



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

MODULE DIRECTORY

LEVEL 6

ACADEMIC DISCIPLINE OF HUMANITIES

INSTITUTE OF EDUCATION AND HUMANITIES

2025-2026

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INTRODUCTION

This Module Directory includes all the modules for Level 6 within the Academic Discipline of Humanities in the academic year 2025-2026.

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

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

MODULES

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

- Problem solving, creative, entrepreneurial thinking and approaches.
- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒
Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. et al. Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

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

Module Code	HPAH6066
Title	Hieroglyphs 1
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To learn the basics of writing and reading an ancient language and script in the original using the classical language of Middle Egyptian written in hieroglyphs as case study and to gain the ability to read a basic vocabulary and recognise key formulae, titles and names repeated on Egyptian material culture which will facilitate reading of objects in successive modules.

LEARNING OUTCOMES

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

- demonstrate a secure knowledge of the language and writing system of ancient Egypt and a critical awareness of the impact and the social role of orality and literacy within past societies;
- read and translate basic formulaic texts found especially in the funerary sphere by application of grammatical rules;
- demonstrate a critical awareness of epigraphic methods necessary when dealing with inscribed objects.

INDICATIVE CONTENT

- Literacy in ancient Egyptian Society
- Language and writing system of ancient Egypt
- Epigraphy
- One and more consonant signs, transliteration
- The Offering Formula
- Grammar:
 - word order
 - Nouns
 - roots, gender, number
 - Suffix pronouns
 - connections and possessions
 - combinations of nouns and adjectives

- Non-verbal sentences
 - Nominal sentences
 - Adverbial sentences
 - Adjectival sentences

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam
 ☒ Coursework
 ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPAH6066	
Module Title	Hieroglyphs1	
Classification	Reading List entry	Electronic*
Essential	Manley, B. 2012. Egyptian Hieroglyphs for Complete Beginners. London: Thames & Hudson.	☐

Essential	Allen, J.P. 2014 (or any previous edition). Middle Egyptian: An introduction to the language and culture of hieroglyphs. Cambridge: CUP.	☐
Essential	Wilson, P. 2004. Hieroglyphs: A Very Short Introduction. Oxford: OUP.	☐
Essential	Faulkner, R.O. 1991. A concise dictionary of Middle Egyptian. Oxford: Griffith Institute.	☒
Essential	Gardiner Signlist – In: Gardiner, A. 1957 (or later reprints). Egyptian Grammar: Being an introduction to the study of hieroglyphs. 3 rd ed. Oxford: Griffith Institute. 438-548.	☐
Further	Bussmann, R. 2017. Complete Middle Egyptian, A New Method for Understanding Hieroglyphs: Reading Texts in Context. London: Teach Yourself.	☒
Further	Fischer, H.G. 1979. Ancient Egyptian calligraphy: A beginner's guide to writing hieroglyphs. New York: The Metropolitan Museum of Art.	☐
Further	Baines 2007 = J. Baines, Visual and Written Culture in Ancient Egypt, Oxford 2007.	☒
Further	Zinn, K. 2018. Literacy in Pharaonic Egypt: orality and literacy between agency and memory. In: A. Kolb (ed.). Literacy in ancient everyday life – Schriftlichkeit im antiken Alltag. Berlin: De Gruyter. (in press).	☐
Further	Allon, N. & H. Navrátilová. 2017. Ancient Egyptian Scribes: A Cultural Exploration, London/New York: Bloomsbury.	☐
Further	Luiselli [n.d.] = M.M. Luiselli, Writing – Image – Material: On Media and Communication in Ancient Egypt. http://www.birmingham.ac.uk/research/activity/connections/Essays/MLuiselli.aspx	☒
Further	Zinn, K. 2007. Libraries, Archives, and the Organization of Collective Wisdom in Ancient Egypt'. In: M. Cannata and T. Hardwick (eds.). Proceedings of the VII th Current Research in Egyptology Symposium. Oxford: Oxbow. 169-176.	☒
Further	Pinarello, M.S. 2015. An Archaeological Discussion of Writing Practice - Deconstruction of the Ancient Egyptian Scribe. London: Golden House Publication.	☐

Module Code	HPAH6078
Title	Pompeii: The life, death and rediscovery of a Roman town
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with a critical understanding of how archaeologists and historians have sought to reconstruct life in this ancient Roman town.

LEARNING OUTCOMES

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

- demonstrate a secure and competent understanding of how people lived in this town in the generations prior to its destruction. Also, to understand how the town became to be destroyed and preserved;
- show a critical awareness of how life in the town can inform us about wider Roman socio-economic and cultural life;
- critically apply analytical approaches to the study of the archaeological (including material culture), literary and epigraphic material coming from the site. In particular, to be aware of how archaeometric approaches (including osteology) can enhance our understanding of the town and its inhabitants;
- appreciate the reception, (mis)appropriation, heritage and conservation of the site from the seventeenth century to the present.

INDICATIVE CONTENT

- Learning about how people lived (and died) in Pompeii – including subjects from sexuality, religion, art, housing, street life, bathing and slavery.
- The death of the town with Vesuvius' eruption and its preservation.
- The towns rediscovery and early attempts at "excavation".
- The popularity and reception of the town in the "modern" (post-1600) period. And more recent attempts at heritage preservation and conservation.
- How modern archaeometric methods can help us study the town.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPAH6078	
Module Title	Pompeii: The life, death and rediscovery of a Roman town	
Classification	Reading List entry	Electronic*
Essential	Berry, J. 2013. <i>The Complete Pompeii</i> . London: Thames and Hudson.	☐
Essential	Cooley, A. 2013. <i>Pompeii and Herculaneum: A Sourcebook</i> , Second Edition. London: Routledge.	☐
Essential	Lazer, E. 2009. <i>Resurrecting Pompeii</i> . London: Routledge.	☐
Further	Beard, M. 2008. <i>Pompeii: The Life of a Roman Town</i> . London: Profile.	☐

Further	Cooley, A. 2003. <i>Pompeii</i> . London: Duckworth.	☐
Further	Dobbins, J. J. and P. W. Foss (eds.), 2007. <i>The World of Pompeii</i> . New York: Routledge.	☐
Further	Flohr, M. and A. Wilson (eds.), 2016. <i>The Economy of Pompeii</i> . Oxford: Oxford University Press.	☐
Further	Laurence, R. 2007. <i>Roman Pompeii: Space and Society</i> , Second edition. London: Routledge.	☐
Further	Lazer, E., et al. 2021. 'Inside the Casts of the Pompeian Victims: Results from the First Season of the Pompeii Cast Project in 2015', <i>Papers of the British School at Rome</i> 89: 101-136.	☐
Further	Roberts, C. 2015. 'Living with the Ancient Romans: Past and Present in Eighteenth-Century Encounters with Herculaneum and Pompeii', <i>Huntington Library Quarterly</i> 78 (1): 61–85.	☐
Further	Wallace-Hadrill, A. 1994. <i>Houses and Society in Pompeii and Herculaneum</i> . Princeton, NJ: Princeton University Press.	☐
Further	Zanker, P. 1998. <i>Pompeii: Public and Private Life</i> . Cambridge, Mass.: Harvard University Press.	☐

Module Code	HPAH6080
Title	Ancient Lives in Death
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To critically examine interdisciplinary concepts, principles, and practices needed when assessing death and human/animal remains using the example of ancient Egypt and to explore new ways to deal with material culture representing ancient lives using scientific techniques combined with anthropological methods to shed new light on ancient cultures.

LEARNING OUTCOMES

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

- demonstrate an ability to critically evaluate the application of the key theoretical concepts and archaeological methodologies associated with the critical analysis of death and its material remains using ancient Egypt as the case study;
- critically appraise the various advantages and disadvantages working multidisciplinary and develop strategies to deal with these;
- research in-depth and critically analyse ethical issues when dealing with death and human/animal remains.

