmology?
 - 2.2 Classical cosmology and its legacy in western thought.
 - 2.3 Chaotic versus cosmic cosmogonies
 - 2.3 Modern cosmological theories and their cultural applications
- 3. Astrology
 - 3.1 Astrology as a form of cultural expression
 - 3.2 Typologies of astrology

- 4. Magic, Myth and Divination
 - 4.1 Magic as a means of manipulating the environment
 - 4.2 Instrumental as opposed to concrete magic/enchantment
 - 4.3 Myth as a form of historical truth or spiritual guidance
 - 4.4 Structural analyses of myth
 - 4.5 Myth and ritual
 - 4.6 Divination as the expression of order versus spontaneity
- 5. Determinism and Fate
 - 5.1 Classical versions of fate
 - 5.2 Compatibilist and Incompatibilist forms of determinism
- 6. Modernism and Postmodernism
 - 6.1 Modernism as a spiritual movement
 - 6.2 Postmodernism as a reaction against modernism
 - 6.3 Postmodernism as a chronological period or ideological position.
- 7. Polemics and Sceptical Critiques of Astrology

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	27%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	27%

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3500 words	46%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCA7015	
Module Title	Foundations in Cultural Astronomy and Astrology	
Classification	Reading List entry	Electronic*
Essential	Eagleton, Terry, <i>The Idea of Culture</i> (Oxford: Blackwell 2000)	✓
Essential	Plato, <i>Timaeus</i> , trans. R.G.Bury, Cambridge Mass., London: Harvard University Press 1931.	✓
Essential	Campion, Nicholas, <i>Astrology and Cosmology in the World's Religions</i> (New York: New York University Press, 2011)	☐
Essential	Campion, Nicholas, <i>A History of Western Astrology</i> , 2 Vols (London: Bloomsbury/Continuum, 2008, 2009)	☐
Essential	Campion, Nicholas, <i>Astrology and Popular Religion in the Modern West: Prophecy, Cosmology and the New Age Movement</i> (Abingdon: Ashgate, 2012; London: Routledge 2015).	✓
Essential	Ruggles, Clive, 'Indigenous Astronomies and Progress in Modern Astronomy', Paper presented at the International Astronomy Union 17th General Assembly, 3-14 August 2009, Rio de Janeiro, Brazil, <i>Proceedings of Science</i>	✓
Essential	Cicero, <i>De Divinatione</i> , trans. W.A.Falconer, Cambridge Mass: Harvard University Press., London, 1929.	✓
Further	Lehoux, Daryn. 'Tomorrow's News Today: Astrology, Fate, and the Way Out' <i>Representations</i> No. 95 (Summer, 2006), pp. 105-122	✓
Further	Curry, Patrick, 'Astrology from Pagan to Postmodern?', <i>Astrological Journal</i> , Jan/Feb 1994, vol. 36, no. 1, pp. 69-74.	✓
Further	Aristotle, <i>On the Heavens</i> , trans. W.K.C.Guthrie, Cambridge Mass., London: Harvard University Press, 1921. Aristotle, <i>On the Heavens</i> , trans. W.K.C.Guthrie, Cambridge Mass., London: Harvard University Press, 1921.	✓
Further	Baity, Elizabeth Chesley, 'Archaeoastronomy and Ethnoastronomy So Far', <i>Current Anthropology</i> , Oct 1973, vol. 14, no. 4, pp. 389-449.	✓

Further	Belmonte, Juan Antonio, ' Finding Our Place in the Cosmos: The Role of Astronomy in Ancient Cultures ', <i>Journal of Cosmology</i> , 2010, Vol. 9.	✓
Further	Best, Steven and Douglas Kellner, <i>Postmodern Theory: Critical Interrogations</i> , London: MacMillan 1991,	✓
Further	Holbrook, J.C., 'Ethnoastronomy: Pondering Celestial Diversity', <i>Spectrum</i> , January 2008, pp. 4-5, 8-9, 12, 17-18,	□
Further	Iwaniszewski, Stanisław, 'Ancient Cosmologies: Understanding Ancient Skywatchers and their Worldviews', <i>Journal of Cosmology</i> , 2010, Vol. 9.	✓
Further	Kelly, Ivan W., 'The Concepts of Modern Astrology: a Critique', <i>Psychological Reports</i> , 1997, Vol. 81, pp. 1035-1066	✓
Further	Kemper, Steven, 'Time, Person, and Gender in Sinhalese Astrology', <i>American Ethnologist</i> , vol. 7, no. 4, (Nov. 1980), pp. 744-58.	✓
Further	Plato, <i>Republic</i> , 2 Vols., trans. Paul Shorey, Cambridge Mass., London: Harvard University Press 1937, Book 10.	✓
Further	Tylor, Edward Burnett, <i>Primitive Culture</i> , 3 Vols., (London: John Murray 1920 [1871]), Vol. I, pp. 112-137.	✓
Further	Hetherington, Norris S., 'Early Greek Cosmology: A Historiographical Review', <i>Culture and Cosmos</i> , Vol. 1 no 1, Spring/Summer 1997, pp.10-33.	✓
Further	Rees, Martin, <i>Before the Beginning</i> (London: The Free Press, 2002 [1997] chap 15.	✓
Further	McMullin, 'Is Philosophy Relevant to Cosmology? ', <i>American Philosophical Quarterly</i> , Vol. 18, No. 3 (Jul., 1981), pp. 177-189.	✓
Further	Grünbaum, Adolf, 'A New Critique of Theological Interpretations of Physical Cosmology ' <i>The British Journal for the Philosophy of Science</i> , Vol. 51, No. 1 (Mar., 2000), pp. 1-43.	✓
Further	Pankenier, David W., 'Cosmic Capitals and Numinous Precincts in Early China', <i>Journal of Cosmology</i> , vol. 9, (2010), pp. 2030-2040.	✓
Further	Wax, Murray and Rosalie Wax, 'The Notion of Magic', <i>Current Anthropology</i> , Vol. 4, No. 5 (Dec., 1963), pp. 495-518.	✓
Further	Hesiod, <i>The Homeric Hymns and Homeric Works and Days and Theogonis</i> , trans. Hugh G. Evelyn-White, Cambridge Mass., London, 1917.	✓

Module Code	HPCA7016
Title	Researching Contemporary Cosmologies
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To develop a sophisticated understanding of the principles and practice of qualitative research in relation to contemporary views and practices, and popular theories of the cosmos.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of key theories and practices in qualitative research, especially interview and questionnaire design, and reflexivity and phenomenology;
- apply qualitative research to gather data and critically interpret research findings in the subject area in the light of the existing scholarly literature and relevant theory and method.

INDICATIVE CONTENT

- The principles of qualitative and quantitative research
 - Questionnaire design
 - Interview principles and method
 - Interpretation and coding of data
 - Participant Observation
- Anthropological theory
 - Reflexivity
 - Phenomenology
 - Grounded Theory
 - The Insider/Outsider debate
- Ethics
 - Handling personal bias
 - Respect for, and obligations to, research subjects
- Research and data concerning contemporary beliefs about the sky, astronomy and astrology and cosmologies.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	33%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	5000 words	67%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCA7016	
Module Title	Researching Contemporary Cosmologies	
Classification	Reading List entry	Electronic*
Essential	Bell, J., <i>Doing your Research Project</i> (Buckingham: Open University Press, 2002).	✓
Essential	Bryman, Alan, <i>Quantity and Quality in Social Research</i> (London: Routledge, 2001).	✓
Essential	vies, C. <i>Reflexive Ethnography: a Guide to Researching Selves and Others</i> (London: Routledge, 1999).	✓
Essential	Hennink, Monique M., Inge Hutter, and Ajay Bailey. <i>Qualitative Research Methods</i> . Los Angeles ; London: SAGE, 2011.	☐
Essential	McCutcheon, R., <i>The Insider/Outsider Problem in the Study of Religion: A Reader</i> (London: Cassell, 1999).	✓
Further	Berg, B., <i>Qualitative Research Methods for the Social Sciences</i> (London: Allyn & Bacon, 1995).	✓
Further	Blain, Jenny, <i>Nine Worlds of Seid-Magic: ecstasy and neo-shamanism in North European paganism</i> (London: Routledge, 2002).	✓
Further	Brady, Bernadette. "Theories of Fate among Present-Day Astrologers ", (PhD thesis, University of Wales Trinity Saint David, 2012).	✓
Further	Bryman, A. and R. Burgess, eds., <i>Analysing Qualitative Data</i> (London: Routledge, 1994).	✓
Further	Campion, Nicholas, 'Prophecy, Cosmology and the New Age Movement: the extent and nature of	✓

	contemporary belief in astrology' (PhD thesis, University of the West of England 2004).	
Further	Cresswell, John W., <i>Qualitative Inquiry and Research Design, Choosing Among Five Traditions</i> (London: Sage 1998)	✓
Further	Etherington, Kim, <i>Becoming a Reflexive Researcher: Using Ourselves in Research</i> (London: Jessica Kingsley 2004)	✓
Further	QUAY, J. Learning Phenomenology with Heidegger: experiencing the phenomenological 'starting point' as the beginning of phenomenological research. <i>Educational Philosophy & Theory</i> . 48, 5, 484-497, May 2016.	✓
Further	Flood, G., <i>The Phenomenology of Inwardness</i> (Oxford University Press, 2013)	✓
Further	Malinowski, B., <i>Magic, Science and Religion, and Other Essays</i> (London: Doubleday, 1954).	✓
Further	Moran, Dermot, <i>Introduction to Phenomenology</i> (London: Routledge 2000).	✓
Further	Silverman, David, <i>Doing Qualitative Research: A Practical Handbook</i> (London: Sage Publications, 2002).	✓
Further	Twiss, S. and W. Conser, <i>Experience of the Sacred: Readings in the Phenomenology of Religion</i> (New Hampshire: University Press of New England, 1992).	✓

Module Code	HPCA7022
Title	MA Dissertation in Cultural Astronomy and Astrology
Date	04/03/2020
Level	7
Credits	60
Pre-Requisites	None

AIM(S)

- To develop the ability to pursue an independent research project within the subject area, interpreting primary source data within the context of the latest scholarship, research findings and theoretical literature.

LEARNING OUTCOMES

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

- pursue and complete an independent research project, critically evaluating primary source data within the latest scholarship, research and theoretical literature;
- construct an original hypothesis based on a critical analysis of the evidence.

INDICATIVE CONTENT

Students have the opportunity to undertake an extended research project upon a topic of their own choice, in consultation with both the subject tutor and the programme coordinator. The subject will need to come within the broad research areas of academic staff within the Institute.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	5%
Independent learning	570	95%
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Dissertation in Cultural Astronomy and Astrology	15,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Not applicable.

Module Code	HPCA7023
Title	Ecology and Spirituality
Date	08/12/2021
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To critically examine the philosophy, evolution and consequences of spiritual thought about the natural world and the place of the human within it.
- To explore the impact of global political and religious movements on contemporary environmental debates.

LEARNING OUTCOMES

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

- To understand the evolution of different narratives about the place of the human in the natural world and articulate the consequences for current ecological and social issues.
- To critically assess the validity of different methods, data, theories and ways of knowing when applied to different ecological and social scenarios.
- To critically assess the impact of global political and religious movements on contemporary environmental debates.

INDICATIVE CONTENT

- **Introduction – The Ecological Crisis**

Key Ideas: Ecological crisis, Biodiversity Loss, Roots of the problem, cultural approaches, science alone isn't enough, contribution of humanities.

Overview: This will introduce the ecological crisis, establishing a real-world context for the rest of the course. It will explore the roots of the problem in both scientific and religious ways of looking at the world, and outline some possibilities for alternative responses to the ecological crisis - specifically in relation to spirituality.

- **Spirituality**

Key Ideas: Spirituality, Ordinary Theology, 'Metaphysical Orientation,' Religious Experience, Nature Mysticism, the Paranormal.

Overview: This will explore the concept of 'spirituality,' what it is, how it has been studied and theorised, and how it might relate to the issues raised in the previous 's discussion of the ecological crisis. We will examine spirituality as a 'metaphysical orientation' to the world, and religious and paranormal experiences as ways of modulating this.

- **Ecology**

Key Ideas: Origins of the field, key thinkers, key concepts, organicism/holism vs reductionism debates, Gaia Theory controversy.

Overview:

This will introduce the science of ecology, exploring key debates in the emergence of the discipline, in particular debates over 'holistic' and 'reductionist' Interpretations' of ecosystem dynamics. We will consider James Lovelock's Gaia hypothesis, and the controversies that surround it before reflecting on links with 'spirituality' and themes discussed in previous modules.

- **Dark Green Religion**

Key Ideas: Greening of Religion, Dark Green Religion, Ecological Activism, Animism, Deep Ecology.

Overview:

This will explore the 'Greening of Religion' – the responses of major world religions to the ecological crisis – as well as the parallel notion of 'Dark Green Religion' – where spirituality emerges from immersion in nature. We will also the concept of 'animism,' what it is, its history as a category and recent re-conceptualizations.

- **The Non-Human**

Key Ideas: Spirits, Other-than-Human Persons, Animal and Plant Intelligence, Gaia Hypothesis, Shamanism.

Overview:

This will focus on an examination of the 'non-human' – plant and animal consciousness, spirits, Gaia – with a particular emphasis on Irving Hallowell's notion of 'other-than-human persons' and more recent uses of the label. We will also explore 'plant consciousness' as revealed from the perspectives of animism, shamanism and experimental science.

- **Harmony**

Key Ideas: 'Balance in Nature,' What is Balance? What is Harmony? Living in 'Harmony,' Non-Rational Harmony?

Overview:

This will explore concepts of 'harmony' and 'balance,' how they have been conceived in different cultural and spiritual traditions. We will also look at what ecological science has to say about ideas of 'harmony' and 'balance' in natural systems. We will consider whether it is possible to 'live in harmony' with nature.

- **The Interconnected Cosmos: Systems and Traditional Ecological Knowledge**

Key Ideas: Reciprocity, Systems Thinking, Traditional Ecological Knowledge (TEK).

Overview:

This will begin drawing together some of the threads explored in the previous s. Continuing to think with ideas of 'metaphysical orientation' and 'living in harmony with nature,' we will look at models of conceiving of our relationship with the living world. We will consider Traditional Ecological Knowledge, notions of reciprocity and 'systems thinking.'

- **Rewilding and Re-Enchantment**

Key Ideas: Rewilding, Ecological Regeneration, Permaculture, Magical Consciousness, Re-enchantment.

