MODULE SYLLABUS

THEORY AND METHODOLOGY FOR THE STUDY OF ANCIENT RELIGIONS

CLCL7003

Module Code:	CLCL7003
Credit points:	20
Taught:	Semester 1 and 2
Lecturer:	Drs Augustine Cassiday, Kyle Erickson, Pauline Hanesworth, James Richardson and Louise Steel

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GENERAL INFORMATION

The study of ancient religions involves a diverse and sometimes contradictory set of theoretical and practical approaches. This module aims to introduce students to these approaches and aid them in negotiating the various arguments, uses and problems associated with each. The module will explore various theories that have been and still are applied to the study of ancient religions, such as cultural evolutionism, ritualism and phenomenology. The module will draw on these theoretical approaches to examine the evidence through which ancient religions can be understood, taking into account their nature and the problems inherent in working with such materials as archaeological remains and sites, material objects, inscriptions, and literary evidence. In so doing, this module will allow students to explore key aspects of ancient religions such as the role of ritual, the relationship between the secular and the sacred and the religiously inscribed negotiations between mortal and divine.

AIM(S)

To enable students

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

LEARNING OUTCOMES

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

- demonstrate a sophisticated understanding of and analytical critique of the main trends of modern theories of ancient religions;
- determine and apply the appropriate methodologies and approaches for the interpretation of a range of evidence used in the study of any given ancient religion.

OFFICE HOURS/HOW TO CONTACT US

This module is joint taught between five lecturers. If you wish to discuss the module as a whole please contact Dr Pauline Hanesworth either via email (p.hanesworth@tsd.ac.uk), phone (01570 424787 (though please email first so that we can organise a mutually convenient time)) or by dropping in during one of her office hours (Monday 13.00-14.00, Tuesday 09.00-10.00 and Friday 15.00-16.00).

If you wish to contact the tutor responsible for a specific unit, please either email them or phone them at a mutually agreed upon time.

Please remember too that everyone can also ask questions (not confidential) on the discussion board available in the Moodle space for this course.

Contact Details

Tutor	Units responsible for	Email address	Phone number
Dr Augustine Casiday (AC)	2 and 8	a.casiday@tsd.ac.uk	01570 424868
Dr Kyle Erickson (KE)	10	k.erickson@tsd.ac.uk	01570 424828
Dr Pauline Hanesworth (PH)	1, 5 and 6	p.hanesworth@tsd.ac.uk	01570 424787
Dr James Richardson (JHR)	4 and 9	j.richardson@tsd.ac.uk	01570 424928
Dr Louise Steel (LS)	3 and 7	l.steel@tsd.ac.uk	01570 424794

STRUCTURE AND ORGANISATION

This 20-credit module comprises 10 units taught via Moodle (our Virtual Learning Environment). Each unit will take an important theoretical and methodological approach as its starting point. Each unit will then focus on a certain area of Ancient Religions for case studies and exempla. These will be based on the specialisms of the lecturer. This will allow you to become familiar not only with the methodological/theoretical approaches to Ancient Religions but also the chronological and geographical range that the Ancient Religions degree covers.

Course Outline:

Unit	Topic	Tutor	Tutor Specialism
1	Overview	PH	N/A
2	Polytheism and Monotheism	AC	Early Christianity
3	Ritual and Ceremony	LS	Bronze Age Mediterranean
4	Ritual and Society	JHR	Republican Rome
5	Sacred Texts in Ancient Religions	PH	Archaic and Classical Greece
6	Myth and Religion	PH	Archaic and Classical Greece
7	Death, Pollution and Rites of Passage	LS	Bronze Age Mediterranean
8	Cosmology, Society and Religion	AC	Early Christianity
9	Religion and Power	JHR	Republican Rome
10	Religions in Contact	KE	The Hellenistic East

All students, both those on campus and those studying at a distance, will study this module via the VLE. Students should follow the units in order, completing the work as asked. Ideally, each student should progress through each unit on a week by week basis (i.e. week 1 = unit 1, week 2 = unit 2 etc.). Each unit will be taught according to material appropriateness and tutor preference. That is to

say that some units may comprise vidcasts, podcasts, readings or forum debates, others will require more independent learning. This range of teaching styles will strengthen your learning skills by encouraging the development of flexibility in learning styles and by increasing your ability to study independently.

ASSESSMENT

Coursework:

- 1 x 1,250-word book/article review (25%)
- 1 x 1,250-word encyclopaedia article (25%)
- 1 x, 2,500-word short essay (50%)

These assessments should be submitted on the Moodle space for this course. Each tutor has supplied an appropriate book/article for review, encyclopaedia topic and essay question for their relevant units. You must complete your assessments on the available topics/questions given. These are supplied in the assessment section of the Moodle page for this course.