INDICATIVE CONTENT

- Ancient lives – ancient bodies: body – self – death
- The view on and practicalities of death in Egyptological research: archaeology, forensics, religion and culture
- The materiality of death
- The eternal human body:
 - skeletal remains
 - forensic methods
- Mummification
 - mummification process
 - Assessing mummies: unwrapping, CT scans and computer visualisations
 - Modern attempts of mummification
 - Popular reception of ancient mummies

- Ethical issues of lives in death
- The eternal body of animals: Burial and mummification of animals

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Review of a documentary, movie or fiction dealing with the modern reception of lives in death	1000 words	20%

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Lab experiment report	2000 words	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPAH6080	
Module Title	Ancient Lives in Death	
Classification	Reading List entry	Electronic*
Essential	Loynes, R. 2015. Prepared for Eternity: A study of human embalming techniques in ancient Egypt using computerised tomography scans of mummies. Oxford: Archaeopr.	☐
Essential	Taylor, J. 2014. <i>Ancient lives : new discoveries : eight mummies, eight stories</i> . London : The British Museum, 2014.	☐
Essential	Taylor, J. 2001 (or any other edition). <i>Death and Afterlife in Ancient Egypt</i> . London: British Museum Pr..	☐
Essential	David, R. (ed.). 2008. <i>Egyptian Mummies and Modern Science</i> . Cambridge: CUP.	☐
Essential	Meskel, L. 2002. <i>Private Life in New Kingdom Egypt</i> . Princeton: Princeton Univ. Pr.	☐
Essential	Riggs, C. 2014. <i>Unwrapping Ancient Egypt</i> . London: Bloomsbury.	☐
Essential	Attala, L. & L. Steel (eds). In press. <i>Body Matters: Exploring the Materiality of the Human Body</i> . Cardiff: University of Wales Pr.	☐
Further	Ikram, S. 2015. <i>Death and Burial in Ancient Egypt</i> . Cairo: American Univ. Pr.	☐
Further	Taylor, J. 1995. <i>Unwrapping a Mummy</i> . London: British University Pr.	☐
Further	Meskel, L. & R.A. Joyce. 2003. <i>Embodied Lives: Figuring Ancient Maya and Egyptian Experience</i> . London: Routledge.	☐
Further	Ikram, S. 2015. <i>Divine Creatures: Animal Mummies in Ancient Egypt</i> . Cairo: American Univ. Pr.	☐
Further	Ikram, S., J. Kaiser & R. Walker. 2015. <i>Egyptian Bioarchaeology</i> . Leiden: Sidestone Pr.	☐

Further	Robb, J. & Harris, O.J.T. (eds). 2013. <i>The Body in History: Europe from the Palaeolithic to the Future</i> . Cambridge: CUP.	☐
Further	Sofaer, J.R. 2006. <i>The Body as Material Culture: A Theoretical Osteoarchaeology</i> . Cambridge: CUP.	☐
Further	Sousa, R. (ed.). 2014. <i>Body, Cosmos and Eternity: New Research Trends in the Iconography and Symbolism of Ancient Egyptian Coffins</i> . Oxford: Archaeopr.	☐
Further	Sugg, R. 2011. <i>Mummies, Cannibals and Vampires: The History of Corpse Medicine from the Renaissance to the Victorians</i> . Abingdon: Routledge.	☐
Further	Smith, M. 2017. <i>Following Osiris: Perspectives on the Osirian Afterlife from Four Millennia</i> . Oxford: Oxford Univ. Pr.	☐
Further	Grajetzki, W. 2003. <i>Burial customs in ancient Egypt: life in death for rich and poor</i> . London; Duckworth.	☐
Further	Hawass, Z.A. & S. Saleem. 2015. <i>Scanning the Pharaohs: CT Imaging of the New Kingdom Royal Mummies</i> . Cairo: American Univ. Pr.	☒
Further	Price, C. et.al. (eds.). 2016. <i>Mummies, Magic and Medicine in Ancient Egypt: Multidisciplinary Essays for Rosalie David</i> . Manchester: Manchester Univ. Pr.	☐
Further	David, R. 2007. <i>The Two Brothers: Death and the Afterlife in Middle Kingdom Egypt</i> . London: Rutherford Pr.	☐
Further	Fahlander, F. & T. Oestigaard (eds.). <i>The Materialities of Death: Bodies, Burials, Beliefs</i> . Oxford: Archaeopr.	☐
Further	Cornell, P. 2004. Social Identity, the Body and Power. In: Fahlander, F. & T. Oestigaard (eds.). <i>Material Culture and Other Things: Post-disciplinary Studies in the 21st Century</i> . Gothenburg: Dept. of Archaeology. 57-92	☒

Module Code	HPAH6082
Title	Classical Mythology and Legends in Roman and Medieval Times
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To engage with scholarly approaches to and theoretical frameworks for the study of heroic myths from the Classical world and their manifestation in literary texts in ancient and medieval times and to critically analyse the use of these myths in literature in their socio-cultural and historical contexts, using detailed knowledge.

LEARNING OUTCOMES

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

- demonstrate a sound and in depth knowledge of some myths concerning heroes from the Classical world and of the individual literary manifestations of these myth in sources read as part of the module;
- display a clear understanding and critical appreciation of key themes and diverse scholarly approaches to these myths;
- demonstrate a critical and analytical understanding of literary, socio-cultural and historical contexts, and how these affect our interpretation of the literary manifestations of the myth.

INDICATIVE CONTENT

- Students will study myths and legends concerning heroes from the ancient world, such as Achilles and Alexander, which have been told and retold throughout antiquity and into the medieval period and beyond.
- This module examines the use and function of some of the myths and legends in the ancient Roman world and medieval times and provides students with a detailed study of some mythic heroes in a variety of literary works.
- A selection of literary versions of the myth will be studied in depth, such as Statius' *Achilleid* and Walter of Châtillon's *Alexandreis*.
- The module offers the student the opportunity to explore the impact of the socio-cultural and historical context (such as the compositional backdrop) and the impact of the literary context.
- The module also affords students an opportunity to critically explore attitudes to gender and heroism as conveyed through the studied texts.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

Module Code	HPAH6082	
Module Title	Classical Mythology and Legends in Roman and Medieval Times	
Classification	Reading List entry	Electronic*
Essential	Parkes, R. 2011. The 'Deidamia Achilli': An Eleventh Century Statian-Ovidian Epistle', <i>International Journal of the Classical Tradition</i> 18.1: 19-35	☐
Essential	Quintus Curtius Rufus, <i>History of Alexander</i> tr. John Carew Rolfe. 2014 (The Loeb Classical library, Cambridge, MA: Harvard University Press)	☐
Essential	Statius, P. Papinius, and Shackleton Bailey, D. R. <i>Achilleid</i> . 2003. (The Loeb Classical Library, Cambridge, MA: Harvard University Press)	☐
Essential	Townsend, D. 1996. <i>The Alexandreis of Walter of Châtillon: A Twelfth-century Epic; a Verse Translation</i> (Philadelphia, Pa: U of Pennsylvania)	☐
Further	King, K. C. 1987. <i>Achilles: Paradigms of the War Hero from Homer to the Middle Ages</i> (Berkeley: University of California Press)	☐

Further	Cameron, A. 2009. 'Young Achilles in the Roman World', <i>Journal of Roman Studies</i> 99: 1-22	☐
Further	Lafferty, Maura. 2011. 'Walter of Châtillon's Alexandreis', in Z. David Zuwiyya, <i>A Companion to Alexander Literature in the Middle Ages</i> (Leiden; Boston: Brill)	☐
Further	Bridges, Venetia. 2018. <i>Medieval Narratives of Alexander the Great: Transnational Texts in England and France</i> (Studies in Medieval Romance) (Cambridge)	☐
Further	Morford, Mark P. O., and Robert J. Lenardon. 1999. <i>Classical Mythology</i> . 6th ed. New York: Longman	☐

Module Code	HPAH6085
Title	Exhibiting the Past: Ancient Egypt, death and modern representation
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To critically examine the nature of ancient Egyptian religious funerary practice and beliefs by application of combined use of archaeological, artistic and textual sources in order to work towards an exhibition and to crucially evaluate unpublished archaeological materials, place them within the belief system and construct narratives of ancient funerary practices.