Overview:

This will focus on practical approaches to re-wilding and ecological regeneration, and the role that re-enchantment and magical consciousness may play in this process, and vice versa. We will discuss debates around concepts of 'rewilding' and 'permaculture' and think about how our own 'metaphysical orientation' might translate into ecological regeneration. We will discuss permaculture ethics and principles and how we can apply insights from the previous s' discussions to making real difference to our lives, local communities and ecology.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning	0	0
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3000 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	4500 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCA7023	
Module Title	Ecology and Spirituality	
Classification	Reading List entry	Electronic*
Essential	Rockström, J., Gaffney, O., Rogelj, J., Meinshausen, M., Nakicenovic, N. & Schellnhuber, H.J. (2017). 'A Roadmap for Rapid Decarbonization.' <i>Science</i> , 355(6331), pp. 1269-1271. https://science.sciencemag.org/content/355/6331/1269	X

Essential	James, W. (1928). 'Circumscription of the Topic.' <i>The Varieties of Religious Experience</i> (pp. 26-42). https://ttu-ir.tdl.org/bitstream/handle/2346/47059/ttu_fap001_000016.pdf?sequence=1	X
Essential	Odum, E.P. & Barrett, G.W. (1971). <i>Fundamentals of Ecology</i> (pp. 1-16). http://www.academia.edu/download/30234225/odum_barrett-ch1-sections1-4.pdf	X
Essential	Lovelock, J.E. & Margulis, L. (1974). 'Atmospheric homeostasis by and for the biosphere: the gaia hypothesis' https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.2153-3490.1974.tb01946.x	X
Essential	Naess, A. (1970) 'The Shallow and the Deep, Long Range Ecology Movement.' https://iseethics.files.wordpress.com/2013/02/naess-arne-the-shallow-and-the-deep-long-range-ecology-movement.pdf	X
Essential	Taylor, B. (2016). 'The Greening of Religion Hypothesis (Part One).' <i>Journal for the Study of Religion, Nature and Culture</i> , Vol. 10, No. 3: http://www.brontaylor.com/environmental_articles/pdf/Taylor--GreeningofReligionHypothesisJSRNC10.3.pt1.pdf	X
Essential	Hallowell, A.I. (1960). 'Ojibwa Ontology, Behavior and Worldview.' https://books.google.co.uk/books?hl=en&lr=&id=PaLyYm7kFsAC&oi=fnd&pg=PA17&dq=ojibwa+ontology+behavior+and+world+view&ots=dqiZpePu0r&sig=nPZEciMVCRgHwqSBtPbgaRunxik%23v=onepage&q=ojibwa%2520ontology%2520behavior%2520and%2520world%2520view&f=false#v=onepage&q=ojibwa%2520ontology%2520behavior%2520and%2520world%2520view&f=false	X
Essential	Gagliano, M. (2014). 'In a green frame of mind: perspectives on the behavioural ecology and cognitive nature of plants.' http://www.esalq.usp.br/lepse/imgs/conteudo_thumb/mini/In-a-green-frame-of-mind-perspectives-on-the-behavioural-ecology-and-cognitive-nature-of-plants.pdf	X
Essential	Cooper, G. (2001). 'Must there be a Balance in Nature?' https://link.springer.com/content/pdf/10.1023/A:1011935220219.pdf	X
Essential	Kimmerer, R.W. (2011). 'Restoration and Reciprocity: The Contributions of Traditional Ecological Knowledge' http://149.129.240.254:8810/foto/1541116740286-Ecological%20Restoration.pdf#page=278	X

Essential	Berkes, F. (1994). 'Traditional Ecological Knowledge in Perspective.' <i>Traditional Ecological Knowledge: Concepts and Cases</i> (pp. 1-9). http://library.umac.mo/ebooks/b10756577a.pdf	X
Essential	Caraway, R.T. (2018). 'The Spiritual Dimensions of the Permaculture Movement in Cuba.' https://www.mdpi.com/2077-1444/9/11/342/pdf	X
Essential	Botelho, M.I.V., Cardoso, I.M. & Otsuki, K. (2016). '"I made a pact with God, with nature and with myself": exploring deep ecology.' https://www.tandfonline.com/doi/abs/10.1080/21683565.2015.1115798	X
Further	Thunberg, G. (2018). 'The Alarming Case to Act Right Now on Climate' https://www.ted.com/talks/greta_thunberg_the_disarming_case_to_act_right_now_on_climate?language=en	X
Further	Hunter, J. (2019). <i>Greening the Paranormal: Exploring the Ecology of Extraordinary Experience</i> . Milton Keynes: August Night Books.	☐
Further	Moody, D.E. (2012). 'Seven misconceptions regarding the Gaia hypothesis.' https://link.springer.com/content/pdf/10.1007/s10584-011-0382-4.pdf	X
Further	Jones, C.G., Lawton, J.H. & Shachak, M. (1994). 'Organisms as Ecosystem Engineers.' https://www.caryinstitute.org/sites/default/files/public/reprints/Jones_et_al_1994_Organisms_as_Oikos_69_373-386.pdf	X
Further	Taylor, B. (2010). <i>Dark Green Religion: Nature Spirituality and the Planetary Future</i> . Berkeley: University of California Press.	
Further	Harvey, G. (2012). 'An Animist Manifesto.' http://www.animism.org.uk/HarveyAnimism%20flyer.pdf/	X
Further	Harding, S. (2009). <i>Animate Earth: Science, Intuition and Gaia</i> . Green Books	
Further	Bird-David, N. (1999). '"Animism" Revisited: Personhood, Environment and Relational Epistemology.' https://www.journals.uchicago.edu/doi/pdfplus/10.1086/200061	X

Further	Backster, C. (1968). 'Evidence of Primary Perception in Plant Life.' <i>International Journal of Parapsychology</i> , X(4), pp. 329-348. http://rebprotocol.net/clevebaxter/Evidence%20of%20a%20Primary%20Perception%20In%20Plant%20Life%2023pp.pdf	X
Further	Jelinski, D.E. (2005). 'There is No Mother Nature – There is No Balance of Nature: Culture, Ecology and Conservation.' https://www.researchgate.net/profile/Dennis_Jelinski/publication/226517099_There_is_No_Mother_Nature-There_is_No_Balance_of_Nature_Culture_Ecology_and_Conservation/links/57796eb708aead7ba0764219/There-is-No-Mother-Nature-There-is-No-Balance-of-Nature-Culture-Ecology-and-Conservation.pdf	X
Further	Hunter, J. (2020). 'Harmony and Ecology.' In N. Campion (ed). <i>Harmony</i> .	
Further	Permaculture Principles and Ethics https://permacultureprinciples.com/downloads/Pc_Principles_Poster_EN.pdf	X

Module Code	HPCA7027
Title	Cosmology, Magic and Divination
Date	23/03/2021
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To introduce students to the theory and practice of magic and divination, especially as understood within the contexts of classical ritual and religious traditions, classical cosmology and the development of astrology.

LEARNING OUTCOMES

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

- a sophisticated understanding of the theory of magic and divination with particular reference to the classical world;
- an ability to critically evaluate primary source documents in the context of contemporary scholarship.

INDICATIVE CONTENT

- What is Magic? What is Divination? Divination, Magic and Religion.
- Ancient Near Eastern and Egyptian Divination.
 - Codification of different types of divination
 - Emergence of astral-divination
 - Distinction between provoked and unprovoked divination
 - The Heavens as a system of communication between divinity and humanity.
- Classical Cosmology and Divination.
 - Orphic, Platonic and Neoplatonic concepts of the soul's relationship with the stars.
 - The notion of the 'daimon' as guiding intelligence.
 - Concepts of order and disorder in the cosmos.
 - Types of 'fate' – 'moira', 'ananke' and 'heimarmene'.
- Magic, Oracles and Divination.
 - Greek oracular sanctuaries and temples.
 - Magical practices as a means of negotiating fate.
 - Magic, philosophy and the development of theurgy in Late Antiquity
 - Magic, divination and medicine
 - The distinction between divination as prediction and self-knowledge.
 - Divination by 'art' and by 'nature' (inductive and inspired modes of divination).
 - The emergence and use of horoscopic astrology.
- Anthropological Perspectives on Magic and Divination.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3000 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	4500 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCA7027	
Module Title	Cosmology, Magic and Divination	
Classification	Reading List entry	Electronic*
Essential	Addey, C. 2014. <i>Divination and Theurgy in Neoplatonism: Oracles of the Gods</i> , London: Routledge [Farnham: Ashgate].	✓
Essential	Betz, H. D., 1992. <i>The Greek magical papyri in translation, including the Demotic spells</i> . Chicago: Chicago University Press.	☐
Essential	Barton, T. 1994. <i>Ancient Astrology</i> . London: Routledge.	☐
Essential	Cicero, <i>De Divinatione</i> , trans. W.A.Falconer. 1929. Cambridge Mass: Harvard University Press.	✓
Essential	Dickie, M., 2001. <i>Magic and Magicians in the Graeco-Roman World</i> . London: Routledge.	✓
Essential	Greenbaum, D.G. <i>The Daimon in Hellenistic Astrology: Origins and Influences</i> , Leiden-Boston: Brill, 2015.	✓
Essential	Iamblichus, 2003, <i>De mysteriis</i> , ed., trans. and comm. E. C. Clarke, J. M. Dillon and J.P. Hershbell (eds.). 2003. Atlanta: Society of Biblical Literature.	✓

Essential	Ogden, D., <i>Magic, Witchcraft and Ghosts in the Greek and Roman Worlds</i> Oxford: Oxford University Press.	✓
Further	Beerden, Kim, <i>World Full of Signs: Ancient Greek Divination in Context</i> , Leiden-Boston: Brill 2013.	✓
Further	Blacker, C. & Loewe, M. 1981. <i>Oracles and Divination</i> . Boulder: Shambhala	□
Further	Burkert, W. 1987. <i>Ancient Mystery Cults</i> . Cambridge and London: Harvard University Press.	□
Further	Burnett, C. & Ryan, W.F. (eds), 2006. <i>Magic and the Classical Tradition</i> . London and Turin: The Warburg Institute and Nino Arago Editore.	✓
Further	Campion, Nicholas, <i>A History of Western Astrology, Vol 1. The Ancient World</i> , London: Continuum, 2009 (first published as <i>The Dawn of Astrology: A Cultural History of Western Astrology</i> , London: Bloomsbury/Continuum, 2008.	□
Further	Copenhaver, B. P. 1992. <i>Hermetica</i> . Cambridge: Cambridge University Press.	□
Further	Faraone, C., Obbink, D. (eds), 1991. <i>Magika Hiera: Ancient Greek Magic and Religion</i> . Oxford: Oxford University Press.	✓
Further	Fowden, Garth, <i>The Egyptian Hermes: A Historical Approach to the Late Pagan Mind</i> , Princeton: Princeton University Press, 1986.	□
Further	Flint, V., Gordon, R; Luck, G; & Ogden, D. (eds), 1999. <i>The Athlone History of Witchcraft and Magic in Europe Volume 2: Witchcraft and Magic in Europe: Ancient Greece and Rome</i> . London: Athlone Press.	□
Further	Johnston, Sarah Iles, <i>Ancient Greek Divination</i> , Oxford: Wiley Blackwell, 2008.	✓
Further	Luck, G. 1987. <i>Arcana Mundi: Magic and the Occult in the Greek and Roman Worlds</i> . Wellingborough: Crucible.	✓
Further	Noegel, S. (ed.), 2003. <i>Prayer, Magic, and the Stars in the Ancient and Late Antique World</i> . Philadelphia: Pennsylvania State University Press.	□
Further	Lloyd, G.E.R., 1979. <i>Magic, Reason and Experience: Studies in the origins and Development of Greek Science</i> . Cambridge, New York, Melbourne: Cambridge University Press.	□
Further	Meyer, M.W., Mirecki, P. (eds,) 2001. <i>Ancient Magic and Ritual Power</i> . Leiden: Brill.	□
Further	Wright, M.R., 1995. <i>Cosmology in Antiquity</i> . London: Routledge.	□
Further	Curry, Patrick, and Angela Voss (eds), <i>Seeing with Different Eyes: Essays in Divination and Astrology</i> , Newcastle; Cambridge Scholars Publishing 2007.	✓
Further	Graf, F., 1997. <i>Magic in the Ancient World</i> . Cambridge Mass.: Harvard University Press.	✓
Further	Ritner, R. 1993. <i>Egyptian Magic</i> . Chicago: Chicago Oriental Institute.	✓

Module Code	HPCA7028
Title	Sacred Skies
Date	23/03/2021
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To explore the concept of the sky as sacred through culture.
- To become familiar with the theory and practice of archaeoastronomy and skyscape archaeology.

LEARNING OUTCOMES

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

- a systematic understanding of the relationship between notions of the sacred and meaning in the sky, including the mythology of the sky in a variety of cultures.
- a sophisticated knowledge of theory and practice in the relationship between sky and stars, and the material, built and visual environment.
- a critical awareness of the mapping and representation of the sky, and the construction of meaning, through zodiacs, constellations and related systems.

INDICATIVE CONTENT

The Sacred

- What is the sacred?
- The sacred and profane
- Notions of the sacred as set apart or universal

Phenomenology and Reflexivity

- Academic concepts and applications of phenomenology
- Reflexivity: understanding the self in research
- Phenomenological versus objectivist views of the sky
- The phenomenological sky: the sky as a landscape, patterns, time and narrative, notions of place.
- The objective sky: the sky as a neutral resource or a place to be colonised, notions of space and large scale astronomy.

Field work basics and measurements

- How the Sky Moves
- Basic concepts of positional astronomy
- Long-term changes in the appearance of the sky
- Stars and star-phases

- Basics of archaeoastronomical measurement

Introduction to the key principles and coordinates of naked-eye astronomy:

- Precession of the equinoxes and movement of the celestial sphere.
- Solar, lunar and stellar cycles.
- The use of an astrolabe.

Mapping the sky.

- The history of zodiacs and constellations
- Cross cultural comparisons of sky mapping

Calendars

- Calendars and their construction.
- The basis of calendars in observations of the sun, moon and stars.
- Ritual and social uses of calendars

Star myth

- Introduction to stellar mythology – Babylonian, Indian, Chinese, Japanese
- Myths and story as navigation – Polynesian and other cultures.
- Moon myth and lore

Architecture and the Built Environment

- Egypt –Pyramids as cosmological buildings, astronomical ceilings.
- Europe - Cathedrals, stain glass, domes and the sky.
- Medieval and Renaissance imagery.
- Cosmograms and urban planning.
- Modern use of sky in buildings.

Archaeoastronomy and Skyscape archaeology

- Archaeoastronomy, history, theory and method
- Locating archaeoastronomy within academia
- Introduction to skylscapes and Skyscape Archaeology

The Arts, Literature

- Views of the sky in classical and sacred literature.
- Images of the sky in non-western art
- The sky in Medieval and Renaissance painting.
- The sky in literature.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3000 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	4500 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCA7028	
Module Title	Sacred Skies	
Classification	Reading List entry	Electronic*
Essential	Gunzburg, Darrelyn, ed. <i>The Imagined Sky: Cultural Perspectives</i> . Sheffield: Equinox Publishing, 2016.	✓
Essential	Campion, Nicholas and Rolf Sinclair (eds), 'INSAPVII: Proceedings from the Seventh Conference on the Inspiration of Astronomical Phenomena', <i>Culture and Cosmos</i> , Vol. 16, (2012) no 1 and 2.	✓
Essential	Campion, Nicholas (ed.), <i>Heavenly Discourses</i> (Lampeter: Sophia Centre Press, 2016)	✓
Essential	Silva, Fabio and Nicholas Campion (eds), <i>Skyscapes – The Role and Importance of the Sky in Archaeology</i> (Oxford: Oxbow, 2015).	✓
Further	Ruggles, Clive, <i>Astronomy in Prehistoric Britain and Ireland</i> (New Haven and London: Yale University Press, 1999).	✓
Further	Aveni, Anthony, <i>Foundations of New World Cultural Astronomy: A Reader with Commentary</i> , (Denver: University Press of Colorado, 2008)	✓
Further	Malville, J.McKim, <i>Guide to Prehistoric Astronomy in the Southwest</i> (Boulder: Johnson Books, 2008).	✓
Further	Renfrew, Colin and Paul Bahn, <i>Archaeology: Theories, Methods and Practice</i> (6th ed), London and New York: Thames and Hudson, 2012.	☐
Further	Pauketat, Timothy R, <i>An Archaeology of the Cosmos</i> , London and New York: Routledge, 2013.	✓

Further	Ruggles, Clive (ed), <i>Handbook of Archaeoastronomy and Ethnoastronomy</i> , New York: Springer, pp. 459-472.	✓
Further	Silva, Fabio, 'A Tomb with a View: New methods for bridging the gap between land and sky in megalithic archaeology.' <i>Advances in Archaeological Practice</i> 2(1), 2014, pp.24-37.	✓
Further	Iwaniszewski, Stanisław, 'Ancient Cosmologies: Understanding Ancient Skywatchers and their Worldviews', <i>Journal of Cosmology</i> , 2010, Vol. 9.	✓
Further	Hayden, Brian and Suzanne Villeneuve, 'Astronomy in the Upper Palaeolithic?' <i>Cambridge Archaeological Journal</i> 21(3), 2011, pp.331-55.	✓
Further	Silva, Fabio, Malville, Kim, Lomsdalen, Tore and Frank Ventura (eds) <i>The Materiality of the Sky</i> . Lampeter: Sophia Centre Press.	✓

Module Code	HPCA7031
Title	Astrology, History, Spirit and Soul
Date	22/02/2023
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To explore the cultural history and development of astrology, particularly western astrology, and changing fashions in the historiography of astrology and to examine theories of the relationship between psyche and psychology, and the stars, planets, and sky and cosmology, and their application.