Please note that you **MUST** spread your three assessments across the course. I.e. if you choose to review the book/article set for the unit on Polytheism and Monotheism, you *must not* choose either the encyclopaedia topic or essay question set for that unit.

All assessed coursework should be fronted by a Postgraduate Coversheet, which can be found on the Moodle space for this course.

Word count

Please be aware that if you go significantly over or under the word limit (i.e. more than 10%), you may be penalised.

REMEMBER that the word count includes everything apart from the bibliography, titles or captions. You must provide the word count clearly on the cover sheet.

Welsh First language

If your first language is Welsh and you would like to submit any assessed coursework in Welsh, please see the School Office as soon as possible to make arrangements for this.

Special needs / requirements

If you have any special needs (e.g. dyslexia, visual impairment) that need to be taken into account for the teaching of this module, please make sure that our Support Liaison, Dr Kyle Erickson (k.erickson@tsd.ac.uk), is made aware of this so that we can make sure that we fully support you in your studies.

Returning of work

Detailed feedback is given on the essay cover sheet but if you would like to discuss your work in more detail, do come and see us during one of our office hours, drop us an email or give us a ring.

Some extra assignment/essay guidelines
Help for the writing of coursework is in the TSD and School of Classics Reference Guides. You are advised to read the relevant sections carefully.

Marks will be deducted if your piece of coursework is not presented properly (e.g. double-spacing, font 12 is needed). Note that all coursework needs to be word-processed; hand-written work will not be accepted. Assessment criteria can be found in the Programme of Study Handbook and at the back of this Module Syllabus.

***** You need to watch plagiarism whenever you use secondary literature (please read carefully the plagiarism section in the Classics Programmes of Study Handbook – ALL suspect coursework will be submitted to a Turn-It-In analysis).** Please consult the Classics Reference Guide for advice on how to reference secondary literature.

In case of problems….
Do come and see the Programme Coordinator during office hours if you have any problems with the writing or planning of your piece of coursework. You are also welcome to see your personal tutor for advice.

Bibliography
In addition to the books below, you should make use of the relevant unit notes and handouts and do some independent research.

BIBLIOGRAPHY
Essential Purchase
Johnston, S. I. (ed.) *Ancient Religions*. Cambridge, Massachusetts: Harvard University Press, 2007.

Essential Reading
Bowie, F. *The Anthropology of Religion*. Oxford and Malden, Massachusetts: Blackwells, 2000.
Insoll, T. *Archaeology and World Religion*. London: Routledge, 2001.
Kunin, S. D. *Religion: The Modern Theories*. Edinburgh: Edinburgh University Press, 2003.
Kyriakides, E. (ed.) *The Archaeology of Ritual*. Los Angeles: Cotsen Institute of Archaeology at UCLA, 2007.

Recommended Reading
Clarke, P. (ed.) *The Oxford Handbook of the Sociology of Religion*. Oxford: Oxford University Press, 2009.
Cox, J. L. *A Guide to the Phenomenology of Religion*. London: Continuum, 2006.
Crapo, R. H. *Anthropology of Religion: The Unity and Diversity of Religions*. Boston, Massachusetts: McGraw Hill, 2003.
Davies, J. *Death, Burial, and Rebirth in the Religions of Antiquity*. London: Routledge, 1999.
Fogelin, L. (ed.) *Religion, Archaeology, and the Material World* (Occasional Papers 36). Carbondale, Ill.: Center for Archaeological Investigations, Southern Illinois University Carbondale, 2008.

Hicks, D. *Ritual and Belief: Readings in the Anthropology of Religion*. Boston, Massachusetts: McGraw Hill, 2002.

Hinnells, J. R. (ed.) *A Handbook of Ancient Religions*. Cambridge: Cambridge University Press, 2007.

Hinnels, J. R. (ed.) *The Routledge Companion to the Study of Religion*. London: Routledge, 2005.

Insoll, T. (ed.) *The Oxford Handbook of the Archaeology of Ritual and Religion*. Oxford: Oxford University Press, 2011.

Insoll, T. *Archaeology, Ritual, Religion*. London: Routledge, 2004.

Jensen, T. and M. Rothstein (eds.) *Secular Theories on Religion: Current Perspectives*. Copenhagen: Museum Tusculanum, 2000.

Knott, K. *The Location of Religion: A Spatial Analysis*. London: Equinox Publishing, 2005.