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- Death, religion and culture: Concepts of the afterlife
- Magic in death
- The materiality of the afterlife
- Provisioning and equipping the dead
- The tomb: architecture and archaeology
- Funerary texts
- Performing rituals
- Case Studies:
 - The sacred landscape of Abydos
 - The funerary landscape of Thebes
- Practical and workshops: researching un-researched and un-published primary sources from the Egyptian collection of Cyfarthfa Museum and Art Gallery, Merthyr Tydfil; preparing a pop-up exhibition

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPAH6085	
Module Title	Exhibiting the Past: Ancient Egypt, death and modern representation	
Classification	Reading List entry	Electronic*
Essential	Taylor, J. 2001 (or any other edition). <i>Death and Afterlife in Ancient Egypt</i> . London: British Museum Pr.	☒
Essential	Taylor, J. 2010. <i>Journey through the Afterlife: Ancient Egyptian Book of the Dead</i> . London: British Museum Pr.	☒
Essential	Smith, M. 2017. <i>Following Osiris: Perspectives on the Osirian Afterlife from Four Millennia</i> . Oxford: Oxford Univ. Pr.	☒
Essential	Assmann, J. 2005. <i>Death and Salvation in Ancient Egypt</i> . Ithaca and London: Cornell Univ. Pr.	☒
Further	Harrington, N. 2013. <i>Living with the dead: Ancestor worship and mortuary ritual in Ancient Egypt</i> . Oxford: Oxbow.	☒
Further	Grajetzki, W. 2003. <i>Burial customs in ancient Egypt: life in death for rich and poor</i> . London; Duckworth.	☒

Further	Ikram, S. 2003. <i>Death and Burial in Ancient Egypt</i> . Harlow: Longman.	☒
Further	Snape, S. 2011. <i>Ancient Egyptian Tombs: the Culture of Life and Death</i> . Wiley-Blackwell.	☒
Further	Kemp, B. 2005. <i>Ancient Egypt. Anatomy of a Civilization</i> . London: Routledge.	☒
Further	Zinn, K. 2017. Lacklustre offering platters? Symbolic food consumption, ritual and representations in ancient Egyptian funerary culture. In: Steel, L. & K. Zinn. <i>Exploring the materiality of food"stuffs": Transformations, symbolic consumption and embodiments</i> . London: Routledge.	☒
Further	Andreeva, P. 2020. Some notes on methodology in studies of ancient funerary cultures. <i>Academia Letters</i> , Article 9. https://doi.org/10.20935/AL9	☒
Further	Hornung, E.1983. <i>Conceptions of god in ancient Egypt; the one and the many</i> . London: Cornell Univ. Pr.	☒
Further	O'Connor, D. 2009. <i>Abydos: Egypt's First Pharaohs and the Cult of Osiris</i> . London: Thames & Hudson.	☒
Further	Richards, J. 2005. <i>Society and death in Ancient Egypt: Mortuary landscapes of the Middle Kingdom</i> . Cambridge: CUP.	☒
Further	Riggs, C. 2005. <i>The beautiful burial in Roman Egypt</i> . Oxford: OUP.	☒
Further	Macdonald, S. 2011. <i>A Companion to Museums Studies</i> . Chichester: Wiley-Blackwell.	☒
Further	Ambrose, T.; Paine, C. 2018. <i>Museum Basics</i> . 4 th ed. London: Routledge	☒
Further	Boddington, A.; J. Boys; C. Speight. 2013. <i>Museums and higher education working together : challenges and opportunities</i> . Aldershot: Ashgate.	☒
Further	Bedford, Leslie. 2014. <i>The art of museum exhibitions : how story and imagination create aesthetic experiences</i> . Walnut Creek: Leftcoast Pr.	☒

Module Code	HPAH6088
Title	Entanglements: Exploring Interactions between the Aegean and Near East
Date	26/01/2024
Level	6
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To explore in depth cultural contact between the Bronze Age civilisations of Aegean and Near East with specific reference to material culture and to interrogate various theoretical approaches for the interpretation of the range and nature of contacts.

LEARNING OUTCOMES

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

- knowledge and critical understanding of theoretical perspectives of culture contact;
- a sophisticated understanding of the social and economic role of material culture in the ancient Mediterranean;
- the ability to critically evaluate current debates surrounding interconnections in the region, based on the archaeological record.

INDICATIVE CONTENT

The importance of contacts between the Bronze Age civilisations of the Aegean and Near East has become increasingly evident in recent years. In particular discussion has focused on varying issues of trade and exchange, cultural hybridisation, colonisation. This module aims to explore the nature of contact between these cultural areas during this period with a focus on the material record and theoretical perspectives for interpretation.

Lectures will draw upon various themes including:

- Theoretical approaches to exchange.
- Colonisation and cultural hybridity.
- Materiality.
- Minoan thalassocracy.
- The Keftiu.
- Minoanizing wall paintings.
- Pottery trade.
- The International Style.
- Late Bronze Age maritime trade.
- The copper trade.

- International diplomacy.
- Collapse of connected worlds: Sea Peoples and the Philistines.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPAH6088	
Module Title:	Entanglements: Exploring Interactions between the Aegean and the Near East	
Classification	Reading List entry	Electronic*
Essential	Aruz, J., Benzel, K., Evans, J.M. (eds) 2008. <i>Beyond Babylon: Art, Trade, and Diplomacy in the Second Millennium B.C.</i> New York: Metropolitan Museum of Art; New Haven: Yale University Press.	☐
Essential	Aruz, J., Graff, S.B. and Rakic, Y. eds. 2013. <i>Cultures in contact: from Mesopotamia to the Mediterranean in the second millennium B.C.</i> New	☐

	York : Metropolitan Museum of Art ; New Haven, Conn. : distributed by Yale University Press 2013	
Essential	Brysbert, A. 2008. <i>The Power of Technology in the Bronze Age Eastern Mediterranean: The Case of the Painted Plaster</i> . London, Oakville, CT: Equinox.	☐
Essential	Clarke, J. (ed.) 2005. <i>Archaeological Perspectives on the Transmission and Transformation of Culture in the Eastern Mediterranean</i> . Levant Supplementary Series 2. Oxford: Oxbow Books.	☐
Essential	Feldman, M.H. 2006. <i>Diplomacy by Design: Luxury Arts and an "international Style" in the Ancient Near East, 1400-1200 BCE</i> . Chicago: University of Chicago Press.	☐
Essential	Helms, M. 1988. <i>Ulysses' Sail: An Ethnographic Odyssey of Power, Knowledge, and Geographical Distance</i> . Princeton: Princeton University Press.	☐
Essential	Steel, L. 2012. <i>Materiality and Consumption in the Bronze Age Mediterranean</i> . New York: Routledge.	☒
Further	Appadurai, A. (ed.) 1986. <i>The Social Life of Things: Commodities in Cultural Perspective</i> . Cambridge: Cambridge University Press.	☐
Further	Barber, E.J.W. 1992. <i>Prehistoric textiles: the development of cloth in the Neolithic and Bronze Ages with special reference to the Aegean</i> . Princeton. NJ: Princeton University Press.	☐
Further	Cline, E.H. 2009. <i>Sailing the Wine-Dark Sea: International Trade and the Late Bronze Age Aegean</i> , BAR International Series 591. Oxford: Archaeopress. (reprint)	☐
Further	Cohen, R. & Westbrook, R. (eds) 2000. <i>Amarna Diplomacy: the Beginnings of International Relations</i> . Baltimore: John Hopkins University Press	☐
Further	Gosden, C. 2005. <i>Archaeology and Colonialism. Cultural Contact from 5000 BC to the Present</i> . Cambridge: Cambridge University Press	☐

Module Code	HPAN6018
Title	International Political Economy
Date	12/05/2025
Level	6
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To critically analyze the interaction between politics and economics in international relations.
- To critically evaluate the challenges faced by states in an era of global economic integration and fragmentation.