LEARNING OUTCOMES

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

- demonstrate a sophisticated understanding of the philosophical context of the principal strands of thought and practice in the development of astronomy, astrology or cosmology in the western tradition to the present day, with particular reference to theories of psyche and soul;
- critically analyse the relationship between primary source texts and secondary sources, within an understanding of the contested and provisional nature of documentary evidence.

INDICATIVE CONTENT

- Historiography and Historical theory
 1. Debates between historical and anthropological method
 2. Whig and progress theories and their impact on the history of astrology
 3. Theories of historical periods
- Theories of Origin
 1. Astrology and early astronomy
 2. Astrology and emergence from religion
 3. Empirical v theoretical models for the construction of astrological meaning
 4. Continuity, discontinuity and the transmission of ideas
- Theoretical models for astrology
 1. Classical philosophy: Platonism and Neoplatonism, Aristotle, Stoicism.
 2. Divination
 3. Influences and causes
 4. Correspondences
 5. The ascent and descent of the soul
- Religious Perspectives
 1. Astral divinities
 2. Gnosticism and Mithraism
 3. Calendar and ritual
 4. The ascent and descent of the soul

- Reform in astrology
 1. The Babylonian revolution
 2. The Twelfth Century Renaissance
 3. The Renaissance and Scientific Revolution
 4. Psychology astrology and perspectives
 5. Modern reform and polemics
- Cross-cultural comparisons
 1. Non-Western astrologies (China, Mesoamerica, Africa)
- The Relationship between technique and theory in astrological practice
 1. Babylonian astral omens
 2. The classical horoscope
 3. The medieval and early modern horoscope
 4. Psychological models
- Social and political functions of astrology

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3000 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	4500 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCA7031	
Module Title	Astrology, History, Spirit and Soul	
Classification	Reading List entry	Electronic*
Essential	Nicholas Campion, <i>History of Western Astrology</i> 2 vols (London: Bloomsbury 2008/9)	☒
Essential	Nicholas Campion, <i>Astrology and Cosmology in the World's Religions</i> (New York: NYU Press, 2011)	☒
Essential	Liz Greene, <i>Jung's Studies in Astrology</i> (London: Routledge, 2018).	☒
Essential	Evans, Richard, <i>In Defence of History</i> (London: Granta Books 1997).	☒
Further	Kassell, Lauren (5 May 2010). "Stars, spirits, signs: towards a history of astrology 1100–1800". <i>Studies in History and Philosophy of Science Part C: Studies in History and Philosophy of Biological and Biomedical Sciences</i> 41 (2): 67–69.	☒
Further	Curry, Patrick, 'Grounding the Stars', in <i>Journal for the Study of Religion, Nature and Culture</i> , 2007, Vol 1 no 2, pp. 210-9.	☒
Further	Rudhyar, Dane, 'The Spiritual Value of Astrology', Rudhyar Archival Project, available at http://www.khaldea.com/rudhyar/astroarticles/spiritualastrology.shtml	☒
Further	Jung, C.G., <i>The Archetypes and the Collective Unconscious</i> , Vol. 9 Part 2, <i>Collected Works</i> (London: Routledge, 1959), pp. 275-289.	☒
Further	Bullard, Melissa Meriam, 'The Inward Zodiac: A Development in Ficino's Thought on Astrology' <i>Renaissance Quarterly</i> Vol. 43, No. 4 (Winter, 1990), pp. 687-708.	☒
Further	Tarnas, Richard, 'an Introduction to Archetypal Astrology', available at http://www.cosmosandpsyche.com/PDF/CosmosAndPsyche/IntroductiontoAstrology.pdf	☒
Further	Main, Roderick (ed.), <i>Jung on Synchronicity and the Paranormal</i> (London: Routledge, 1997).	☒

Further	Beck, Roger, <i>A Brief History of Ancient Astrology</i> (Oxford: Blackwell 2007).	☒
Further	Aveni, Anthony F., <i>World Archaeoastronomy</i> , Cambridge: Cambridge University Press 1989	☒

Module Code	HPCA7032
Title	Harmony: Theory and Practice
Date	22/02/2023
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To introduce students to the concept of Harmony in a variety of traditions, including India, China, classical Greece, Renaissance Europe and Indigenous wisdom.
- To explore the practical applications of Harmony in society, including in education business, architecture, health and food and farming.

LEARNING OUTCOMES

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

- Demonstrate a sophisticated knowledge of the key terms and theories of Harmony in a variety of cultures including India, China, classical Greece, Renaissance Europe and in Indigenous wisdom.
- Critically reflect and evaluate the ideas of the main debates and protagonists in the subject area.
- Demonstrate a critical awareness of the practical applications of Harmony principles, including in education, business, architecture, health and food and farming.

INDICATIVE CONTENT

Theories of Harmony

- Harmony principles
- Harmony and sustainability
- Harmony, nature and ecology
- Wholeness, relatedness and interconnectedness
- China: Taoism and Confucianism
- India: Buddhism, Hindu perspectives
- Indigenous worldviews
- Jewish, Christian and Islamic perspectives
- Classical philosophy: Platonism and Stoicism
- Theories of capital: Natural, Social, Personal, Financial and Built

Practice and Harmony

- Agency and activism in the Harmonious universe
- Business and economics
- Education and schools
- Food and farming

- Architecture and the built environment
- Community, inclusivity and social justice
- Peace and conflict resolution.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words or equivalent	35%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	5000 words or equivalent	65%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCA7032	
Module Title	Harmony: Theory and Practice	
Classification	Reading List entry	Electronic*
Essential	Campion, Nicholas, (ed.), <i>The Harmony Debates: Exploring a practical philosophy for a sustainable future</i> (Lampeter: Sophia Centre Press, 2020),	☒
Essential	QAA (2021) <i>Education for Sustainable Development</i>	☒
Essential	Dresner, S. (2008) <i>The Principles of Sustainability</i> , Earthscan, London	☒
Essential	HRH the Prince of Wales, Tony Juniper and Ian Skelly, <i>Harmony: A New Way of Looking at our World</i> (London: Harper Collins, 2010),	☐

Essential	Richard Dunne, <i>Harmony: A new way of looking at and learning about our world. A teacher's guide to purposeful learning</i> (London and Bristol: The Harmony Project/Sustainable Food Trust, 2019).	☐
Further	Welsh Government (2009) <i>One Wales: One Planet, a New Sustainable Development Scheme for Wales</i> . Cardiff : Welsh Government	☒
Further	Welsh Government (2008) <i>Education for Sustainable Development and Global Citizenship (ESDGC)- A Strategy for Action – Updates</i> (April 2008). Cardiff: Welsh Government	☒
Further	Campion, Nicholas, 'Adventures in Space: Harmony, Sustainability and Environmental Ethics', in Nicholas Campion and Chris Impey (eds), <i>Imagining Other Worlds</i> , Lampeter: Sophia centre Press 2018, pp. 69-85.	☒
Further	Kovacic, Zora, Thomas Volker and Roger Strand, <i>The Circular Economy in Europe: critical perspectives on policies and imaginaries</i> (New York: Routledge, 2020).	☒
Further	Torre, Stefano Della, Sara Cattaneo, Camilla Lenzi and Alessandra Zanelli (eds), <i>Regeneration of the Built Environment from a Circular Economy Perspective</i> (Cham: Springer international Publishing, 2020).	☒
Further	Muschert, Glenn W., Kristen M. Budd, Michelle Christian, Robert Perrucci (eds), <i>Agenda for social justice: solutions for 2020</i> (Bristol: Policy Press, 2020).	☒
Further	The Sustainable Food Trust, <i>The Hidden Cost of UK Food</i> , (Vale Press Ltd, revised 2019).	☒
Further	Li, Chenyang, <i>The Confucian Philosophy of Harmony</i> (London: Routledge, 2014)	☒
Further	Julia Tao, Anthony B. L. Cheung, Martin Painter and Chenyang Li (eds), <i>Governance for Harmony in Asia and Beyond</i> (London: Routledge, 2010).	☒

Module Code	HPCS7002
Title	Celtic Arthur and the Mabinogion Tales
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To provide students with a systematic understanding of the content, context, cultural and historical importance of a selection of medieval Arthurian texts and Mabinogion Tales.

LEARNING OUTCOMES

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

- demonstrate that they have an advanced knowledge of the content, style and structure of the texts studied in the module;
- evaluate critically past and current research on the Mabinogion and Arthurian texts studied, develop their own critiques and, where appropriate, propose new hypotheses;
- analyse a range of themes relating to this collection of medieval literary texts (e.g. dating, authorship, transmission, characterisation, purpose, contemporary relevance and oral performance);
- demonstrate a thorough understanding of the cultural and historical importance of the texts studied and place them in their wider literary and historical context.

INDICATIVE CONTENT

- This module is divided into two parts and will consider (i) *The Four Branches of the Mabinogi* and (ii) medieval Arthurian poetry and prose including early Welsh poetry, *Historia Brittonum*, *Annales Cambriae*, relevant Mabinogion tales (e.g. *Culhwch and Olwen*, the Three Romances), Geoffrey of Monmouth's *History of the Kings of Britain*, saints' Lives etc.
- This module will introduce students to medieval Welsh prose via a detailed study of four native Welsh prose tales, *Pedeir Keinc y Mabinogi* (the *Four Branches of the Mabinogi*) in translation. Having placed the legends within the wider context of the eleven Welsh tales, known collectively as the Mabinogi(on), and having surveyed the kind of prose texts available in Welsh in the Middle Ages, students will be introduced to the narrative content of the tales and consider issues relating to dating, manuscript transmission, authorship, literary motifs, style and structure. To what extent is it possible to use linguistic and historical evidence to date the tales and is there any evidence to suggest that they belong to a pre-Christian past? What theories have been proposed regarding authorship of the *Four Branches* and to what extent do they betray Celtic and/or Norman influence? What is the relationship between the different branches and do they contain any evidence

of lost traditions? Students will consider their relationship to early Welsh poetry and medieval triads, as well as their Irish connections. The module will also focus on a number of research questions relating to stylistic features and the importance of oral transmission and performance and consideration will be given to the Mabinogi's cultural legacy. Students will be expected to become familiar with previous and current research on the Mabinogi and critically evaluate this material, exercising initiative and independent learning ability as they progress through the module.

- This module will also examine the context of the figure of Arthur as known from Celtic (mostly but not exclusively Welsh) sources. Students will critically consider the historicisation of Arthur and examine the 'early' Arthurian sources (such as *Historia Brittonum*, *Annales Cambriae*, archaeological sources relating to Arthurian sites and the 'discovery' of Arthur's 'grave'). They will examine the figure of Arthur in early Welsh poetry (such as 'Y Goddodin', 'Pa ŵr yw'r Porthor?' (Which man in the Gatekeeper?) 'Preiddiau Annfwn' (The Spoils of Annfwn) and consider how he is depicted as a secular leader in the Welsh and Breton Lives of saints. The section on the Arthur of folklore will discuss his portrayal in *Culhwch and Olwen* and other Welsh prose texts including chivalric Romances, as well as some aspects of Arthurian tradition in Brittany, Cornwall and Ireland. Geoffrey of Monmouth's hugely influential *Historia regum Britanniae* (History of the Kings of Britain) will be explored and we will ask to what extent this made use of earlier texts and to what extent it was an innovative work. Medieval Arthurian propaganda and how the figure of Arthur was adapted to meet the political demands of the day will be briefly considered as well as Arthur's enduring appeal and his 'Celtic' connections in the post-medieval period.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Appreciation of relevant text (e.g. a section of the Mabinogion OR an Arthurian poem)	2,500 words	20%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
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Essay	5000 words	80%
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Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCS7002	
Module Title	Celtic Arthur and the Mabinogion Tales	
Classification	Reading List entry	Electronic*
Essential	Sioned Davies (trans.) <i>The Mabinogion</i> (Oxford: Oxford University Press, 2008)	☐
Essential	Rachel Bromwich, <i>et al.</i> (eds.) <i>The Arthur of the Welsh</i> (Cardiff: University of Wales Press, 1991)	☐
Essential	Ceridwen Lloyd-Morgan and Erich Poppe (eds), <i>Arthur in the Celtic Languages</i> (Cardiff: University of Wales Press, 2019)	☐
Further	L. Alcock, <i>Arthur's Britain</i> (Harmondsworth: Penguin, 1973)	☐
Essential	Oliver J. Padel, <i>Arthur in Medieval Welsh Literature</i> (Cardiff: University of Wales Press, 2000)	☐
Further	Andrew Breeze, <i>Medieval Welsh Literature</i> , Dublin: Four Courts Press, 1997.	☐
Further	J. K. Bollard, 'The structure of the Four Branches of the Mabinogi', <i>Transactions of the Honourable Society of Cymmrodorion</i> , (1974-5), 250-76.	☐
Further	T. M. Charles-Edwards, 'The date of the Four Branches of the Mabinogi', <i>Transactions of the Honourable Society of Cymmrodorion</i> , (1971), 263-98.	☐
Further	J. B. Coe, and S. Young, <i>The Celtic Sources for the Arthurian Legend</i> (Felinfach: [Llanerch], 1995).	☐
Further	Sioned Davies, <i>The Four Branches of the Mabinogi. Pedair Keinc y Mabinogi</i> (Llandysul: Gomer Press, 1993)	☐
Further	Sioned Davies, 'Written text as performance: the implications for Middle Welsh prose narratives', in Huw Pryce (ed.), <i>Literacy in Medieval Celtic Societies</i> (Cambridge: Cambridge University Press, 1998), pp. 133-48.	☐
Further	Sioned Davies, <i>The Four Branches of the Mabinogi</i> (Llandysul: Gomer, 1986)	☐
Further	David N. Dumville, 'Sub-Roman Britain: History and Legend', <i>History</i> , n.s. 62 (1977), 173-92. Reprinted, with new material (but same pagination), in D.N. Dumville, <i>Histories and Pseudo-Histories of the Insular Middle Ages</i> (Aldershot: Variorum, 1990)	☐
Further	N. Higham, <i>King Arthur: Myth-Making and History</i> , London and New York: Routledge, 2002.	☐

Further	Daniel Huws, <i>Medieval Welsh Manuscripts</i> (Cardiff: University of Wales Press and the National Library of Wales, 2000)	☐
Further	K. H. Jackson, 'The Arthur of History', in R.S. Loomis (ed.), <i>Arthurian Literature in the Middle Ages</i> (Oxford: Oxford University Press, 1959), pp. 1-11.	☐
Further	Karen Jankulak, <i>Geoffrey of Monmouth. Writers of Wales series</i> (Cardiff: University of Wales Press, 2010)	☐
Further	Stefan Zimmer Maier, & Christiane Batke (eds), <i>150 Jahre "Mabinogion" – Deutsch-Walisische Kulturbeziehungen</i> (Tübingen: Max Niemeyer, 2001).	☐
Further	Brynley F. Roberts, 'Geoffrey of Monmouth and Welsh Historical Tradition', <i>Nottingham Mediaeval Studies</i> , 20 (1976), 29-40.	☐
Further	Patrick Simms-Williams, 'The submission of Irish kings in fact and fiction: Henry II, Bendigeidfran and the dating of the Four Branches', <i>Cambridge Medieval Celtic Studies</i> , 6 (1991), 31-61.	☐
Further	Patrick Sims-Williams, <i>Irish Influence on Medieval Welsh Literature</i> (Oxford: Oxford University Press, 2010)	☐
Further	L. Thorpe, (trans.) <i>Geoffrey of Monmouth. The History of the Kings of Britain</i> (Harmondsworth: Penguin, 1966)	☐

Module Code	HPCS7003
Title	The Celts: Origins to Modern Era
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To enable students to critically assess and evaluate differing interpretations of historical, linguistic and archaeological aspects of the Celts from their earliest mention in the historical record until the present day.

LEARNING OUTCOMES

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

- interpret and critically evaluate the origin of the Celts, together with their history, languages and culture;
- identify in analytical depth key cultural developments in relation to the Celts and place these in their historical and geographical setting;
- critically evaluate the widely varying connotations of 'Celt' and 'Celtic' over time and demonstrate how these have changed.