Lambek, M. *A Reader in the Anthropology of Religion*. Oxford and Malden, Massachusetts: Blackwells, 2002.

McCutcheon, R. T. (ed.) *The Insider/Outside Problem in the Study of Religion*. London and New York: Cassell, 1999.

Pyysiainen, I. and V. Anttonen (eds.) *Current Approaches in the Cognitive Science of Religion*. New York and London: Continuum, 2002.

Renfrew, C. 'Archaeology of religion', in *The Ancient Mind: Elements of Cognitive Archaeology*, ed. by C. Renfrew, & E. B. W. Zubrow. New directions in archaeology. 47-54. Cambridge: Cambridge University Press, 1994.

Segal, R. A. (ed.) *The Myth and Ritual Theory*. Oxford and Malden, Massachusetts: Blackwells, 1998.

Smith, J. Z. *Relating Religion: Essays in the Study of Religion*. Chicago, Ill.: University of Chicago Press, 2004.

Steadman, S. R. *The Archaeology of Religion: Cultures and their Beliefs in Worldwide Context*. Walnut Creek, California: Left Coast Press, 2009.

Strausberg, M. and S. Engler (eds.) *The Routledge Handbook of Research Methods in the Study of Religion*. London and New York: Routledge, 2011.

Sutcliffe, S. (ed.) *Religion: Empirical Studies. A Collection to mark the 50th anniversary of the British Association for the Study of Religion*. Aldershot: Ashgate, 2004.

Turner, B. S. *Religion and Social Theory*. London: Sage Publications, 1991.

Waardenburg, J. *Classical Approaches to the Study of Religion: Aims, Methods and Theories of Research*. Berlin: Walter de Gruyter, 1999.

Whitley, D. S. and K. Hays-Gilpin (eds.) *Belief in the Past: Theoretical Approaches to the Archaeology of Religion*. Walnut Creek, California: Left Coast Press, 2008.

Websites (approved professional websites, allowed to be used)

http://ancientworldonline.blogspot.co.uk/
http://antiquity.ac.uk/projgall/projindex.html
http://escholarship.org/uc/nelc_uee
http://muse.jhu.edu/
http://pao.chadwyck.co.uk/marketing.do
http://www.brillonline.com/
http://www.daphne.cnrs.fr
http://www.jstor.org/

http://www.persee.fr/web/guest/home
http://www.perseus.tufts.edu/hopper/
http://www.theoi.com/
https://www.swetswise.com/public/login.do

DO NOT USE WEBSITES other than these unless given explicit tutor approval. Websites, especially those that do not use peer-reviewed sources, can potentially contain errors, are subject to updates, changes in "facts", and even discontinuation.

Course Materials and Moodle

All information regarding this course will be available in the Moodle space for this course. Further, the Moodle space for this course will offer you a discussion board, where you can ask questions and discuss aspects of the course with your fellow students and me.

If you have trouble accessing any of this material or the Moodle space for this course in general, please contact as soon as possible the School of Classics' Moodle co-ordinator, Dr. Errietta Bissa (e.bissa@lamp.ac.uk).

POSTGRADUATE MARKSHEET

	39% or less	**40-49%**	**50-69%**	**70% and above**
Basic Descriptor	• Unsatisfactory work	• Work of a satisfactory standard	• Work or a good standard	• Work of an exceptional standard
Focus on task	• Little or no focus on task set	• Discernable focus on task set	• Sustained focus on the subject	• Acute and relevant focus on task set
Approach	• Lack of ability to identify and solve problems • Response brief or under-developed	• Some attempt at identifying and solving problems • Work may be descriptive in nature	• Ability to identify and solve problems • Convincing analysis of other scholars' views • Awareness of wider philosophical dimensions of subject	• Ability to understand and solve problems • Subtle and perceptive analysis • Analytical and critical appreciation
Written style	• Poor or little knowledge or understanding of subject shown • Lacking structure	• Satisfactory written style • A reasonable argument	• Clear and well written style • Persuasive and even sophisticated level of argument • Some originality	• Fluent writing and clarity of expression • Cogent, structured and persuasive argument • Genuine originality
Evidence of reading	• Insufficient or irrelevant reading	• A range of reading evident • In need of more research	• Broad and relevant range of reading • Good level of research	• Wide and thorough reading • Comprehensive research
Presentation	• Unclear and poor presentation • No or hardly any relevant references and examples	• Presentation may be lacking in some areas • Some relevant references and examples	• Good presentation • Relevant examples and references	• Presentation to a high scholarly standard • Argument fully documented and well referenced