LEARNING OUTCOMES

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

- demonstrate a detailed and critical understanding of key processes in international political economy;
- critically evaluate different theoretical approaches to international political economy;
- demonstrate the ability to critically address key problems in international political economics.

INDICATIVE CONTENT

- Markets and Politics.
- The Rise of the Modern World Economy.
- Perspectives on the International Political Economy.
- International Trade.
- International Financial and Monetary Relations.
- Multinational Corporations.
- Globalisation.
- Development.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Policy Paper	2,500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPAN6018	
Module Title:	International Political Economy	
Classification	Reading List entry	Electronic*
Essential	Cohn, Theodore H. Global Political Economy, Seventh Edition (New York: Routledge, 2016).	☐

Module Code	HPAN6044
Title	Materialities in Anthropology
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To explore, reflect on and critically evaluate a variety of social and cultural contexts and settings through a new materialities perspective and to reflect on and critically evaluate the ethical and anthropological ramifications of material engagements and interactive relationships between materials and social worlds experientially.

LEARNING OUTCOMES

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

- demonstrate a secure knowledge and critical understanding of the co-creative interconnectivity and affectivity between planetary substances and systems;
- demonstrate a critical understanding of the ethical complexities and Consequences of using planetary resources today and in the past;
- demonstrate knowledge and critical understanding of various ethnographic studies concerning material engagements within broader global processes.

INDICATIVE CONTENT

- This module brings the significance of new ways of dealing with matter into focus through the evaluation of posthuman theoretical methods of understanding matter, the conditions of materiality and the Anthropocene (Cf. Bennett 2010; Coole and Frost 2010; Ingold 2013; Malafouris 2013; Morton 2013; Latour 1993; Witmore 2014).
- In so doing, the student will be exposed to ethically and politically informed ideas for future sustainability from an interdisciplinary and practical perspective, and will be supported to consider how these contemporary debates address current global challenges.
- By adopting an experiential approach, the student will be offered the opportunity each week to learn through engagement with the materials being considered so as to understand how materials as both substances and 'things' (such as: water, clay, light, bacteria, plants) behave in human worlds.
- In recognising that the physical properties of materials within the wider frame of the processes of 'becoming,' both limit and provoke the construction of social worlds, students will be encouraged to explore how different interactions in a variety of environmental settings produce diverse cultural practices.
- In approaching material through this framework, the agency of stuff will be considered in the context of nature/culture debates as well as broader geopolitical and socioeconomic structures.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Lecture	30 mins	40%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Exhibit piece and explanatory presentation	15 minutes	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPAN6044	
Module Title	Materialities in Anthropology	
Classification	Reading List entry	Electronic*
Essential	Bennett, J. 2010 Vibrant Matter: a political ecology of things Duke University Press	☒
Essential	Coole, S and Frost, D (eds.) 2013 New Materialisms: ontology, agency and politics Duke University Press.	☒
Essential	Ingold, T. 2013 Making: anthropology, archaeology, art and architecture. Oxon: Routledge	☒
Further	Neimanis, A. G., Chen, C., & Macleod, J. 2013 Thinking with Water McGill-Queen's University Press: Montréal & Kingston	☒
Further	Kirksey, E 2014 The Multispecies Salon Duke University Press	☐
Further	Knappett, C. 2005. Thinking Through Material Culture: an interdisciplinary perspective (Archaeology, culture and society) University of	☒

	Pennsylvania Press: Philadelphia	
Further	Hodder, I. 2012 Entangled: an archaeology of the relationships between humans and things. John Wiley; Oxford	☒
Further	Malafouris, L. 2013 How Things Shape the Mind: a theory of material engagement MIT Press: MIT	☒
Further	Miller, D. 2010 Stuff Polity Press: Cambridge	☒
Further	Morton, T. 2013 Hyperobjects: philosophy and ecology after the end of the world University of Minnesota Press: Minnesota	☒
Further	Strang, V 2015 Water: Nature and Culture Reaktion: London	☒

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

Module Code	HPEN6035
Title	Green to the very door: Ecocriticism and Romanticism
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- Through a consideration of British Romantic literature, and the enduring legacy of Romantic ideology, to consider both the origins and application of ecocriticism.

LEARNING OUTCOMES

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

- demonstrate, through critical and/or creative and reflective response, systematic knowledge and critical understanding of the nature of British Romanticism and a range of its exemplary texts;
- demonstrate, through critical and/or creative and reflective response, coherent and detailed knowledge and critical understanding of the enduring nature of the Romantic ideology;
- demonstrate, through critical and/or creative and reflective response, detailed knowledge and critical understanding of the nature and importance of eco-criticism and green politics more widely.

INDICATIVE CONTENT

- Pre-romantic understandings of nature, landscape and the environment in literary and other texts.
- Approaches to the (natural) world in the Romantic period in dialogue with key critical terms in current ecocritical debates: 'Nature', 'Ecology,' 'Anthropocene,' 'Nonhuman'; 'Materialism,' 'Capitalism,' and 'Catastrophe.'
- The ongoing importance and critiques of the Romantic ideology.
- The emergence and nature of eco-criticism.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam
 ☒ Coursework
 ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPEN6035	
Module Title	Green to the Very Door: Ecocriticism and Romanticism	
Classification	Reading List entry	Electronic*
Essential	Defoe, D. <i>Robinson Crusoe</i> Harmondsworth: Penguin Classics, 2011.	☐
Essential	Shelley, M. <i>Frankenstein</i> Harmondsworth Penguin Classics, 2007.	☐
Essential	Wordsworth, W., Coleridge, S.T. <i>Lyrical Ballads and Other Poems</i> . Ware: Wordsworth, 2002.	☐
Further	Bate, J., <i>The Song of the Earth</i> . Cambridge, Mass: Harvard University Press, 2002.	☐
Further	Coupe, L., <i>The Green Studies Reader : from Romanticism to Ecocriticism</i> . London: Routledge, 2000.	☐
Further	Fromm, H., and Cheryll. G, <i>The Ecocriticism Reader : Landmarks in Literary Ecology</i> . Athens: University of Georgia Press, 1996.	☐
Further	Garrard, G., <i>Ecocriticism</i> , 2 nd ed., Abingdon, Oxon: Routledge, 2012	☐

Further	McGann, Jerome J., <i>Romantic Ideology: a Critical Investigation</i> . London: Chicago, 1985.	☐
Further	Wu, Duncan., <i>A Companion to Romanticism</i> . Oxford: Blackwell, 1999	☐

Module Code	HPEN6041
Title	Speculative Fiction: Sci-fi, fantasy, magic realism and other imagined worlds
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To develop students' awareness and appreciation of the characteristics of a variety of different types of speculative fiction, through close reading, analysis and reflective creative practice and to develop practical competence in the application of creative writing skills relevant to speculative fiction.

LEARNING OUTCOMES

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

- demonstrate systematic knowledge and sophisticated understanding of the characteristics, tropes and conventions of a variety of different sub-genres of speculative fiction;
- demonstrate, in both creative and evaluative writing, a sophisticated command of a variety of techniques for crafting speculative fiction such as: worldbuilding; genre tropes; language and imagery; character and dialogue; plot and structure; narrative voice and point of view;
- demonstrate an ability to reflect critically on the nature of a variety of different types of speculative fiction, through nuanced discussion of both published texts, their own work, and that of their peers;
- demonstrate, in sophisticated reflective prose, a heightened awareness of their own writing process and an ability to improve their writing craft through reflective practice, redrafting and editing.

INDICATIVE CONTENT

- Introduction to a variety of different types of speculative fiction such as: science fiction; high fantasy; portal fantasy; afrofuturism; steampunk; magic realism and utopia/dystopia.
- Reading, analysis and discussion of texts.
- Writing activities designed to facilitate and embed an understanding of the tropes and conventions of a variety of approaches to speculative fiction as well as elements of craft that are crucial to the genre, such as world-building.
- Creative workshoping in which students hone their reflective practice and feedback skills.
- Exploring plot and story structure as a function of sub-genres of speculative fiction.
- World-building and the craft of writing a sense of place.