INDICATIVE CONTENT

- A discussion on who are the 'Celts', the origin and spread of the Ancient Continental Celts;
- An examination of interdisciplinary differences in interpretation, especially from historical, linguistic and archaeological perspectives;
- The history of the later Celtic countries (Brittany, Cornwall, Ireland, Mann, Scotland) until their conquest and incorporation into the English and French states in the eighteenth century;
- A basic overview of the broad internal characteristics of the Celtic languages;
- An examination of external or sociolinguistic aspect of the Celtic languages and their use over the centuries;
- An assessment of the '(un)truth' contained in common (mis)perceptions and stereotypes in relation to Celtic peoples, as well as the ongoing academic debate on Celticity past and present.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCS7003	
Module Title	The Celts: Origins to Modern Era	
Classification	Reading List entry	Electronic*
Essential	Collis, J. <i>Celts: Origins, Myths, and Re-Inventions</i> , Stroud: Sutton, 2003.	☐
Essential	Cunliffe, B. <i>The Celts: A Very Short Introduction</i> , Oxford: Oxford University Press, 2003.	☐
Essential	Ellis, Peter Berresford: <i>A brief history of the Celts</i> , London: Robinson, 2003	☒
Further	Sims-Williams, P. 'Celtomania and Celtoscepticism', <i>Cambrian Medieval Celtic Studies</i> , 36 (Winter 1998), 1-35.	☒
Further	James, S. <i>The Atlantic Celts: Ancient people or modern invention?</i> London: British Museum, 1998.	☐
Further	Koch, J. and Carey, J. (eds.) <i>The Celtic Heroic Age</i> , Andover MA: Celtic Studies Publications, 1995.	☐
Further	Cunliffe, B. & Koch, J. (eds.) <i>Celtic from the West</i> , Oxford: Oxbow Books, 2010	☐

Module Code	HPCS7004
Title	Women in the Middle Ages: Sources From the Celtic Regions
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To provide students with an advanced knowledge of the complex range of extant sources relating to medieval women's lives in the Celtic regions.

LEARNING OUTCOMES

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

- critically analyse, interpret and evaluate a complex range of primary sources (e.g. Welsh and Irish lawcodes, court records, genealogical material, early and medieval poetry, secular and religious legends);
- trace and understand the different theoretical and methodological perspectives which have helped shape and define the study of gender and medieval studies;
- demonstrate a clear understanding of the way women have been perceived in literary, legal and/or religious texts and the role women in the Celtic regions have played in relation to the arts and religion.

INDICATIVE CONTENT

- This module will examine in detail various aspects of the lives and roles of women in the Middle Ages in the Celtic regions paying particular attention to Wales. The module will trace the development of women's studies from the 1970s and how various theoretical and methodological perspectives have contributed to the field of gender and medieval studies. How women's lives in the Celtic regions have occasionally been romanticized will be critically examined and the extent to which women in the Celtic regions shared much in common with women in the rest of Europe will also be considered.
- Women's legal status and the paradigms of a woman's life in the medieval period will be explored drawing on the extant Welsh and Irish lawcodes. What the lawcodes reveal about key issues such as marriage, rape, physical abuse, divorce and property ownership will be discussed. How fictional texts (such as the Four Branches of the Mabinogi) provides illustrations of the law codes in practice and to what extent the legislation recorded was actually enacted 'in real life' will also be considered.
- The section on literature, books and literacy will consider to what extent women were literate in the Middle Ages and the role they played as patrons and sponsors of the arts. How women were viewed in medieval literature, such as the Mabinogi and the Ulster Cycle will be considered, as well as how aristocratic women were portrayed in the work of the Welsh poets of the gentry 1350-1550. Courtly love literature and its attitudes towards women and the concept of

chivalry will be discussed. The module will also consider literary works by women such as the poetry of Gwerful Mechain.

- The role women played in secular life, their contributions as wives, mothers and forgers of political familial alliances will be considered via a series of case studies of 'real' women such as Senana ferch Caradog and the daughters of Llywelyn ab Iorwerth. Female clothing, fashion and how secular women are depicted will be considered as well as what medieval medical texts reveal about women's bodies, the importance of virginity and the treatment of various ailments.
- The role women played in religious life will also be considered via a study of the extant historical sources for nunneries in Wales, Ireland and Scotland. Aspects of women's lay piety, pilgrimage and their association with religious sites, their interest in religious texts as well as their portrayal in religious texts such as hagiography will also be considered.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCS7004	
Module Title	Women in the Middle Ages: Sources From the Celtic Regions	
Classification	Reading List entry	Electronic*
Essential	Jane Cartwright, <i>Feminine Sanctity and Spirituality in Medieval Wales</i> (Cardiff: University of Wales Press, 2008)	☐
Essential	Katie Gramwich (ed. and trans.), <i>The Works of Gwerful Mechain</i> (Peterborough, Ontario: Broadview Press, 2018)	☐
Essential	Dafydd Jenkins, and Morfydd E.O. (eds.) <i>The Welsh Law of Women</i> (Cardiff: University of Wales Press, 1980)	☐
Essential	Meek, C. and Simms K. (eds.) <i>'The Fragility of Her Sex'? Medieval Irishwomen in Their European Context</i> , Dublin: Four Courts, 1996	☐
Essential	G. Richards, G. <i>Welsh Noblewomen in the Thirteenth Century: An historical study of medieval Welsh law and gender roles</i> (Lampeter: Edwin Mellen Press, 2009)	☐
Further	Janet Burton, 'Moniales and <i>Ordo Cisterciensis</i> in medieval England and Wales: structures, developments and spatial contexts', in Gert Melville and Anne Müller (eds) <i>Female vita religiosa between Late Antiquity and the High Middle Ages</i> (Berlin: LIT, 2011), pp. 375–89	☐
Further	Jane Cartwright, 'Women writers in Wales', in Liz Herbert McAvoy and Diane Watt (eds), <i>The History of British Women's Writing: Volume 1, 700–1500</i> , (Basingstoke: Palgrave Macmillan, 2012), pp. 60–71	☐
Further	Jane Cartwright, 'Abbes Annes and the Ape', in Janet Burton and Karen Stöber (eds), <i>Monastic Wales</i> (Cardiff: University of Wales Press, 2013), pp. 191-207	☐
Further	F. Downie, "And they lived happily ever after". Medieval queenship and marriage in Scotland, 1424–1449', in Terry Brotherstone, Deborah Simonton & Oonagh Walsh (eds), <i>Gendering Scottish History. An international Approach</i> (Glasgow: Cruithne Press, 1999), pp. 129–41.	☐
Further	D. E. Easson, 'The nunneries of medieval Scotland', <i>Scottish Ecclesiological Transactions</i> , 13 (1940–41), 22–38	☐
Further	Helen Fulton, 'Medieval Welsh poems to nuns', <i>Cambridge Medieval Celtic Studies</i> , 21 (1991), 87–112	☐
Further	D. Gifford, D. and D. Macmillan, (eds.) <i>A History of Scottish Women's Writing</i> (Edinburgh: Edinburgh University Press, 1997)	☐
Further	D. Hall, <i>Women and the Church in Medieval Ireland c. 1140-1540</i> , Dublin: Four Courts, 2008.	☐
Further	D. Jacquart et al. (eds), <i>Medicine and Sexuality in the Middle Ages</i> (Cambridge: Polity Press, 1988)	

Further	Ceridwen Lloyd-Morgan, 'More written about than writing? Welsh women and the written word' in Huw Pryce (ed.), <i>Literacy in Medieval Celtic Societies</i> (Cambridge: Cambridge University Press, 1998), pp. 149–65.	☐
Further	Pronsias Mac Cana, 'Theme of king and goddess in Irish literature', <i>Études Celtiques</i> , 7 (1955–6), 76–114, 356–413; 8, (1958–9) 59–65	☐
Further	D. Ó Corráin, 'Women in Early Irish Society', in Margaret MacCurtain and Donncha Ó Corráin (eds.) <i>Women in Irish Society. The Historical Dimension</i> (Dublin: Arlen House/The Women's Press, 1978), pp. 1–13.	☐
Further	N. Powell, 'Women and Strict-Metre Poetry in Wales', in Michael Roberts and Simone Clarke (eds), <i>Women and Gender in Early Modern Wales</i> (Cardiff: University of Wales Press, 2000), pp. 129–58	☐
Further	R. Rushforth, <i>St Margaret's Gospel Book: The Favourite Book of an Eleventh Century Queen of Scots</i> , (Oxford: Bodleian Library, 2007)	☐
Further	K. Simms, 'Women in Norman Ireland', in Margaret MacCurtain and Donncha Ó Corráin (eds), <i>Women in Irish Society. The Historical Dimension</i> (Dublin: Arlen House/The Women's Press, 1978), pp. 14–25	☐
Further	Ll. B. Smith, 'Towards a history of women in late medieval Wales', in Michael Roberts and Simone Clarke (eds), <i>Women and Gender in Early Modern Wales</i> (Cardiff: University of Wales Press, 2000), pp. 14–49.	☐
Further	D. H. Williams, 'Cistercian nunneries in medieval Wales', <i>Cîteaux</i> , 26 (1975), 155–74.	☐

Module Code	HPCS7005
Title	Celtic Sanctity, Spirituality and Hagiography
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	none

AIM(S)

- To enable students to demonstrate a critical awareness of the unity and diversity of religious concepts in the Celtic-speaking regions of Europe from the fifth century BC to 1550 AD and gain a more detailed understanding of sanctity and spirituality in the medieval period
- To provide students with a systematic understanding of the content, context, cultural, historical and theological importance of a selection of religious texts relating to the Celtic regions and Wales in particular (paying specific attention to medieval hagiographical literature)

LEARNING OUTCOMES

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

- demonstrate a detailed knowledge and appreciation of a selection of religious texts relating to the Celtic regions;
- be able to analyse, interpret and evaluate specific examples of primary sources relating to religion and the hypotheses proposed about these texts in a range of secondary sources;
- be able transmit their understanding and knowledge of key aspects of these texts in written coursework.

INDICATIVE CONTENT

- In this module students will briefly consider the pre-Christian background to Celtic spirituality and the concept of the 'druid'. They will consider which extant primary sources shed light on this period and be encouraged to read Classical texts, such as Caesar's *De Bello Gallico*, critically. They will be encouraged to consider the problematic nature of the evidence for 'Celtic' religions and spirituality as well as the worship of multiple deities and they will discuss select examples of archaeological and theonymic evidence.
- Students will consider the coming of Christianity to Wales and Ireland and the development of the cult of saints. 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, David, Winefride, Dwynwen, Columba 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 Anne 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	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Critical appreciation	2,500 words	20%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	5,000 words	80%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCS7005	
Module Title	Celtic Sanctity, Spirituality and Hagiography	
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	Oliver Davies and Thomas O'Loughlin, <i>Celtic Spirituality</i> (New York: Paulist Press, 1999)	☐
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).	☒
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	Cartwright, Jane, <i>Feminine Sanctity and Spirituality</i> (Cardiff: University of Wales Press, 2008)	☐
Further	Thomas Charles-Edwards, <i>Early Christian Ireland</i> (Cambridge: Cambridge University Press, 2000)	☐
Further	Wendy Davies, 'The Myth of the Celtic Church' in <i>The Early Church in Wales and the West</i> , eds Nancy Edwards and Alan Lane (Oxford: Oxbow Books, 1992), pp. 12-21.	
Further	Peter B. Ellis, <i>The Druids</i> (London: Constable, 1994)	☐
Further	Hugh Feiss and Roland Pepin, <i>Two Mediaeval Lives of Saint Winefride</i> (Toronto: Peregrina Publishing, 2000)	☐
Further	Miranda Green, <i>Caesar's Druids: An Ancient Priesthood</i> (New Haven and London: Yale University Press, 2010)	☐
Further	Ralph Haeussler and Anthony King (eds), <i>Celtic Religions in the Roman Period: Personal, Local and, Global</i> (Aberystwyth: Celtic Studies Publications, 2017)	☐
Further	David Howlett, <i>Muirchú 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	J. Wyn Evans and Jonathan Wooding (eds), <i>St David of Wales: Cults, Church and Nation</i> (Woodbridge: The Boydell Press, 2007)	☒

Module Code	HPCS7006
Title	Welsh for Beginners
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	none

AIM(S)

- To develop understanding and appreciation of Welsh grammar, syntax and lexis.
- To facilitate and enhance general communicative skills in the Welsh language.

LEARNING OUTCOMES

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

- express an analytical understanding of the major grammatical and syntactical constructions of the Welsh language;
- display a sophisticated appreciation of Welsh pronunciation and intonation skills;
- demonstrate the ability to express themselves effectively and critically in a wide range of everyday contexts through both oral and written mediums.

INDICATIVE CONTENT

- This module provides a structured overview of key grammatical and syntactical aspects of the Welsh language in a communicative context. No previous knowledge of the language is required and a range of language skills needed to speak and understand Welsh in everyday situations is developed and enhanced. Emphasis is placed on pronunciation and the cultivation of a wide-ranging vocabulary relevant to such contexts. Students will be able to affirm their communicative and grammatical skills through a blend of interactive exercises, sound files, videos and text which support their independent learning and aid self-confidence. Short language exercises and extended written tasks consolidate their understanding and critical use of the grammar and help aid awareness of register and style.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written exercises	5,400 words (4 x c. 1350 each)	80%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Oral assignment	15 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCS7006	
Module Title	Welsh for Beginners	
Classification	Reading List entry	Electronic*
Essential	Jones, C.M. & Brake, J. The Complete Welsh Course, London: Hodder & Stoughton, 2010.	☐
Essential	Jones, C.M. Essential Welsh Grammar, London: Hodder & Stoughton, 2010.	☐
Essential	King, G. The Pocket Modern Welsh Dictionary, Oxford: Oxford University Press, 2007.	☐
Further	Gruffudd, H. Welsh Rules, Tal-y-bont: Y Lolfa, 2003.	☐
Further	Jones, C.M. & Lewis, K. Speak Welsh with Confidence, London: Hodder & Stoughton, 2010.	☐
Further	King, G. A Comprehensive Welsh Grammar, London and New York: Routledge, 2003.	☐
Further	Lewis, G. Y Llyfr Berfau, Llandysul: Gwasg Gomer, 2000.	☐
Further	Lewis, D.G. Y Treigladr, Llandysul: Gwasg Gomer, 1993.	☐

Further	http://www.bbc.co.uk/wales/learning/learnwelsh/ BBC Wales Learning – Learn Welsh	☐
Further	http://www.acen.co.uk/cy/dysgu/gwers-yr-wythnos/ymadrodd-y-dydd.html Cwmni Acen 2011	☐

Module Code	HPCS7007
Title	Celtic Revivals: 1700 to the Present
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To provide students with a critical understanding of the ways in which Celtic identities have been invented, reinvented, and revived in the modern era.
- To give students a broad and detailed knowledge of the ways in which texts and ideas drawn from Celtic literature, history, and scholarship have been received in modern culture.

LEARNING OUTCOMES

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

- Identify and interpret analytically the various cultural phenomena that have been identified as "Celtic Revivals".
- Critically evaluate instances of the modern reception of "Celtic" texts and concepts, demonstrating an understanding of how ideas of the "Celtic past" have interacted with and been altered by modern cultural forces.