- Creative reflective practice and the critical commentary.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPEN6041	
Module Title	Speculative Fiction: Sci-fi, fantasy, magic realism and other imagined worlds	
Classification	Reading List entry	Electronic*
Essential	Booker, Christopher, <i>The Seven Basic Plots : Why We Tell Stories</i> (London: Continuum, 2004)	☐
Essential	Storr, Will, <i>The Science of Storytelling</i> (London: William Collins, 2019)	☐

Essential	Chester, Deborah, <i>The Fantasy Fiction Formula</i> (Manchester: Manchester University Press, 2016)	☒
Essential	Shurin, Jared (Ed.) <i>Best of British Fantasy 2019</i> (Huntingdon: Newcon Press, 2020)	☒
Further	Chiang, Ted, <i>Stories of Your Life and Others</i> (London: Picador, 2020)	☐
Further	Grossman, Lev, <i>The Magicians</i> (New York: Viking Press, 2009)	☐
Further	Le Guin, Ursula, <i>Tales from Earthsea: Short Stories</i> (San Diego: Harcourt, 2001)	☐
Further	King, Stephen, <i>On Writing: a Memoir of the Craft</i> (London: Hodder and Stoughton, 2001)	☐
Further	McGuire, Seanan, <i>Every Heart a Doorway</i> (London: Macmillan, 2014)	☐
Further	Okorafor, Nnedi, <i>Who Fears Death</i> (London: Penguin, 2010)	☐
Further	Clute, Grant and John Grant, <i>The Encyclopedia of Fantasy</i> (London: Orbit Books, 1997)	☐
Further	McC Campbell, Lori M., <i>Portals of Power: Magical Agency and Transformation in Literary Fantasy</i> (Jefferson: McFarland, 2010)	☐
Further	James, Edward and Farah Mendlesohn, <i>The Cambridge Companion to Fantasy Literature</i> (Cambridge: Cambridge University Press, 2003)	☐
Further	Candy, Linda, <i>The Creative Reflective Practitioner: Research Through Making and Practice</i> (Abingdon: Routledge, 2020)	☒
Further	Borges, Jorge Luis, <i>Fictions</i> (London: Penguin Classics, 2000)	☐
Further	Butler, Octavia, <i>Kindred</i> (Boston: Beacon Press, 1997)	☐
Further	Le Guin, Ursula, <i>Steering the Craft</i> , 3 rd edn. (New York: Harper Perennial, 2015)	☐
Further	Carrington, André M., <i>Speculative Blackness: the Future of Race in Science Fiction</i> (Minneapolis, Minnesota: University of Minnesota Press, 2016)	☐
Further	Samatar, Sofia, 'Toward a Planetary History of Afrofuturism', <i>Research in African Literatures</i> , 48.4 (2017), 175–91	☒

Module Code	HPEN6043
Title	The Book, the Body, and the World: Renaissance Humanism, Medicine, and Exploration
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with the opportunity to study in detail the world of Renaissance humanism, its relationship with the classical past and its various developments across Europe from the fifteenth to the seventeenth century; to examine in depth a range of the works written by Renaissance humanists in the fields of education, literature, philosophy, anatomy, medicine, and geographical discovery; and by engaging with a variety of historical perspectives, to encourage students to think reflexively about the Renaissance and humanism, their definition and coherence as historical concepts and phenomena.

LEARNING OUTCOMES

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

- demonstrate coherent and detailed knowledge and systematic historical understanding of Renaissance humanism: its various branches into fields of knowledge, theory and practice (specifically classical scholarship, education, poetry, philosophy, medicine, and geography); some of its more prominent practitioners and proponents; its various developments across a range of European countries; and its changes and continuities from the fifteenth to the seventeenth century;
- demonstrate systematic critical understanding of a range of Renaissance humanist texts from several disciplines, and of topics intrinsic to their understanding;
- demonstrate an ability to discuss Renaissance humanism coherently and critically from an historiographical perspective.

INDICATIVE CONTENT

- Renaissance humanism from the fifteenth to the seventeenth century, in Italy, France, England, Germany, and the Low Countries. Initially the module will focus on humanism as a scholarly and educational field: the rediscovery of Greek classical texts in manuscript, philological scholarship, and the impact of the printing press and book collection and circulation, together with the humanistic transformation of education, *studia humanitatis*, the revival of classical learning, Hellenism and the Greek language, and the new emphasis on grammar, rhetoric, and eloquence. Humanism was highly literary and one of the earliest and most influential Italian humanists, Francesco Petrarca (Petrarch) was a poet and scholar. Students will also typically study the work

of English humanist Roger Ascham, on education, and Francis Bacon's *The Advancement of Learning*.

- Through humanism the Renaissance witnessed a transformation of medieval philosophy, especially in the areas of politics and civility, religion and theology, ethics and morality, the human being and the natural world. Among the philosophical authors that students will typically study are Marsilio Ficino, Pico della Mirandola, Michel de Montaigne, Desiderius Erasmus of Rotterdam, and Thomas More.
- The late-fifteenth century humanist and Hellenist revival of classical Greek anatomical and medical terminology and theory gave rise to a revival of anatomy, private and public dissection, and the publication in the sixteenth century of illustrated anatomy textbooks, most notably Andreas Vesalius' *De humani corporis fabrica libri septem*. Anatomy gave rise to a new genre and method of handling a variety of subjects, the most encyclopaedic of English examples being Robert Burton's *The Anatomy of Melancholy*. Learned medicine also features prominently, with social and religious satire, in work of the French humanist physician François Rabelais.
- Renaissance humanist philosophy and medicine held the view that the human being was a microcosm which reflected all in the cosmos (the macrocosm) and the terrestrial globe (the geocosm), and the module's last area of study will typically be geographical exploration and the humanist attempt to make it useful, reputable, and serve the national interest. The focus will likely be on the English exploration and colonisation of 'Virginia', and the records of the Virginia Company of London. Prominent among the authors studied are likely to be Richard Hakluyt and Samuel Purchas.
- Engagement with a variety of historical perspectives on Renaissance humanism, its definition and coherence as an historical concept and phenomenon, including its relationship to medieval scholasticism and its divergent philosophical developments and geographical and national expressions.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
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Written gobbet test	1,250 words	25%
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Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Bibliographical exercise	1,250 words	25%

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPEN6043	
Module Title	The Book, the Body, and the World: Renaissance Humanism, Medicine, and Exploration	
Classification	Reading List entry	Electronic*
Essential	Renaissance Humanism: An Anthology of Sources. Ed. & trans. Margaret L. King. Indianapolis, Indiana: Hackett, 2014.	☐
Essential	Petrarch, F. Selections from the Canzoniere and Other Works, ed. Mark Musa. Oxford: Oxford University Press, 2008	☐
Essential	Bacon, Francis, The Advancement of Learning, ed. Stephen Jay Gould. New York: Random House, 2001 [or another edition available online from ProQuest Ebook Central, via the UWTSD Library Catalogue]	☒
Essential	Montaigne, Michel de, The Complete Essays, trans. M.A. Screech. Harmondsworth: Penguin, 2004 [or another edition available online from www.gutenberg.org]	☒

Essential	Burton, Robert, <i>The Anatomy of Melancholy</i> , ed. Angus Gowland. Harmondsworth: Penguin, 2018.	☐
Essential	François Rabelais, <i>Gargantua and Pantagruel</i> , trans. M.A. Screech. Harmondsworth: Penguin, 2006.	☐
Essential	A selection of texts relating to the English colony in Virginia, made available by Early English Books Online	☒
Further	Nauert, Charles G., <i>Humanism and the Culture of Renaissance Europe</i> . 2nd edn. Cambridge: Cambridge University Press, 2006.	☐
Further	Eisenstein, Elizabeth L., <i>The Printing Press as an Agent of Change: Communications and Cultural Transformations in Early-Modern Europe</i> , 2 vols. Cambridge: Cambridge University Press, 1979	☐
Further	Cunningham, Andrew, <i>The Anatomical Renaissance: The Resurrection of the Anatomical Projects of the Ancients</i> . Aldershot: Scolar Press, 1997	☐
Further	Andreas Vesalius, <i>De humani corporis fabrica libri septem</i> . Basel: Oporinus, 1543.	☒
Further	French, Roger, <i>Ancients and Moderns in the Medical Sciences: From Hippocrates to Harvey</i> , Variorum Collected Studies series, CS685. Aldershot and Brookfield, VT: Ashgate, 2000	☐
Further	Sawday, Jonathan, 'The Fate of Marsyas: Dissecting the Renaissance Body', in <i>Renaissance Bodies: The Human Figure in English Culture c. 1540-1660</i> , ed. by Lucy Gent and Nigel Llewellyn, Critical Views series. London: Reaktion Books, 1990; repr. 1995, pp. 111-35 and 260-64	☐
Further	Cassirer, Kristeller, Randall, Kristeller, Paul Oskar, and Randall, John Herman. <i>The Renaissance Philosophy of Man : Selections in Translation</i> . Pbk. ed. Chicago ; London: U of Chicago, 1956.	☐
Further	Norford, Don Parry, 'Microcosm and Macrocosm in Seventeenth-Century Literature', <i>Journal of the History of Ideas</i> , 38 (1977), 409-28	☐
Further	Gowland, Angus. <i>The Worlds of Renaissance Melancholy : Robert Burton in Context</i> . Cambridge ; New York: Cambridge UP, 2006	☐
Further	Hankins, James. <i>Re-Envisioning Christian Humanism</i> . Oxford UP, 2016	☐
Further	Kraye, Jill. <i>The Cambridge Companion to Renaissance Humanism</i> . Cambridge: Cambridge UP, 1996.	☐

Further	Seigel, Jerrold E. Rhetoric and Philosophy in Renaissance Humanism : The Union of Eloquence and Wisdom, Petrarch to Valla. Princeton, N.J.: Princeton UP, 1968.	☐
Further	Celenza, Christopher S. Petrarch: Everywhere a Wanderer. Reaktion, 2018	☐
Further	Zak, Gur. Petrarch's Humanism and the Care of the Self. Cambridge: Cambridge University Press, 2014	☒
Further	Hunter, J.C. , Renaissance Literature: An Anthology of Poetry and Prose Oxford: Blackwell, 2009.	☐
Further	Fitzmaurice, Andrew, Humanism and America: An Intellectual History of English Colonisation, 1500-1625. Cambridge University Press, 2003	☒
Further	Pagden, Anthony, European Encounters with the New World: From Renaissance to Romanticism. New Haven: Yale University Press, 1993.	☐
Further	Davies, Surekha, Renaissance Ethnography and the Invention of the Human: New Worlds, Maps and Monsters. Cambridge: Cambridge University Press, 2016.	☐

Module Code	HPEN6044
Title	The Well-Tempered Reader: Renaissance Poetics
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with the opportunity to study in detail some of the wide variety of literary (and some non-literary) texts produced in the English Renaissance up to ca. 1640; to place those texts, and the contemporary reading of them, firmly in relation to their philosophical, religious, ideological, and socio-political contexts, but most importantly in relation to the literary theory (poetics) of the Renaissance; and by engaging with a variety of critical, scholarly, and theoretically informed approaches, to encourage students to think reflexively about the discipline of literary studies and, ultimately, about what 'type' of literary critic or scholar students might consider themselves to be.

LEARNING OUTCOMES

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

- demonstrate systematic knowledge and critical understanding of a range of English Renaissance texts, literary genres, and topics intrinsic to the understanding of Renaissance literature;
- demonstrate coherent and detailed knowledge and understanding of and ability to evaluate the literary theory of the Renaissance and its informing influence on Renaissance English literature;
- demonstrate an ability systematically to interrelate literature with other aspects of Renaissance culture, with social, political, intellectual, religious, and book history, and specifically and independently with a range of historically contemporaneous non-literary texts;
- demonstrate an ability to discuss English Renaissance texts coherently from a variety of critical, scholarly, bibliographical, and theoretically informed perspectives.

INDICATIVE CONTENT

- A range of literary (and some non-literary) texts produced in the English Renaissance, typically including prose treatises, songs and sonnets, love lyrics, pastoral and religious lyric poetry, elegies and epigrams, an epic romance, a masque, and drama (comedy, romance and tragedy). Prominent among the authors studied are Sidney, Spenser, Shakespeare, Donne, Jonson, Herbert, and Milton.
- The literary theory (poetics) of the Renaissance, which places value on the ability of literature (and art more generally) to teach truth and inculcate virtue

by imaginatively engaging and emotionally moving its readers (which it does by seeming natural rather than artificial), and thereby constituting its ideal reader as well-tempered, i.e. fashioned in virtuous discipline, especially the virtue of 'temperance' which subjects the appetites and passions to discipline. The module thus begins with Sidney's *Defence of Poesy* (written c. 1579) and ends with Milton's call for the 'liberty of unlicensed printing' in *Areopagitica* (1644).

- In the study of literary texts, attention will be paid to some or all of the following: the role of language and meaning; genre and convention; mode or voice; formal qualities such as metre and rhyme; style and the nature of literary influence; rhetoric; concepts of literary creation; manuscript and print production; editing, critical evaluation, and the critical grouping of writers.
- The critical interpretation and historical contextualisation of Renaissance literature will involve examining its relation to some or all of the following: concepts of identity, authorship, expression, narration and poetic/speaking voice; discourses of love, sexuality and sexual difference; Renaissance philosophy, ethics, and concepts of justice and temperance; theories of microcosm and macrocosm; Renaissance medicine and magic; the relationships between tropes or understandings of the present and the (classical, historical, biblical and literary) past; the Reformation, religious thought and controversy, anti-Catholicism and the establishment of the English Church; ideology, politics and Parliament; censorship and book-history; the social context provided by coteries, literary circles, patronage and court culture; the related cultural context of music; and the impact of geographical exploration and colonisation.
- Engagement with a variety of critical, scholarly, and theoretically informed approaches to Renaissance literature, to encourage students to think reflexively about the generation of knowledge, concepts and values within the discipline of literary studies.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1,500 words	30%

Assessment Component 2

☐ Written exam
 ☒ Coursework
 ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3,500 words	70%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPEN6044	
Module Title	The Well-Tempered Reader: Renaissance Poetics	
Classification	Reading List entry	Electronic*
Essential	Carey, John, ed. Milton: The Complete Shorter Poems, Longman Annotated English Poets series. 2nd edn. London: Longman, 1997; repr. 2006.	☐
Essential	Loewenstein, David, ed. John Milton: Prose: Major Writings on Liberty, Politics, Religion, and Education. Oxford: Wiley-Blackwell, 2013.	☐
Essential	Sidney, Sir Philip, <i>Selected Writings: 'Astrophil and Stella', 'The Defence of Poesy' and Miscellaneous Poems</i> , ed. Richard Dutton. Manchester: Carcanet Press, 1987 .	☐
Essential	Spenser, Edmund. The Faerie Queene. London: Longman, 2001.	☐
Essential	Wells, Stanley, Gary Taylor, John Jowett, and William Montgomery, eds. The Oxford Shakespeare: The Complete Works, 2nd edn. Oxford: Oxford University Press, 2005.	☐
Essential	Donne, John. <i>The Major Works</i> . Ed. John Carey. Oxford: Oxford University Press, 2000	☐
Essential	Wilcox, Helen, ed. The English Poems of George Herbert. Cambridge: Cambridge University Press, 2010.	☒
Essential	Ben Jonson: The Complete Poems, ed. by George Parfitt. Harmondsworth: Penguin, 1981	☐
Essential	<i>The Penguin Book of Renaissance Verse 1509-1659</i> . Selected with an introduction by David	☐