INDICATIVE CONTENT

- The module will introduce students to various theoretical concepts that will help them interpret Celtic Revivalism, including 'The Invention of Tradition', Romantic Primitivism, Reception Theory, Cultural Nationalism, and Postcolonialism.
- The module will provide students with a detailed overview of well-known 'Celtic Revival' movements, concentrating in particular on the eighteenth-century 'Bardic revival' in Wales and Scotland, and the Irish Revival at the turn of the twentieth century.
- In addition to material provided by the course tutor, other academics will contribute material relating to their specialisms: examples might include the Celtic Revival in Brittany, women's contributions to Revivalism, or the Revival in Celtic music and song.
- The module will end by reflecting on the reception and revival of the Celts in twentieth and twenty-first century culture, including the significance of revived Celtic themes in contemporary fantasy literature, neo-pagan religion, and national thought.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay (Comparative Analysis)	2,500 Words	20%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	5000 words	80%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCS7007	
Module Title	Celtic Revivals: 1700 to the Present	
Classification	Reading List entry	Electronic*
Essential	Brown, T. (ed). <i>Celticism</i> . Amsterdam: Rodopi, 1996.	☐
Essential	De Barra, C. <i>The Coming of the Celts, AD 1860: Celtic Nationalism in Ireland and Wales</i> . Notre Dame, Indiana: University of Notre Dame Press, 2018.	☒
Essential	Fimi, D. <i>Celtic Myth in Contemporary Children's Fantasy</i> . London: Palgrave Macmillan, 2017.	☒
Essential	Hobsbawm, E. and Ranger, T. <i>The Invention of Tradition</i> . Cambridge, UK: Cambridge University Press, 1983.	☒
Essential	Hutton, R. <i>Blood and Mistletoe: The History of the Druids in Britain</i> . Pinceton, NJ: Princeton University Press, 2009.	☒
Further	Castle, G. <i>Modernism and the Celtic Revival</i> . Cambridge, UK: Cambridge University Press, 2001.	☒

Further	Charnell-White, C. <i>Bardic Circles: National, Regional and Personal Identity in the Bardic Vision of Iolo Morganwg</i> . Cardiff: University of Wales Press, 2007.	☐
Further	Constantine, M-A. <i>The Truth Against the World: Iolo Morganwg and Romantic Forgery</i> . Cardiff: University of Wales Press, 2007.	☐
Further	Garrigan Mattar, S. <i>Primitivism, Science and the Irish Revival</i> . Oxford: Oxford University Press, 2004.	☒
Further	Gaskill, H. (ed.) <i>The Poems of Ossian and Related Works</i> . Edinburgh: Edinburgh University Press, 1996.	☐
Further	Gaskill, H. (ed.) <i>The Reception of Ossian in Europe</i> . London: Thoemmes, 2004.	☒
Further	Hutchinson, J. <i>The Dynamics of Cultural Nationalism: The Gaelic Revival and the Creation of the Irish Nation State</i> . London: Allen and Unwin, 1987.	☒
Further	Jenkins, G. H. (ed.) <i>A Rattleskull Genius: The Many Faces of Iolo Morganwg</i> . Cardiff: University of Wales Press, 2002.	☐
Further	Leerssen, J. <i>Remembrance and Imagination: Patterns in the Historical and Literary Representation of Ireland in the Nineteenth Century</i> . Cork: Cork University Press, 1996.	☐
Further	Pittock, M. <i>Celtic Identity and the British Image</i> . Manchester, UK: Manchester University Press, 1999.	☐
Further	Pittock, M. <i>Scottish and Irish Romanticism</i> . Oxford, UK: Oxford University Press, 2008.	☒
Further	Stroh, S. <i>Uneasy Subjects: Postcolonialism and Scottish Gaelic Poetry</i> . Amsterdam: Rodopoi, 2011.	☒
Further	Trumpener, K. <i>Bardic Nationalism: The Romantic Novel and the British Empire</i> . Princeton, NJ: Princeton University Press, 1997.	☐
Further	Williams, M. <i>Ireland's Immortals: A History of the Gods of Irish Myth</i> . Princeton, NJ: Princeton University Press, 2016.	☒

Module Code	HPCS7010
Title	Dissertation (Celtic Studies)
Date	04/03/2020
Level	7
Credits	60
Pre-Requisites	None

AIM(S)

- To provide students with the opportunity to undertake sustained, rigorous and independent investigation of a specialised topic of their choice in the field of Celtic Studies.

LEARNING OUTCOMES

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

- identify an appropriate topic, theme or subject for investigation in the field of Celtic Studies and develop appropriate questions for in depth study or original research;
- identify and design appropriate research methodology to answer their research questions, and critically evaluate the research methods used within their dissertation and their appropriateness within the context of their research;
- undertake a literary survey in their related field and critically review and evaluate relevant literature and research;
- identify and evaluate any ethical issues inherent in their research context;
- develop a detailed knowledge and understanding of their chosen specialist subject;
- express themselves clearly and coherently and compose a polished, well-structured research dissertation within the agreed timescale and to the agreed standards.

INDICATIVE CONTENT

- Students who have successfully completed the taught part of the MA in Celtic Studies will have the opportunity to enhance their knowledge of a particular subject which has interested them throughout the scheme. Students will be required, first of all, to produce a research proposal which will outline the main aims and objectives of the dissertation, as well as provide a description of the methodology to be employed, a review of the main sources available and a brief description of the content and structure of the thesis. Any specific research questions which will be tackled in the dissertation should be identified. Students will be allocated a supervisor who will be the most appropriate member of staff to comment on the students' chosen specialist subject. Supervision will be provided via Skype, email and telephone tutorials, but distance-learning students will also be encouraged to meet their supervisors if practicable. Students will carry out research in their chosen subject and write a dissertation of approximately 15,000 words.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	600	100%
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Dissertation	15,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCS7010	
Module Title	Dissertation (Celtic Studies)	
Classification	Reading List entry	Electronic*
Essential	Anon.,. <i>MHRA Style Book: notes for authors, editors and writers of theses</i> (London: Modern Humanities Research Association, 1991)	☒
Essential	Pears, Richard, <i>Cite them Right: the essential guide to referencing and plagiarism</i> (Newcastle upon Tyne: Pear Tree Books, 2005)	☐
Further	Creswell, J.W. <i>Research Design: qualitative, quantitative, and mixed methods approaches</i> (London: Sage Publications Ltd., 2003)	☐
Further	Cryer, P. <i>The Research Student's Guide to Success</i> (Maidenhead: Open University Press, 2006)	☐
Further	Hart, C. <i>Doing Your Masters Dissertation</i> (London: Sage Publications Ltd., 2004)	☐
Further	Ifans, Rh. <i>Y Golygiadur</i> (Aberystwyth: Cymdeithas Llyfrau Ceredigion, 2006)	☐
Further	Marshall, C. and Rossman, G.B. <i>Designing Qualitative Research</i> (London: Sage Publications Ltd., 2006)	☐

Module Code	HPGR7013
Title	Intensive Greek I
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	none

AIM(S)

- To enable students who have no or very little prior knowledge of the language to gain a knowledge of ancient Greek grammar and syntax.

LEARNING OUTCOMES

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

- the ability to translate complex adapted passages;
- a thorough knowledge of grammar and syntax;
- the ability to acquire a basic vocabulary of approximately 500 words;
- dictionary skills.

INDICATIVE CONTENT

- The module introduces students to basic key grammatical patterns and structures, and a basic core vocabulary, so that they can identify the function performed by the individual words in a Greek sentence and so translate short adapted passages of ancient Greek.
- This module also introduces the student to 'dictionary skills': how to work back to the form of a Greek word to be looked up, from its form in a text; how to take into account the range of meanings and connotations many Greek words carry.
- Students will work on a variety of grammatical exercises and on the reading and translation of specially adapted texts.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	10	3%
Independent learning	290	97%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2500 words	50%

Assessment Component 2

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Examination	2 hours	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPGR7013	
Module Title	Intensive Greek I	
Classification	Reading List entry	Electronic*
Essential	The Joint Association of Classical Teachers (2016). Reading Greek: Grammar and Exercises. Cambridge: Cambridge University Press	☐
Essential	The Joint Association of Classical Teachers (2016). Reading Greek: Text and Vocabulary. Cambridge: Cambridge University Press.	☐
Further	Morwood, J. 2001. Oxford Grammar of Classical Greek, Oxford	☐
Further	Liddell & Scott, 1963. An Intermediate Greek-English Lexicon, Oxford. (ISBN 0199102066).	☐

Module Code	HPGR7014
Title	Intensive Greek II
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	Intensive Greek I or equivalent

AIM(S)

- To further enhance their level of knowledge of the Greek language (grammar, syntax, vocabulary) to the point where they can read more complex adapted and easier un-adapted Greek texts.
- To acquire greater reading, translation, and comprehension skills while developing skills of literary analysis and appreciation through acquiring knowledge of literary techniques.

LEARNING OUTCOMES

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

- a knowledge of all the major grammatical and syntactical constructions of the Greek language, and of a wide range of vocabulary;
- an appreciation of some more common literary techniques and devices and an ability to analyse a prepared passage in terms of literary features;
- the ability to translate and demonstrate an understanding of more complex adapted and easier un-adapted Greek texts independently, with the use of a reference grammar and a dictionary.

INDICATIVE CONTENT

- This module also introduces students to un-adapted Greek literature.
- In addition, students will read selections of extracts from Greek authors which will gradually be integrated into the grammar-based learning.
- The module will focus primarily on translation techniques and on understanding the grammar and syntax of the Greek.
- Students will, however, also be strongly encouraged to begin to develop their skills of literary criticism, through discussion of the literary style and content of the Greek, and of the techniques the authors employ.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	10	3%
Independent learning	290	97%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2500 words	50%

Assessment Component 2

(Tick one)

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Examination	2 hours	50%

Assessment Summary

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

Module Code	HPGR7014	
Module Title	Intensive Greek II	
Classification	Reading List entry	Electronic*
Essential	The Joint Association of classical Teachers (2016). Reading Greek: Grammar and Exercises. Cambridge: Cambridge University Press	☐
Essential	The Joint Association of Classical Teachers (2016). Reading Greek: Text and Vocabulary. Cambridge: Cambridge University Press	☐
Further	Morwood, J. 2001. Oxford Grammar of Classical Greek, Oxford.	☐

Module Code	HPGR7019
Title	Greek historiography (Advanced Greek)
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	Intensive Greek 2 or equivalent

AIM(S)

To enable students:

- to translate accurately the Greek language of a selection of historiographical texts at an advanced level;
- to develop further knowledge of Greek grammar and syntax through translation of the verse text(s) studied and unseen translation work;
- further develop skills of literary analysis and interpretation, gain an understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

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

- demonstrate advanced knowledge of Greek grammar and syntax through translation of the text studied and unseen translation work;
- demonstrate sound knowledge of the text studied and modern scholarship on this text in literary and linguistic analysis.

INDICATIVE CONTENT

- Students will study selection Greek historiographical texts, such as Herodotus, Thucydides, Xenophon, Diodorus Siculus, Polybius, and fragmentary historians. Distance learners will submit set sections of translation and commentary for tutor comments. Detailed language work will be combined with the development of skills of literary criticism and attention to the historical and literary context of the works studied. In order to help students translate with greater skill and accuracy the module contains an unseen translation component to continue linguistic teaching at an advanced level. Students in this module are taught in the same group as students in Greek historiography (further advanced).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	300	100
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPGR7019	
Module Title	Greek historiography (Advanced Greek)	
Classification	Reading List entry	Electronic*
Essential	Hornblower, Simon. A Commentary on Thucydides. Volumes 1-3. Oxford ; New York: Oxford University Press.	☒
Essential	<i>A commentary on Herodotus. 1,: Books I-IV</i> , ed. by David Asheri, Alan B. Lloyd, Aldo Corcella, Oswyn Murray, Alfonso Moreno, Maria Brosius and Barbara Graziosi (Oxford ; New York: Oxford University Pr., 2007).	☒
Essential	<i>The Cambridge companion to Xenophon</i> , ed. by Michael A. Flower, Cambridge Companions to Literature (Cambridge: Cambridge University Pr., 2017).	☒
Further	Set text depending on the selection read in any given year. Normally the set text is chosen either from the Oxford Classical Texts or the Cambridge Greek and Latin Classics series, e.g.	☐
Further	Hornblower, S., & Pelling, C. (2017). Herodotus: Histories Book VI (Cambridge Greek and Latin Classics). Cambridge: Cambridge University Press. doi:10.1017/9781139299725	☐
Further	Jones, and Jones, Henry Stuart. Thucydidis Historiae. Scriptorum Classicorum Bibliotheca Oxoniensis. Oxonii: E Typographeo Clarendoniano, 1898.	☐

Further	Marincola, John. A Companion to Greek and Roman Historiography. Blackwell Companions to the Ancient World. Literature and Culture. Malden, Mass. ; Oxford: Blackwell, 2007.	☒
Further	Rengakos, Tsakmakis, Rengakos, Antonios, and Tsakmakis, Antonis. Brill's Companion to Thucydides. Brill's Companions to Classical Studies. Leiden: Brill, 2006.	☒
Further	Connor, Walter Robert. Thucydides. Princeton: Princeton University Press, 2013.	☐
Further	Dewald, Carolyn., and John. Marincola. The Cambridge Companion to Herodotus. Cambridge Companions to Literature. Cambridge: Cambridge University Press, 2006.	☐
Further	Bakker, Jong, Wees, Bakker, Egbert J, Jong, Irene J. F. De, and Wees, Hans Van. Brill's Companion to Herodotus. Leiden: Brill, 2002.	☐

Module Code	HPGR7025
Title	Advanced Greek verse: Early Greek hexameter poetry
Date	23/11/2023
Level	7
Credits	30
Pre-Requisites	Intensive Greek II or equivalent
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To translate accurately the Greek language of a selection of poetic texts at an advanced level.
- To develop further knowledge of Greek grammar and syntax through translation of the verse texts studied and unseen translation work.
- To further develop skills of literary analysis and interpretation, gain an understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

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

- demonstrate advanced knowledge of Greek grammar and syntax through translation of the text studied and unseen translation work;
- demonstrate sound knowledge of the text studied and modern scholarship on this text in literary and linguistic analysis.

INDICATIVE CONTENT

- Students will study a selection of Early Greek hexameter texts. Learners will submit set sections of translation and commentary for tutor comments. Detailed language work will be combined with the development of skills of literary and philological criticism and attention to the historical and literary context of the works studied. In order to help students translate with greater skill and accuracy the module contains an unseen translation component to continue linguistic teaching at an advanced level. Students in this module are taught in the same group as students in Early Greek Hexameter poetry (further advanced).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	300	100%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Critical analysis: 2 pieces	1,875 words each (each worth 25%)	50%

Assessment Component 2

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Exam	2 hours	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPGR7025	
Module Title	Advanced Greek verse: Early Greek hexameter poetry	
Classification	Reading List entry	Electronic*
Essential	<i>Homeric Hymns, Homeric Apocrypha, Lives of Homer</i> . Edited and Translated by M. L. West, (Harvard University Press, 2003)	☒
Essential	Hesiod, <i>Theogony. Works and Days. Testimonia</i> . Edited and Translated by G. W. Most (Harvard University Press, 2006)	☒
Further	Andersen, H., Andersen, Ø., and Haug, D. <i>Relative chronology in early Greek epic poetry</i> (Cambridge University Press, 2015)	☒
Further	Clay, J. <i>The Politics of Olympus. Form and Meaning in the Major Homeric Hymns</i> (Princeton University press, 1982)	☐
Further	Faulkner, A. (ed.) <i>The Homeric Hymns: Interpretative Essays</i> (Oxford University Press, 2011)	☒

Further	Faulkner, A. <i>The Homeric Hymn to Aphrodite : Introduction, Text, and Commentary</i> . (Oxford University Press, 2008)	☒
Further	Foley, H. <i>The Homeric Hymn to Demeter: translation, commentary, and interpretative essays</i> (Princeton University Press, 1994)	☐
Further	Morris, I. and Powell, B. (edd.), <i>A New Companion to Homer</i> (Brill, 1997)	☒
Further	Richardson, N. <i>The Homeric Hymn to Demeter</i> (Oxford, 1974)	☐
Further	Scully, S. <i>Hesiod's Theogony: From Near Eastern Creation Myths to Paradise Lost</i> (Oxford University Press, 2015)	☒

Module Code	HPHI7009
Title	History and Historians
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To provide students with a systematic understanding of the content, context, cultural and historical importance of a selection of medieval historical texts, and to familiarise students with the key themes, theories and concepts that have been proposed in relation to these texts and encourage them to evaluate these ideas.

LEARNING OUTCOMES

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

- demonstrate a detailed knowledge and appreciation of a selection of medieval historical narratives;
- 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 understanding and knowledge of key aspects of these medieval texts orally in class and textually in written coursework.

INDICATIVE CONTENT

This module explores the way in which people in the Middle Ages conceptualised the world and their past. We will examine different types of historical writing and the different approaches they took in, for example, Chronicles, Histories, Annals, Biographies, and Gestae (Deeds). For example, what were the models for writing history? Did the future have a place in the writing of history? Why did some people write world chronicles and others national chronicles? What was the place of biography? We will explore these and other questions focused on material mostly from Western Europe to c. 1300.

On successful completion of this unit students will have developed: (1) a broad understanding of the development of history writing in the Middle Ages; (2) the ability to analyse and generalise about how and why approaches to the writing of history evolved in the way they did; (3) the ability to select pertinent evidence/data in order to illustrate/demonstrate more general issues and arguments; (4) the ability to identify a particular academic interpretation, evaluate it critically, and form an individual viewpoint.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Oral presentation with PowerPoint or visual aids	10–15 minutes	20%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
portfolio	Equivalent to 6,000 words	80%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI7009	
Module Title	History and Historians	
Classification	Reading List entry	Electronic*
Essential	Chris Given-Wilson, <i>Chronicles. The writing of history in medieval England</i> (2004)	☐
Essential	William R. Leckie, <i>The passage of dominion. Geoffrey of Monmouth and the periodization of insular history in the twelfth century</i> (1981)	☐
Essential	Monika Otter, <i>Inventiones: fiction and referentiality in twelfth-century English historical writing</i> (1996)	☐
Essential	Gabrielle M. Spiegel, 'History, Historicism and The Social Logic of the Text in the Middle Ages', <i>Speculum</i> 65 (1990), 59-86	☒

Essential	N. Partner, <i>Serious Entertainments: The Writing of History in Twelfth-century England</i> (1977)	☐
Essential	Elizabeth Freeman, <i>Narratives of a New Order: Cistercian Historical Writing in England, 1150–1220</i> (2002)	☐
Essential	Antonia Gransden, <i>Historical Writing in England: c. 500 to c. 1307</i> (1996)	

Module Code	HPHI7016
Title	Past Peoples, Present Societies: Research Methods and Skills
Date	23/03/2021
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To equip students with suitable research knowledge, skills and competencies required to undertake and present independent historical research at postgraduate level.

LEARNING OUTCOMES

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

- Access, evaluate and present different forms of historical evidence and sources, using physical archives and electronic resources;
- Demonstrate a sophisticated understanding of research methodologies and scholarly theories, and apply these in independent research;
- Demonstrate a sophisticated understanding of the strengths and weaknesses of specialist sources types used to research medieval and modern history topics respectively.

INDICATIVE CONTENT

This module acts an introduction to historical research at postgraduate level. It helps students transition from BA to MA/MRes level, and is designed to be inclusive for students who have taken first degrees in subjects other than history. It focuses on key practical skills formative and summative) which equip students to undertake independent research for coursework and longer written pieces (i.e. a dissertation).

Topics include:

- Navigating online and physical archives
- Navigating historical databases
- Using newspaper collections
- Analysing visual and material culture
- Manuscript analysis
- Paleography and transcription
- Medieval dating techniques
- History of the book
- Religious and secular records

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio of Research Exercises	7500 words total	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI7016	
Module Title	<i>Past Peoples, Present Societies: Research Methods and Skills</i>	
Classification	Reading List entry	Electronic*
Essential	Peniston-Bird, CM and Sarah Barber eds. <i>History Beyond the Text: A Student's Guide to Approaching Alternative Sources</i> (Abington, Oxon: Routledge, 2009).	☐
Essential	Backhouse, Janet, <i>The Illuminated Manuscript</i> (Oxford: Phaidon, 1979; rpt., 1998)	☐
Essential	Harvey, K, <i>History and Material Culture: A Student's Guide to Approaching Alternative Sources</i> (Abington, Oxon: Routledge, 2009).	☐
Further	Tamm, Marek and Peter Burke eds. <i>Debating New Approaches to History</i> (London: Bloomsbury, 2018)	☐
Further	Arnold, John H. <i>What is Medieval History?</i> (Cambridge: Polity Press, 2008).	☒
Further	Rose, Sonya O. <i>What is Gender History?</i> (Cambridge: Polity Press, 2010).	☒
Further	Rosenwein, Barbara H and Riccardo Cristiani. <i>What is the History of Emotions?</i> (Cambridge: Polity Press, 2018).	☒

Further	Burke, P., <i>Eyewitnessing: The Uses of Images as Historical Evidence</i> (London: Riakton Books, 2001).	☐
Further	Riden, P., <i>Record Sources for Local History</i> (London: Batsford, 1987)	☐
Further	Pearce, Susan M. <i>Interpreting Objects and Collections</i> (London: Routledge, 1994)	☒
Further	Stephens, W. B. <i>Sources for English Local History</i> (Cambridge: Cambridge University Press, 1981)	☐
Further	Newhauser, Richard G, ed. <i>A Cultural History of the Senses in the Middle Ages, 500–1450</i> (London: Bloomsbury, 2014).	☒
Further	Burke, Peter. <i>What is Cultural History?</i> (Cambridge: Polity Press, 2018).	☒
Further	Downes, Stephanie, Sally Holloway and Sarah Randles, eds. <i>Feeling Things: Objects and Emotions through History</i> (Oxford: Oxford University Press, 2018)	☒
Further	Highmore, Ben. <i>Everyday Life and Cultural Theory: An Introduction</i> (London: Routledge, 2002).	☒

Module Code	HPLA7013
Title	Intensive Latin I
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To enable students to complete their basic introduction to Latin grammar and syntax and read adapted texts of increased difficulty.

LEARNING OUTCOMES

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

- the ability to translate more complex adapted passages;
- a thorough knowledge of more advanced, basic grammar and syntax;
- the ability to acquire a basic vocabulary of approximately 500 words.

INDICATIVE CONTENT

- Basic grounding in the basics of Latin grammar, vocabulary and syntax.
- A variety of grammatical exercises and on the reading and translation of adapted texts (e.g. from Plautus and Cicero).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	10	3%
Independent learning	290	97%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2500 words	50%

Assessment Component 2

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
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Examination	2 hours	50%
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Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPLA7013	
Module Title	Intensive Latin I	
Classification	Reading List entry	Electronic*
Essential	Jones, P. V. and Sidwell, K. C. <i>Reading Latin: Grammar, Vocabulary and Exercises</i> . Cambridge, 1986.	☐
Essential	Jones, P. V. and Sidwell, K. C. <i>Reading Latin: Text</i> . Cambridge, 1986	☐
Further	Morwood, J. <i>A Latin Grammar</i> . Oxford, 1999	☐

Module Code	HPLA7014
Title	Intensive Latin II
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	Intensive Latin I or equivalent

AIM(S)

- To further enhance their level of knowledge of the Latin language (grammar, syntax, vocabulary) to the point where they can read more complex adapted and easier un-adapted Latin texts.
- To acquire greater reading, translation, and comprehension skills while developing skills of literary analysis and appreciation through acquiring knowledge of literary techniques.

LEARNING OUTCOMES

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

- a knowledge of all the major grammatical and syntactical constructions of the Latin language, and of a wide range of vocabulary;
- an appreciation of some more common literary techniques and devices, and an ability to analyse a prepared passage in terms of literary features;
- the ability to translate and demonstrate an understanding of more complex adapted and easier un-adapted Latin texts independently, with the use of a reference grammar and a dictionary.

INDICATIVE CONTENT

- This module enables students to consolidate and deepen their knowledge and extend their awareness of the language.
- This module also introduces students to un-adapted Latin literature.
- Students will read a selection of extracts from Latin authors which will gradually be integrated into the grammar-based learning.
- The module will focus primarily on translation techniques and on understanding the grammar and syntax of the Latin.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	10	3%
Independent learning	290	97%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2500 words	50%

Assessment Component 2

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Examination	2 hours	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPLA7014	
Module Title	Intensive Latin II	
Classification	Reading List entry	Electronic*
Essential	Jones, P. V. & Sidwell, K. C. <i>Reading Latin, Grammar, vocabulary and exercises</i> volume. Cambridge, 1986.	☐
Essential	Morwood, J. <i>The Pocket Oxford Latin Dictionary</i> , Oxford, 2000.	☐
Further	Smith, W. and J. Lockwood, <i>Latin-English Dictionary</i> . Chambers, 1992.	☐
Further	Lewis, C. T. <i>Elementary Latin Dictionary</i> . Oxford, 1962.	☐

Module Code	HPLA7021
Title	Latin Epic (Advanced Latin)
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	Intensive Latin 2 or equivalent

AIM(S)

To enable students:

to translate accurately the Latin language of a selection of verse texts at an advanced level;

to develop further knowledge of Latin grammar and syntax through translation of the verse text(s) studied and unseen translation work;

further develop skills of literary analysis and interpretation, gain an understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

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

demonstrate advanced knowledge of Latin grammar and syntax through translation of the text studied and unseen translation work;

demonstrate sound knowledge of the text studied and modern scholarship on this text in literary and linguistic analysis.

INDICATIVE CONTENT

Students will study selection of Latin epic poetry, primarily Vergil but with comparison passages from other authors. Distance learners will submit set sections of translation and commentary for tutor comments. Detailed language work will be combined with the development of skills of literary criticism and attention to the historical context of the works studied. In order to help students translate with greater skill and accuracy the module contains an unseen translation component to continue linguistic teaching at an advanced level. Students in this module are taught in the same group as students in Further Latin Epic.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	300	100
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☒ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Online examination	2 hours	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3,750 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPLA7021	
Module Title	Latin Epic (Advanced Latin)	
Classification	Reading List entry	Electronic*
Essential	Farrell, Putnam, Farrell, Joseph, & Putnam, Michael C. J. (2010). A companion to Vergil's Aeneid and its tradition (Blackwell companions to the ancient world). Chichester, West Sussex, United Kingdom; Malden: Wiley-Blackwell.	☒
Essential	White, P. (1993). <i>Promised verse: Poets in the society of Augustan Rome</i> . Cambridge, Mass: Harvard University Press.	☒
Further	Set text depending on the selection read in any given year. Normally the set text is chosen either from the Oxford Classical Texts or the Cambridge Greek and Latin Classics series, e.g.	☐
Further	Mynors, R. (1969). Vergili Opera: Recognovit brevique adnotatione critica instruxit R.A.B. Mynors. (Scriptorum classicorum bibliotheca Oxoniensis). Oxonii: E Typographeo Clarendoniano.	☐
Further	Austin, & Austin, R. G. (1982). P. Vergili Maronis Aeneidos liber quartus. Oxford: Clarendon Press.	☐
Further	Gildenhard, I., & Open Book Publishers, publisher. (2012). Virgil, Aeneid, 4.1-299 Latin Text, Study Questions, Commentary and Interpretative Essays (Classics textbooks ; volume 2). Cambridge, England: Open Book.	☐
Further	Horsfall, N., & Virgil. (2013). Virgil, Aeneid 6: A commentary. Volume 1, Introduction, text and translation.	☐

Further	Tarrant, & Tarrant, R. J. (2012). Aeneid. Book XII (Cambridge Greek and Latin classics). Cambridge; New York: Cambridge University Press.	☐
Further	Horsfall, Nicholas, & Horsfall, N. (2016). The Epic Distilled: Studies in the Composition of the Aeneid. Oxford University Press.	☒
Further	Martindale, C. (1997). The Cambridge companion to Virgil (Cambridge companions to literature). Cambridge: Cambridge University Press.	☐
Further	Weeda, L., Grzegorek, K., Borowska, A., & Rocchi, M. (2015). Vergil's political commentary in the Eclogues, Georgics and Aeneid.	☒
Further	Farrell, Joseph, Farrell, J., Nelis, Damien P., & Nelis, D.P. (2013). Augustan Poetry and the Roman Republic. Oxford University Press.	☒
Further	Galinsky, & Galinsky, Karl. (2005). The Cambridge companion to the Age of Augustus (Cambridge companion to the classics). Cambridge, U.K. ; New York: Cambridge University Press.	☐
Further	Elena Giusti, « Did Somebody Say Augustan Totalitarianism? Duncan Kennedy's 'Reflections,' Hannah Arendt's Origins, and the Continental Divide over Virgil's Aeneid », Dictynna [En ligne], 13 2016, mis en ligne le 20 décembre 2016 URL : http://journals.openedition.org/dictynna/1282	☒

Module Code	HPLA7023
Title	Republican Prose (Advanced Latin)
Date	23/03/2021
Level	7
Credits	30
Pre-Requisites	Intensive Latin 2 or equivalent

AIM(S)

To enable students:

- to translate accurately the Latin language of a selection of prose texts at an advanced level;
- to develop further knowledge of Latin grammar and syntax through translation of the prose text studied and unseen translation work;
- to further develop skills of literary analysis and interpretation, gain an understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

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

- demonstrate advanced knowledge of Latin grammar and syntax through translation of the text studied and unseen translation work;
- demonstrate sound knowledge of the text studied and modern scholarship on this text in literary and linguistic analysis.

INDICATIVE CONTENT

- Students will study selection of Latin prose texts from the late Republic (e.g. Caesar, Cicero, or Sallust). Distance learners will submit set sections of translation and commentary for tutor comments. Detailed language work will be combined with the development of skills of literary criticism and attention to the historical context of the works studied. In order to help students translate with greater skill and accuracy the module contains an unseen translation component to continue linguistic teaching at an advanced level. Students in this module are taught in the same group as students in Republican Prose (further advanced).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	300	100%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Critical Commentary/Essay	2,500 words	30%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Critical Commentary/Essay	2,500 words	30%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Oral examination	20 minutes	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPLA7023	
Module Title	Republican Prose (Advanced Latin)	
Classification	Reading List entry	Electronic*
Essential	Griffin, & Griffin, Miriam T. (2009). <i>A companion to Julius Caesar</i> (Blackwell companions to the ancient world). Malden, MA ; Chichester, West Sussex: Wiley-Blackwell.	☒
Essential	<i>Brills Companion to Cicero oratory and rhetoric</i> . (2013). Leiden ; Boston: Brill.	☒
Essential	Harrison, & Harrison, S. J. (2005). <i>A companion to Latin literature</i> (Blackwell companions to the ancient world. Literature and culture). Malden, MA: Blackwell Pub.	☒
Further	Set text depending on the selection read in any given year. Normally the set text is chosen either from the Oxford Classical Texts or the Cambridge Greek and Latin Classics series, e.g.	☐

Further	Sallust, C. (1991) C. Sallusti Crispi. Catilina, Iugurtha, Historiarum Fragmenta Selecta Appendix Sallustiana. (OCT) (L.D. Reynolds, Ed.). Oxford: Oxford University Press.	☐
Further	Cicero, M. (2013). Cicero: Pro Marco Caelio (Cambridge Greek and Latin Classics) (A. Dyck, Ed.). Cambridge: Cambridge University Press.	☐

Module Code	HPLA7024
Title	Republican Prose (Further Advanced Latin)
Date	23/03/2021
Level	7
Credits	30
Pre-Requisites	Advanced Latin or equivalent

AIM(S)

To enable students:

- to translate accurately the Latin language of a selection of prose texts at an advanced level;
- to develop further knowledge of Latin syntax through translation of the prose text studied and unseen translation work;
- to develop knowledge of textual transmission and textual criticism in relation to the set text(s);
- to further develop skills of literary analysis and interpretation, gain an understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

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

- demonstrate advanced knowledge of Latin syntax through translation of the text studied and unseen translation work;
- demonstrate sound knowledge of the text studied and modern scholarship on this text in literary and linguistic analysis.