	Norbrook. Ed. H.R. Woudhuysen. Harmondsworth: Penguin, 1993.	
Further	Alexander, G. Sidney's 'Defence of Poesy' and Selected Renaissance Literary Criticism. Harmondsworth: Penguin, 2004.	☐
Further	Alexander, Gavin. <i>Writing after Sidney: The Literary Response to Sir Philip Sidney, 1586-1640</i> . Oxford: Oxford University Press, 2010	☒
Further	Cheney, P. and Silberman, L. eds. <i>Worldmaking Spenser: Explorations in the Early Modern Age</i> . Lexington: University Press of Kentucky, 2000	☐
Further	Traub, Valerie, 'The Nature of Norms in Early Modern England: Anatomy, Cartography, "King Lear"', <i>South Central Review</i> , 26 (2009), 42-81.	☐
Further	Schoenfeldt, Michael C., 'The Matter of Inwardness: Shakespeare's Sonnets', in <i>Bodies and Selves in Early Modern England: Physiology and Inwardness in Spenser, Shakespeare, Herbert, and Milton</i> . Cambridge: Cambridge University Press, 1999	☐
Further	Booth, Stephen, ed. with analytical commentary. <i>Shakespeare's Sonnets</i> . New Haven and London: Yale University Press, 1977	☐
Further	McCanles, Michael. <i>Jonsonian Discriminations: The Humanist Poet and the Praise of True Nobility</i> . London: University of Toronto Press, 1992	☐
Further	Shami, Jeanne, Dennis Flynn, & M. Thomas Hester, eds., <i>The Oxford Handbook of John Donne</i> . Oxford: Oxford University Press, 2011	☐
Further	Rubey, Daniel. 'The Poet and the Christian Community: Herbert's Affliction Poems and the Structure of <i>The Temple</i> '. <i>Studies in English Literature, 1500-1900</i> , 20 (1980), 105-23	☒
Further	Corns, T.N. <i>A Companion to Milton</i> . Oxford: Blackwell, 2001.	☐
Further	Danielson, D. <i>The Cambridge Companion to Milton</i> . Cambridge: Cambridge University Press, 1989.	☐
Further	Greenblatt, S. <i>Renaissance Self-Fashioning: From More to Shakespeare</i> . Chicago & London: University of Chicago Press, 1980.	☐
Further	Hobsbaum, Philip. <i>Metre, Rhythm and Verse Form</i> . New York: Routledge, 1996	☐
Further	Brewster, Scott. <i>Lyric</i> , New Critical Idiom series. Abingdon: Routledge, 2009	☐
Further	Baker, Moira P. 'The Uncanny Stranger on Display: The Female Body in Sixteenth and Seventeenth	☒

	Century Love Poetry'. <i>South Atlantic Review</i> , 56 (1991), 7-25	
Further	Saunders, C. J. <i>A Companion to Romance: From Classical to Contemporary</i> . Oxford: Blackwell, 2004.	☐
Further	Kay, Dennis. <i>Melodious Tears: The English Funeral Elegy from Spenser to Milton</i> . Oxford: Clarendon, 1990	☐
Further	Kennedy, David. <i>Elegy</i> , New Critical Idiom series. Abingdon: Routledge, 2007	☐
Further	Marotti, Arthur F., <i>Manuscript, Print, and the English Renaissance Lyric</i> . Ithaca: Cornell University Press, 1995	☐
Further	Sinfield, A. <i>Literature in Protestant England</i> . Brighton: Harvester, 1983.	☐
Further	Post, Jonathan F.S. <i>English Lyric Poetry: The Early Seventeenth Century</i> . London; New York: Routledge, 1999	☐
Further	Wynne-Davies, M. <i>Sidney to Milton, 1580-1660</i> . New York: Palgrave Macmillan, 2003.	☐
Further	Weisman, Karen A., <i>The Oxford Handbook of the Elegy</i> . Oxford: Oxford University Press, 2010	☐
Further	Warley, Christopher. <i>Sonnet Sequences and Social Distinction in Renaissance England</i> . Cambridge: Cambridge University Press, 2005	☐
Further	Vendler, Helen. <i>The Art of Shakespeare's Sonnets</i> . Cambridge, Mass: Belknap Press, 1999.	☐

Module Code	HPEN6046
Title	Writing for TV, Film and Radio
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To develop students' awareness and appreciation of the different characteristics of writing for TV, film and radio, through close reading, analysis and reflective creative practice.

LEARNING OUTCOMES

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

- demonstrate systematic knowledge and understanding of the different characteristics of writing for screen and radio;
- demonstrate, in both creative and evaluative writing, a sophisticated command of a variety of techniques for crafting scripts and treatments;
- demonstrate conceptual understanding that enables the student to devise and sustain arguments, and/or to solve problems, through reflecting critically on the nature of a variety of different scripts, character breakdowns and treatments, and through discussion of both professional documents, their own work, and that of their peers;
- demonstrate an ability to improve their writing craft through a process of reflection, evaluation, and redrafting and to articulate their awareness of this process in reflective prose which critically evaluates arguments, assumptions and abstract concepts in order to make judgements, and frame appropriate questions to achieve solutions to problems.

INDICATIVE CONTENT

- Through a combination of lectures, reading and creative workshops, students will be introduced to the development process of professional scriptwriting including writing pitch treatments, character breakdowns, and episode outlines.
- Students will explore elements of theory and practice in scriptwriting, including Syd Field's classic three-act structure.
- Through a process of close reading, analysis and discussion of professional treatments, screenplays, television scripts, and radio plays, students will explore elements such as visual storytelling, aural storytelling, character and dialogue, plot and structure.
- During the course of the module, students will follow a series of creative assignments designed to facilitate creative experimentation and embed

understanding of the creative potential of the scriptwriting form. Over the course of the module, these exercises will build towards a piece of writing suitable for performance (e.g. short film script, series of scenes from a longer spec script, short radio play).

- Students will continue to hone their reflective practice skills within the creative workshop, giving and receiving constructive criticism and applying these insights both to their creative work and their critical commentary.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPEN6046
Module Title	Writing for TV, Film and Radio

Classification	Reading List entry	Electronic*
Essential	Candy, Linda, <i>The Creative Reflective Practitioner : Research Through Making and Practice</i> (Abingdon: Routledge, 2020)	☒
Essential	Field, Syd, <i>The Definitive Guide to Screenwriting</i> (London: Ebury Press, 2003)	☐
Essential	Caulfield, Annie, <i>Writing for Radio: A Practical Guide</i> (Marlborough: The Crowood Press Ltd. 2009)	☐
Essential	BBC Writer's Room Script Library (Radio, Film and TV) https://www.bbc.co.uk/writersroom/scripts	☒
Further	Earnshaw, Steven, <i>The Handbook of Creative Writing</i> , ed. by Steven Earnshaw, Second edition. (Edinburgh: Edinburgh University Press, 2014)	☒

Module Code	HPHE6003
Title	Heritage & Archaeology of Conflict
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To inform students of the main themes and approaches the heritage and archaeology of conflict and to explore the social and ethical issues connected with the heritage and archaeology of conflict and its presentation to the public.

LEARNING OUTCOMES

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

- critical understanding of the varied character of the heritage and archaeology of conflict;
- knowledge and critical understanding of various key ideas and concepts such as memorialisation, commemoration and remembrance;
- substantive knowledge of the various heritage management debates surrounding conflict archaeology sites;
- an ability to critically evaluate and contextualise a variety of battlefield/conflict interpretations and an ability to critically evaluate battlefield/conflict material culture within its particular social, political and cultural setting.