INDICATIVE CONTENT

- Students will study selection of Latin prose texts from the late Republic (e.g. Caesar, Cicero, or Sallust). Complementary set text for Further Republican Prose includes more challenging passages than read in the module Republican Prose, either in terms of language, textual criticism, or literary contextualisation. Distance learners will submit set sections of translation and commentary for tutor comments. Detailed language work will be combined with the continued development of skills of literary and textual criticism and attention to the historical context of the works studied. In order to reach a more nuanced translation, the module contains an unseen translation component to continue linguistic teaching at a further advanced level. Students in this module are taught in the same group as students in Republican Prose.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	300	100%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Critical Commentary/Essay	2,500 words	30%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Critical Commentary/Essay	2,500 words	30%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Oral examination	20 minutes	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPLA7024	
Module Title	Republican Prose (Further Advanced Latin)	
Classification	Reading List entry	Electronic*
Essential	Griffin, & Griffin, Miriam T. (2009). <i>A companion to Julius Caesar</i> (Blackwell companions to the ancient world). Malden, MA ; Chichester, West Sussex: Wiley-Blackwell.	☒
Essential	<i>Brills Companion to Cicero oratory and rhetoric</i> . (2013). Leiden ; Boston: Brill.	☒

Essential	Harrison, & Harrison, S. J. (2005). <i>A companion to Latin literature</i> (Blackwell companions to the ancient world. Literature and culture). Malden, MA: Blackwell Pub.	☒
Further	Set text depending on the selection read in any given year. Students at Further Republican Prose level may read selections from multiple authors in any given year. Normally the set text is chosen either from the Oxford Classical Texts or the Cambridge Greek and Latin Classics series, e.g.	☐
Further	Sallust, C. (1991) C. Sallusti Crispi. Catilina, Iugurtha, Historiarum Fragmenta Selecta Appendix Sallustiana. (OCT) (L.D. Reynolds, Ed.). Oxford: Oxford University Press.	☐
Further	Cicero, M. (2013). Cicero: Pro Marco Caelio (Cambridge Greek and Latin Classics) (A. Dyck, Ed.). Cambridge: Cambridge University Press.	☐

Module Code	HPMS7001
Title	MA Dissertation (Medieval Studies)
Date	04/03/2020
Level	7
Credits	60
Pre-Requisites	

AIM(S)

To formulate and complete a 15,000-word dissertation, based on original, independent research of primary and secondary sources, which uses appropriate theoretical, methodological and historiographical approaches.

LEARNING OUTCOMES

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

the ability to pursue an independent research project, which critically evaluates a range of primary and secondary sources of information;

the ability to display a sophisticated awareness of the relevant theoretical considerations, and to construct an original hypothesis based on a critical analysis of the evidence

INDICATIVE CONTENT

Not applicable.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	600	100%
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Dissertation	15,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Reading is specific to students' research projects and will vary according to the chosen dissertation topic. Appropriate reading will be agreed following initial discussions between tutor and student. Below are some generic dissertation guides.

Module Code	HPMS7001	
Module Title	MA Dissertation (Medieval Studies)	
Classification	Reading List entry	Electronic*
Essential	Crème, Phyllis and Mary R. Lea <i>Writing at university: a guide for students</i> (Buckingham [England] ; Philadelphia: Open University Press, 1997).	☐
Essential	Zerubavel, Eviatar <i>The clockwork muse: a practical guide to writing theses, dissertations, and books</i> (Cambridge, Mass.: Harvard University Press, 1999).	☐
Essential	Murray, Neil and Geraldine Hughes <i>Writing up your university assignments and research projects: a practical handbook</i> (Maidenhead: McGraw-Hill/Open University Press, 2008).	☒
Further	Hart, Chris <i>Doing a literature review: releasing the social science research imagination</i> (London: Sage Publications, 1998).	☐
Further	Barrass, Robert <i>Students Must Write: a Guide to Better Writing in Coursework and Examinations</i> (Hoboken: Taylor & Francis Ltd., 2005).	☒
Further	Chivers, Barbara Michael Shoolbred <i>A student's guide to presentations: making your presentation count</i> (Los Angeles: SAGE Publications, 2007).	☒
Further	Turabian, Kate L., <i>A manual for writers of term papers, theses, and dissertations</i> (Chicago, University of Chicago Press, 1960).	☐

Module Code	HPPC7002
Title	Peace from the Perspectives of Well-Being: Theory and Practice
Date	07/06/2023
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To acquire a comprehensive understanding of the nature of well-being as a holistic, normative and multi-dimensional concept.
- To appreciate the nature and importance of understanding the key concepts concerning well-being and flourishing, and the differences between them.

LEARNING OUTCOMES

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

- demonstrate a thorough understanding of different theories of well-being and their respective strengths and weaknesses;
- distinguish empirical, conceptual and normative questions pertaining to well-being and peace;
- apply the concept of well-being to critically question existing policy statements with regard to peacefulness;
- apply the concept of well-being to personal and political life with regard to peacefulness.

INDICATIVE CONTENT

- Philosophical questions about what is valuable.
- Desirable activities and desire theories.
- Appreciative awareness of value and mental state theories of happiness.
- Dehumanisation and instrumentalisation; their relations to peace.
- Relations with others as partly constitutive of well-being: friendship and peace.
- Individualism in the social sciences and its relations to conceptions of peace.
- Self-awareness: present, past and future and its relevance of peacefulness.
- Well-being in psychology and economics compared.
- Measuring well-being: contrasting quantitative and qualitative approaches.
- Policy-making, well-being and social peace.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	1-3 pieces of approx. 7,500 words equivalent e.g. - Group Work - Presentations - Written assignment (essay, personal reflection, critical analysis, literature review, policy proposal, etc)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPC7002	
Module Title	Peace from the Perspectives of Well-Being: Theory and	
Classification	Reading List entry	Electronic*
Essential	Thomson, G., Gill, S. and Goodson, I. (2021) <i>Happiness, Flourishing and the Good Life</i> , London: Routledge	☒
Essential	Fletcher, G. (2016). <i>The Routledge Handbook of Philosophy of Well-Being</i> , London: Routledge	☒
Essential	Kraut, R. (2007) <i>What Is Good and Why: The Ethics of Well-Being</i> , Cambridge, MA: Harvard University Press	☒
Further	Thomson, G. (2001) <i>On Philosophy</i> , Wadsworth, Chapter 1	☐

Further	Livingstone Smith, D. (2011) <i>Less than Human</i> , St Martin's Press, , Chapters 1 and 2	☐
Further	Aristotle, <i>Nicomachean Ethics</i> Book 5	☐
Further	Alexandrova, A. (2017) <i>A Philosophy for the science of well-being</i> , Oxford: Oxford University Press, Appendix B	☐
Further	Jordan, B. (2008) <i>Welfare and Well-Being: Social Value in Public Policy</i> , Bristol: Policy Press; Chapter 6	☐
Further	Dutt, R. A. & Radcliff, B. (2009) <i>Happiness, Economics and Politics: Towards a Multi-Disciplinary Approach</i> , Edward Elgar Chapter 16	☐

Module Code	HPPH7009
Title	Environmental Philosophy
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	NONE

AIM(S)

- To provide students with a systematic and critically aware understanding of current problems and recent insights in environmental philosophy.

LEARNING OUTCOMES

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

- demonstrate an advanced level of knowledge of key themes, debates and thinking in environmental philosophy;
- display the ability to critically evaluate normative stances in environmental ethics;
- demonstrate a sophisticated critical awareness of competing models of environmental value;
- show a sophisticated critical awareness of rival models of environmental thought.

INDICATIVE CONTENT

This module will explore some key perspectives in the broad area of environmental philosophy, beginning with one of modern environmentalism's key writers: Aldo Leopold, and in particular his notion of a 'land ethic'. The module will cover some or all of the following:

- normative stances in environmental ethics;
- development ethics, population ethics, and ethical approaches to climate change;
- the concept of sustainable development;
- obligations to future generations;
- global citizenship and international co-operation;
- allegiances and divergences between animal ethics and environmental ethics.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Annotated Bibliography	4,000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH7009	
Module Title	Environmental Philosophy	
Classification	Reading List entry	Electronic*
Essential	Attfield, <i>Environmental Ethics</i> , second edn. (Cambridge, UK, and Malden, MA: Polity, 2014).	☐
Essential	Goodpaster, Kenneth, 'On Being Morally Considerable', in <i>Journal of Philosophy</i> , 75, 1978.	☒
Essential	Callicott, J. Baird, 'Animal Liberation: A Triangular Affair', <i>Environmental Ethics</i> , Vol.2, 1980, pp.311-38.	☒
Essential	Parfit, Derek, <i>Reasons and Persons</i> (Oxford: Clarendon Press, 1984), Chs. 16 and 17.	☒
Essential	Beckerman, Wilfred, 'Sustainable Development': Is it a Useful Concept?', <i>Environmental Values</i> , Vol.3, No.3, 1994.	☒
Essential	Daly, Herman, 'On Wilfred Beckerman's Critique of Sustainable Development', in <i>Environmental Values</i> , Vol.4, No.1, 1995.	☒
Essential	Attfield, 'Global Warming, Equity and Future Generations', in <i>Human Ecology Review</i> , Vol.17, No.2, 2010, pp.102-105.	☒
Further	<i>Creation, Ethics and Environment</i> , eds. Rebekah Humphreys and Sophie Vlacos (Cambridge: Cambridge Scholars Publishing, 2010).	☐
Further	Schmidtz, David, 'When Preservationism Doesn't Preserve', <i>Environmental Values</i> , Vol. 6, No.3, 1997, pp.327-39.	☒
Further	Singer, Peter, 'All Animals are Equal', in <i>Environmental Philosophy: From Animal Rights to Radical Ecology</i> , eds. Michael E. Zimmerman et al	☒

	(Englewood Cliffs, New Jersey: Prentice Hall, 1998). Available in many other texts too.	
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Module Code	HPPH7010
Title	Knowledge, Reason, And Reality
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	NONE

AIM(S)

- To provide students with a systematic and critical awareness of modern and contemporary epistemology.

LEARNING OUTCOMES

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

Demonstrate a sophisticated critical awareness of various views on truth, belief, knowledge, and the possibility of knowledge;

- Demonstrate an advanced understanding of the importance of epistemology in the development of the history of ideas;
- Demonstrate an advanced level of knowledge of the ideas and positions of key philosophers central to epistemology.

INDICATIVE CONTENT

The module will undertake an in-depth exploration of knowledge of the main issues, positions and arguments in the theory of knowledge, and the relevant terminology. The topics to be studied include some or all of the following:

- The 'vocabulary' of modern philosophy (i.e. Descartes and after)
- The development of epistemology from the seventeenth and eighteenth centuries to the present day
- The definition of 'knowledge'
- The very possibility of knowledge, and our presumption that we are able to possess it.

The focus on such topics will also facilitate an appreciation of the epistemological implications or presuppositions of ideas and arguments in other areas of philosophy and will enable the student to understand more fully the importance of epistemology in the development of the history of ideas.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Annotated Bibliography	4,000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPPH7010	
Module Title	Knowledge, Reason, And Reality	
Classification	Reading List entry	Electronic*
Essential	C.C.W. Taylor (ed.), <i>From the Beginning to Plato: Routledge History of Philosophy</i> , Vol. 1 (London & New York: Routledge, 2003). (E-book copy available online via LRC's electronic resources. The link is as follows: http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780203027219)	☒
Essential	Plato, <i>The Republic</i> . Feel free to use any edition, but the Penguin edn. is recommended.	☒
Essential	Rene Descartes, <i>Meditations</i> .	☒
Essential	David Hume, 'Sceptical Doubts concerning the Operation of the Understanding', in <i>Enquiry Concerning Human Understanding</i> (1748), Part 1, Section 4.	☒
Essential	Hume, 'Of the Idea of Necessary Connexion', in <i>Enquiry Concerning Human Understanding</i> (1748), Part 1, Section 7.	☒
Essential	E. Gettier, 'Is Justified True Belief Knowledge', <i>Analysis</i> , Vol.23, 1963, pp.121-23.	☒

Essential	Peter Unger, 'In Defense of Skepticism', <i>The Philosophical Review</i> , Vol.80, No.2, 1971, pp.198-219. (Accessible via Jstor.)	☒
Further	L. Zagzebski, 'The Inescapability of Gettier Problems', in <i>The Philosophical Quarterly</i> , Vol. 44, No. 174, 1994, pp. 65–73. (Accessible via Jstor.)	☒
Further	Russell, <i>The Problems of Philosophy</i> (Oxford and NY: OUP, 1967). (Available as e-book, via LRC's electronic resources.)	☒
Further	Timothy Williamson, <i>Knowledge and its Limits</i> (Oxford: Oxford University Press, 2002). (Accessible as an e-book via LRC.)	☒

Module Code	HPPH7014
Title	MA Dissertation (Philosophy)
Date	04/03/2020
Level	7
Credits	60
Pre-Requisites	

AIM(S)

- To enable students to reformulate and use relevant understanding, methodologies and theories to address a specific problematic issue that involve many interacting factors on a chosen topic related to their MA degree scheme.

LEARNING OUTCOMES

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

- construct an independent and methodologically informed argument, based on independent research, synthesizing relevant material;
- critically analyse and interpret the key problems, methodologies, and theories in their chosen topic, and produce and integrate a detailed analysis of the relevant primary sources;
- participate in the modern scholarly discussions on the proposed topic, and evaluate critically that scholarship with a sound understanding of the contexts in which it is located, so that developments and trends can be taken in account;
- plan and develop their own research and to exercise autonomy and sound judgement;
- present written work in a manner appropriate for a relevant/professional audience.

INDICATIVE CONTENT

- The dissertation provides an excellent opportunity to study in detail a specific aspect of the ancient world.
- Students decide on their own topic in close consultation with a member of staff.
- Those taking a language-focused programme may, as an alternative to a traditional dissertation essay, offer a lemmatic commentary on a Greek or Latin text in the original, to reflect their linguistic achievement.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	600	100%
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Dissertation	15000 words	100%

Assessment Summary

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

Module Code	HPPH7016
Title	Applied Ethics
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	N/A

AIM(S)

- To provide students with a systematic and critically aware understanding of problems and recent insights in Applied Ethics.
- To develop students' ability to apply moral theory to practical ethical dilemmas.

LEARNING OUTCOMES

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

- demonstrate an advanced level of knowledge of key themes, debates and thinking in Applied Ethics;
- demonstrate the ability to evaluate critically concepts, arguments and theories encountered in the ongoing debates over such moral dilemmas as abortion, euthanasia, and our treatment of animals;
- demonstrate a sophisticated understanding of the ways in which traditional moral theory might be applied to ethical dilemmas;
- demonstrate a theoretically sophisticated.

INDICATIVE CONTENT

This module will undertake an in-depth investigation of some of the central issues in contemporary applied ethics. The topics to be studied include some or all of the following:

- Abortion
- Euthanasia
- War
- Poverty
- Punishment
- Our treatment of animals
- Killing and letting die
- The moral relevance of personhood
- The nature of moral obligation

The module will also provide a detailed examination of traditional moral theory through their application to issues in applied ethics.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	4000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	4000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH7016	
Module Title	Applied Ethics	
Classification	Reading List entry	Electronic*
Further	Foot, Philippa, 'The Problem of Abortion and the Doctrine of the Double Effect', <i>Virtues and Vices</i> (Oxford: Basil Blackwell, 1978)	☒
Essential	Hursthoues, Rosalind, <i>Beginning Lives</i> , (Oxford: Blackwell, 1995)	☐
Further	Javis Thomson, Judith, 'A Defence of Abortion', <i>Applied Ethics</i> , edited by Peter Singer, (Oxford: Oxford University Press, 1986)	☒
Essential	Marquis, Don, 'Why Abortion is Immoral', <i>The Journal of Philosophy</i> , Vol. 86, No. 4 (Apr., 1989), pp. 183-202	☒
Essential	Singer, Peter, 'Taking Life: The Embryo and Fetus', <i>Practical Ethics</i> , (Cambridge: Cambridge University Press, 2011)	☒
Further	Tooley, Michael, 'Abortion and Infanticide', <i>Philosophy & Public Affairs</i> , Vol. 2, No. 1 (Autumn, 1972), pp. 37-65	☒

Further	Foot, Philippa, 'The Problem of Abortion and the Doctrine of the Double Effect', <i>Virtues and Vices</i> (Oxford: Basil Blackwell, 1978)	☒
Further	Glover, Jonathan, <i>Causing Death and Saving Lives</i> , (London: Penguin, 1990),	☐
Further	Hursthoues, Rosalind, <i>Beginning Lives</i> , (Oxford: Blackwell, 1995)	☐
Further	Javis Thomson, Judith, 'A Defence of Abortion', <i>Applied Ethics</i> , edited by Peter Singer, (Oxford: Oxford University Press, 1986)	☒
Essential	Singer, Peter, 'Taking Life: The Embryo and Fetus', <i>Practical Ethics</i> , (Cambridge: Cambridge University Press, 2011)	☒
Essential	Nagel, Thomas, 'War and Massacre', <i>Philosophy & Public Affairs</i> , Vol. 1, No. 2, (Winter, 1972)	☒
Further	Walzer's, Michael, <i>Just and Unjust Wars</i> , (Oxford: Clarendon Press, 2009)	☐
Further	Rachels, James, 'Active and Passive Euthanasia', <i>Applied Ethics</i> , edited by Peter Singer, (Oxford: Oxford University Press, 1986)	☐
Further	Singer, Peter, 'Taking Lives: Human', <i>Practical Ethics</i> , 3rd edition, (Cambridge: Cambridge University Press, 2011)	☒
Further	<i>World Hunger and Moral Obligation</i> , edited by William Aiken, Hugh La Follette (Englewood Cliffs, N.J.: Prentice-Hall, 1977)	☐
Essential	Singer, Peter, 'Rich and Poor', <i>Practical Ethics</i> , 3rd edition, (Cambridge: Cambridge University Press, 2011)	☒
Further	Campbell, Robert & Collinson, Diane, <i>Ending Lives</i> , (Oxford: Blackwell, 1995)	☐

Module Code	HPPH7019
Title	Buddhist Philosophy – Mahayana and Zen Approaches
Date	01/11/2021
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To engage critically and systematically with central Chinese Mahayana and Zen texts and related commentaries.
- To reflect critically on the philosophical and religious ideas contained within the (Chinese) Diamond Sutra and their reception in both ancient and modern contexts.

LEARNING OUTCOMES

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

- Critically and systematically engage with key texts from the Mahayana and Zen traditions;
- Critically and systematically reflect upon the value systems contained within a range of texts.

INDICATIVE CONTENT

This module will examine Buddhist texts such as the (Chinese) *Diamond Sutra* and related commentaries. It will consider their broader philosophical, religious and social contexts, particularly in relation to the challenges inherent in translating Classical Chinese texts and the ideas they contain. It will consider the following themes:

- The origins of (Chinese) Mahayana Buddhism and the establishment of its Schools -- particularly Zen Buddhism;
- The value systems and philosophical ideas contained within the (Chinese) *Diamond Sutra* and other Mahayana/Zen texts;
- The comparative analysis of translations and annotations and commentaries on Mahayana/Zen texts (e.g., the (Chinese) *Diamond Sutra*);
- The influence of the *Diamond Sutra* in both ancient and modern Chinese Buddhist thought and social and cultural practices, particularly the importance of Chinese Mahayana Buddhism

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	7,500-9000 words equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH7019	
Module Title	Buddhist Philosophy – Mahayana and Zen Approaches	
Classification	Reading List entry	Electronic*
Essential	Master Hsuan Hua, <i>The Diamond Sutra: A General Explanation of the Vajra Prajna Paramita Sutra</i> , The Buddhist Text Translation Society, 1974.	☐
Essential	Master Thich Nhat Hanh, <i>The Diamond That Cuts Through Illusion (English)</i> , Parallax Press, 2006.	☐
Essential	Mu Soeng, <i>The Diamond Sutra: Transforming the Way We Perceive the World</i> , Wisdom Publications, 2000.	☐
Essential	Burton, B. <i>Emptiness Appraised: A Critical Study on Nagarjuna's Philosophy</i> , Curzon Press, 1999.	☐
Essential	Williams, P. <i>Mahayana Buddhism: The Doctrinal Foundations</i> . 2 nd ed. Abingdon: Routledge, 2009.	☒
Essential	Schlütter, Morten. <i>How Zen Became Zen: The Dispute over Enlightenment and the Formation of Chan Buddhism in Song Dynasty China</i> . Honolulu: University of Hawai'i Press, 2008.	☐
Further	Williams, P. <i>Some Aspects of Language and Construction in the Madhyamaka</i> , Journal of Indian Philosophy, 8/1 1980.	☒
Further	<i>Asian Philosophy</i>	☒
Further	<i>Journal of Indian Philosophy</i>	☒
Further	<i>Journal of Religious Ethics</i>	☒
Further	<i>Philosophy East and West</i>	☒

Further	<i>Religious Studies Review</i>	☒
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Module Code	HPPH7020
Title	Ancient Chinese Philosophy
Date	17/08/2026
Level	7
Credits	30
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To equip students with the interpretive skills to analyse classical Chinese philosophical concepts as living philosophical arguments rather than static cultural artifacts.
- To situate early Chinese philosophy within the broader context of Warring States intellectual culture, where thinkers actively debated the foundations of ethics, governance, language, and human nature in response to political crisis.

LEARNING OUTCOMES

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

- critically evaluate and synthesise the central arguments, concepts, and interpretative debates within major classical Chinese philosophical traditions, including Confucianism and Daoism, demonstrating advanced engagement with primary texts and contemporary scholarship;
- demonstrate advanced skills in the interpretation and critical analysis of classical Chinese philosophical writings, assessing their conceptual frameworks, underlying assumptions, and philosophical significance within both their historical contexts and ongoing scholarly discussions;
- critically assess and compare competing accounts of human nature, moral cultivation, and political authority in classical Chinese thought, formulating independent and original philosophical judgements grounded in rigorous textual and theoretical analysis;
- develop, articulate, and defend sophisticated philosophical arguments that integrate insights from classical Chinese traditions, applying them critically and creatively to contemporary ethical, political, and social questions while demonstrating intellectual independence and reflective judgement.

INDICATIVE CONTENT

- The Warring States context and the emergence of philosophical responses to political crisis.
- Confucius's diagnosis: moral self-cultivation through *ren* and *li* as the remedy for disorder.

- The rectification of names (*zhengming*) as a theory of language, ethics, and political order.
- The Daoist challenge: the ineffable Dao, the limits of language, and the ideal of *wuwei*.
- *Ziran* as a political value and the Daoist critique of civilisation and institutional governance.
- Mencius's defence of good human nature: the Four Sprouts and the possibility of moral growth.
- Xunzi's counter-thesis: evil nature, human artifice (*wei*), and the necessity of ritual and law.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3,750 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3,750 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH7020	
Module Title	Ancient Chinese Philosophy	
Classification	Reading List entry	Electronic*

Essential	Van Norden, B. W. (2011). <i>Introduction to classical Chinese philosophy</i> . Hackett Publishing.	☒
Essential	Analects of Confucius (Eno 2015)	☒
Essential	Daodejing (Eno 2016)	☒
Essential	Mencius (Mengzi) (Eno 2015)	☒
Essential	Xunzi, H. G. (2015). <i>Xunzi: The complete text</i> . Princeton University Press.	☒
Essential	Harbsmeier, C. (Trans.), Petersen, J. Ø., & Pines, Y. (Eds.). (2024). <i>Han Feizi, the art of statecraft in early China: A bilingual edition</i> (1st ed., Vols. 1-2). Brill.	☒
Further	Van Norden, B. W., & Ivanhoe, P. J. (2023). <i>Readings in classical Chinese philosophy</i> . Hackett Publishing.	☒
Further	Lai, K. (2017). <i>An introduction to Chinese philosophy</i> . Cambridge University Press.	☒

Module Code	HPRS7007
Title	MA Dissertation (Religion)
Date	04/03/2020
Level	7
Credits	60
Pre-Requisites	

AIM(S)

- To formulate and complete a 15,000-word dissertation, based on original, independent research of primary and secondary sources, which uses appropriate theoretical, methodological and historiographical approaches.

LEARNING OUTCOMES

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

- the ability to pursue an independent research project, which critically evaluates a range of primary and secondary sources of information;
- the ability to display a sophisticated awareness of the relevant theoretical considerations, and to construct an original hypothesis based on a critical analysis of the evidence

INDICATIVE CONTENT

- Not applicable.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	600	100%
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Dissertation	15,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

N/A

Module Code	HPRS7009
Title	Religious Experience Today
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To provide students with an in-depth understanding of religious experience from a number of perspectives, examining both the phenomenology of such experiences and explanations for them
- To develop a critical understanding of the significance of the theoretical approaches to the study of religious experience

LEARNING OUTCOMES

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

- A comprehensive understanding of the varying ways of approaching the subject, and the different factors which must be taken into account, including social-historical background (both of experiencers and of interpreters/scholars), psychology (including faith and belief), neurophysiology and cognition, and the possibility of a genuinely metaphysical reality.
- The development of a critical approach to primary sources (i.e. anecdotal accounts vs. empirical evidence), and secondary sources (i.e. an awareness of issues such as the reliability of authors, and potential apologetic or academic biases).
- A contextualisation of religious experience as a distinct but inseparable part of the overall phenomenon of 'religion,' and its relation to the other dimensions of religion.

INDICATIVE CONTENT

- Overview of the history of the study of religious experience including an introduction of the works and theories of key pioneering figures in the field such as Friedrich Schleiermacher, William James, and Rudolph Otto
- Recent development in the study of religious experience such as cognitive studies, cultural/sociological/psychological 'construction' of experience, empirical evidence and claims of veridicality of experience, subsequent effects on the experiencer ('fruits'), and the relationship between religious experience and religious belief
- Religious experience in relation to particular social and cultural categories, with a consideration of gender, age (with emphasis on religious experience in children and the elderly), social position/profession (with a focus on the relationship between creativity/innovation and religious experience), and a comparison of the phenomenology of religious experiences cross-culturally with reference to the possibility of a 'common core'

- A section devoted to the work of Sir Alister Hardy and the Religious Experience Research Centre will introduce students to the archive containing thousands of personal accounts of religious experiences, which they will be encouraged to access and engage within their essays.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPRS7009	
Module Title	Religious Experience Today	
Classification	Reading List entry	Electronic*
Essential	Hood, R.W. <i>Handbook of Religious Experience</i> . (Birmingham: AL, Religious Education Press, 1995)	☐
Essential	Schmidt, B.E. (ed). <i>The Study of Religious Experience: Approaches and Methodologies</i> (Sheffield: Equinox, 2016)	☐
Essential	Taves, A. <i>Religious Experience Reconsidered: A Building-Block Approach to the Study of Religion and Other Special Things</i> (Princeton: Princeton University Press, 2011 [2009])	☒
Essential	Taylor, C. <i>Varieties of Religion Today: William James Revisited</i> . (Cambridge Mass., Harvard University Press, 2002)	☐

Further	James, W. <i>The Varieties of Religious Experience: A Study in Human Nature</i> (New York: Classics Books, 2010 [1902])	☐
Further	Hay, D. <i>Religious Experience Today</i> . (London: Mowbray, 1990)	☐
Further	Taves, A. <i>Fits, Trances & Visions: Experiencing Religion and Explaining Experience from Wesley to James</i> . (Princeton: Princeton University Press, 1999)	☐
Further	Proudfoot, W. <i>Religious Experience</i> . (Berkeley: University of California Press, 1985).	☒
Further	Jantzen, G.M. <i>Power, Gender, and Christian Mysticism</i> (Cambridge: Cambridge University Press, 1995)	☐
Further	Andresen, J. <i>Religion in Mind: Cognitive Perspectives on Religious Belief, Ritual and Experience</i> (Cambridge: Cambridge University Press, 2001)	☐
Further	Franks Davis, C. <i>The Evidential Force of Religious Experience</i> . (Oxford: Oxford University Press, 1989)	☒
Further	Pyysiäinen, I. <i>How Religion Works: Towards a New Cognitive Science of Religion</i> (Leiden: Brill, 2001)	☐

Module Code	HPRS7019
Title	The Study of Theology
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To examine the object, principles, and ends of Christian theology.
- To assess historical developments in the practice of Christian theology.
- To critically read important texts on the person and work of Christ within the Christian tradition.

LEARNING OUTCOMES

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

- Understand the elements and habits of theological reasoning.
- Trace the historical development of theology as a discipline.
- Explain the nature of theology as a form of discourse.
- Engage in theological reasoning, making use of the various sub-disciplines in theology.

INDICATIVE CONTENT

- Basic study skills in theology.
- The history and development of theology and theological method.
- The nature, object, and ends of theological reasoning.
- The content of theological curriculum and its place in the University.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	7500-9000	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS7019	
Module Title	The Study of Theology	
Classification	Reading List entry	Electronic*
Essential	Aquinas, <i>Summa Theologica</i> , I.1.7	☒
Essential	D. Ford, 'An Interdisciplinary Wisdom. Knowledge, Formation and Collegiality in the Negotiable University', in <i>Christian Wisdom. Desiring God and Learning in Love</i> (Cambridge: Cambridge University Press, 2007), pp. 304-49	☒
Essential	J. Milbank, 'The Conflict of the Faculties. Theology and the Economy of the Sciences', in M. Nation, S. Wells, ed., <i>Faithfulness and Fortitude. In Conversation with the Theological Ethics of Stanley Hauerwas</i> (Edinburgh: T&T Clark, 2000), pp. 39-57.	☐
Further	E. Farley, <i>Theologia. The Fragmentation and Unity of Theological Education</i> (Philadelphia: Fortress, 1983), pp. 49-98.	☐
Further	F.D.E. Schleiermacher, <i>Brief Outline of Theology as Field of Study. Translation of the 1811 and 1830 Editions</i> (Louisville: WJKP, 2011), pp. 1-14, 31-96.	☐
Further	M. Levering, <i>Participatory Biblical Exegesis</i> (Notre Dame: University of Notre Dame Press, 2008), pp. 1-16, 63-89.	☐
Further	E. Troeltsch, 'Historical and Dogmatic Method in Theology', in <i>Religion in History</i> (Minneapolis: Fortress, 1991), pp. 11-32.	☐
Further	A. Williams, <i>The Architecture of Theology. Structure, System, and Ratio</i> (Oxford: Oxford University Press, 2011), pp. 213-27.	☒

Module Code	HPRS7021
Title	The Doctrine of the Trinity
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	

AIMS

This module aims to allow student to:

- To investigate in detail the Doctrine of God as Trinity, its development and theological significance.
- To consider analytically and critically the tradition of Christian Doctrine against the background of modern and late modern debates.

LEARNING OUTCOMES

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

- analyse primary theological source material and deploy secondary material critically and appropriately;
- demonstrate a sound understanding of the nature of the systematic study of Christian doctrine and particularly of the doctrine of Christ and the incarnation as articulated by the Church Fathers;
- demonstrate a critical understanding of the Doctrine of God as Trinity;
- demonstrate a critical awareness of the issues raised in the most recent theological research and debate;
- engage in critical and analytical study of areas related to the relevant doctrines

INDICATIVE CONTENT

- Introduction to Systematic Theology
- The Knowledge of God
- God the Trinity
- God the Father
- God the Son
- God the Holy Spirit
- Trinity and Creation
- Feminist Approaches

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Textual Analysis	1,500 words	30%

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Textual Analysis	1,500 words	30%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS7021	
Module Title	The Doctrine of the Trinity	
Classification	Reading List entry	Electronic*
Essential	Aquinas, St Thomas, Summa Theologiae (Edinburgh: T & T Clark, 1975). Ayers, L., Nicaea and Its Legacy: An Approach to Fourth Century Trinitarian Theology (Oxford: Oxford University Press, 2006).	☒
Essential	Barth, K., Church Dogmatics I/1: the Doctrine of the Word of God (Edinburgh: T & T Clark, 1975).	☒
Further	Barth, K., Church Dogmatics II/2: the Doctrine of God (Edinburgh: T & T Clark, 1957).	☒

Further	Gunton, C. E. (ed.), The Cambridge Companion to Christian Doctrine (Cambridge: Cambridge University Press, 1997)	☐
Further	Gunton, C. E., Father, Son and Holy Spirit: Towards a Full Trinitarian Theology (London: T & T Clark, 2003).	☐
Further	Jenson, R. W., Systematic Theology: Volume 1: The Triune God (New York: Oxford University Press, 1997).	☐
Further	Kelly, J. N. D., Early Christian Doctrines (5th ed., London: Continuum, 2000).	☐
Further	Lash, N., Easter in Ordinary: Reflections on Human Experience and the Knowledge of God (London: SCM, 1988)	☐
Further	Moltmann, J., The Crucified God: The Cross of Christ as the Foundation and Criticism of Christian Theology (London: SCM, 1974).	☐
Further	Rahner, K., Foundations of Christian Faith (New York: Crossroads, 1998).	☐