INDICATIVE CONTENT

- This module examines the nature of the heritage and archaeology of conflict through the methodologies employed, the people concerned, the material culture recovered and the socio-political implications encountered. Sites of conflict and how they are appropriated, whether at a local or (inter)national level, raise important issues about the processes of commemoration and reconciliation, as well as preservation and presentation. Recent years have seen a focus of interest and research on the battle sites of the Twentieth Century and the module will examine how the understanding and awareness of these sites are not static but are continually being contested and reclaimed by a multitude of different agendas, be they academic, commercial or political. The module will also draw on battlefield examples from the distant past where archaeological research has allowed for new insights into the nature of conflict and subsequent memorialisation. Further, the module will consider the concept of 'battlefield' and will examine examples of conflict that do not necessarily consist of opposing military forces and engagement, such as sites of civil unrest and resistance.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

Written exam



Coursework

Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHE6003	
Module Title:	Heritage & Archaeology of Conflict	
Classification	Reading List Entry	Electronic*
Essential	Bevan, R. 2006 <i>The Destruction of Memory</i> Reaktion Books: London	☐
Essential	Lynch, T. & Cooksey, J. 2007 <i>Battlefield Archaeology</i> Tempus Publishing: Stroud	☐
Essential	Robertshaw, A. & Kenyon, D. 2008 <i>Digging the Trenches; the archaeology of the Western Front</i> Pen & Sword: Barnsley	☐
Essential	Sarkar, D. 1998 <i>Missing in Action, Resting in Peace</i> Ramrod Publications: Worcester	☐

Essential	Schofield, J. 2005 <i>Combat Archaeology</i> Duckworth: London	☐
Essential	Schofield, J. 2010 <i>Aftermath: Readings in the Archaeology of Recent Conflict</i> Springer: New York	☐
Essential	Summers, J. 2010 <i>Remembering Fromelles: A New Cemetery for a New Century</i> CWCG: London	☐
Further	Carman, J. 1999 Bloody meadows: the places of battle In Tarlow, Sarah & West, Susie (eds) <i>The Familiar Past? Archaeologies of later historical Britain</i> . Routledge: London	☐
Further	Crossland, J. 1990 To dig or not to dig <i>History Today</i> Vol.40	☐
Further	De la Bédoyère, G. 2000 <i>Battles over Britain: the archaeology of the air war</i> Tempus Publishing: Stroud	☐
Further	Gander, T. 1979 <i>Military Archaeology</i> Patrick Stephens Ltd: Cambridge	☐
Further	Hill, P. & Wileman, J. (2002) <i>Landscapes of War: The Archaeology of Aggression and Defence</i> . The History Press. ISBN-10: 0752419633	☐
Further	Niven, B. 2002 <i>Facing the Nazi Past</i> Routledge: London	☐
Further	Osgood, R. 2005 <i>The Unknown Warrior: The Archaeology of the Common Soldier</i> History Press	☐
Further	Osgood, R. 2009 <i>Digging Up Plugstreet: The Archaeology of a Great War Battlefield</i> J.H.Haynes & Co	☐
Further	Pollard, T. & Oliver, N. 2002 <i>Two Men in a Trench: Battlefield Archaeology - The Key to Unlocking the Past</i> Michael Joseph Ltd	☐
Further	Saunders, N. 2003 <i>Trench Art: Materialities and Memories of War</i> Berg	☐
Further	Saunders, N. 2004 <i>Matters of Conflict: Material Culture, Memory and the First World War</i> Routledge: London	☐
Further	Saunders, N. 2010 <i>Killing Time: Archaeology and the First World War</i> History Press	☐
Further	Schofield, J. (Ed) 1998 <i>Monuments of War: the evaluation, recording and management of twentieth-century military sites</i> . English Heritage Product code:XH20098	☐
Further	Scott, D., Babits, L. & Haecker, C. 2009 <i>Fields of Conflict: Battle Archaeology from the Roman Empire to the Korean War</i> Potomac Books Inc	☐

Further	Wason, D. 2003 <i>Battlefield Detectives</i> Granada: London	☐
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Module Code	HPHE6008
Title	Museums, Heritage & Representation
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To enable students to develop the essential skills of research, academic inquiry and critical engagement with regard to the development of museums; to explore collection and curatorial policies and practices along with the ethical dimension of appropriation, display and retention of our material past and present; to provide students with a critical understanding of the issues involved with representing and presenting aspects of the past within contemporary society and to critically debate such issues as societal context, ethics, access, equality and diversity and explore how institutions assess and attempt to balance competing and often conflicting agendas.

LEARNING OUTCOMES

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

- knowledge of the social contexts, including the political and commercial, in which heritage is practised;
- ability to critically evaluate the impact that different media (such as museums, TV and reconstructions) can have on the content, public reception and quality of heritage interpretations of the past;
- knowledge of the roles played by relevant heritage agencies, commercial and professional bodies, both national and international;
- ability to critically evaluate issues concerning the rights of heritage practitioners to interpret and manage the pasts of 'others' in a balanced manner.

INDICATIVE CONTENT

- The application of heritage within contemporary society is a fundamentally important issue for both practitioners and non-practitioners of the subject. How the past is conceived of and put to use by private individuals, public companies, governments and international bodies needs to be understood in terms of motivation, resource and practice.
- Many of the issues considered are complex; they may also be highly controversial. A number of themes are addressed, dealing with various aspects of the presentation of the past, the development of the museum as an

institution, the ethics and politics of collecting ancient objects, the ethical treatment of human remains, historic sites, memorials, archaeology and nature conservation, and heritage and its representation in the media as well as in broader political contexts (e.g. the exploitation of the past, in its many guises, by the Nazis).

- The course is organised around a programme of lectures, some of which incorporate seminar sessions. There is also a compulsory one-day visit to the National Museum Wales (Cardiff and/or St Fagans).

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Practical Report	Equivalent to 2,000 words	40%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Essay	3,000 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHE6008	
Module Title:	Museums, Heritage & Representation	
Classification	Reading List Entry	Electronic*
Essential	Carbonell, B. (ed.) (2004) <i>Museum studies: an anthology of contexts</i> . Malden, Mass. and Oxford: Blackwell.	☐
Essential	Cassman, V., Odegaard, N. and Powell, J. (eds) (2007) <i>Human remains: guide for museums and academic institutions</i> . Lanham, Md. and Plymouth: AltaMira Press.	☐
Essential	Smith, L.J. (2006) <i>The Uses of Heritage</i> . London: Routledge.	☐
Further	Brodie, N., Doole, J. & Renfrew, C. (eds) (2001). <i>Trade in Illicit Antiquities: the destruction of the world's archaeological heritage</i> . Cambridge: McDonald Institute Monographs.	☐
Further	Cleere, H. (ed.) (1989) <i>Archaeological Heritage Management in the Modern World</i> . London: Routledge.	☐
Further	Corbey, R. (2000) <i>Tribal Art Traffic: A Chronicle of Taste, Trade and Desire in Colonial and Post-Colonial times</i> . Amsterdam: Royal Tropical Institute.	☐
Further	Gathercole, P. and D. Lowenthal (eds) (1990) <i>The Politics of the Past</i> . London: Unwin Hyman.	☐
Further	Greenfield, J. (1995) (1990) <i>The Return of Cultural Treasures</i> . Cambridge: Cambridge University Press.	☐
Further	Hooper-Greenhill, E. 1992 <i>Museums and the Shaping of Knowledge</i> . Routledge: London.	☐
Further	Layton, R. (ed.) 1989 <i>Conflict in the Archaeology of Living Traditions</i> . London: Unwin Hyman.	☐
Further	Lowenthal, D. (1985). <i>The Past is a Foreign Country</i> . Cambridge; CUP.	☐
Further	MacInnes L. and Wickham-Jones C. (eds.) (1992) <i>All Natural Things: Archaeology and the Green Debate</i> . Oxford: Oxbow Books.	☐

Module Code	HPHI6022
Title	From Desert Myths to Sheep Tales: The Cistercians in the Middle Ages
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To refine students' historical skills through a study of primary materials, to acquire a broad knowledge of the Cistercian order in the twelfth century, to develop a close and critical familiarity with a substantial range of primary source material relating to the origins of Cîteaux and the Cistercian order, and the history of the Cistercians in England and Wales, and to develop a detailed appreciation of historiographical issues surrounding aspects of Cistercian history.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of the Cistercian order in the twelfth century;
- demonstrate a secure understanding of the distinctive contribution of the Cistercian order to the medieval world;
- demonstrate good skills in the handling and interpretation of relevant primary source material.

INDICATIVE CONTENT

- Trace the birth, rise, spread and eventual decline of the Cistercians.
- Demonstrate a sophisticated knowledge of monastic life in the twelfth century, in areas such as the relationship of one abbey to another, their ideas about the economic basis of monastic houses, and their thoughts on architecture, and how Cistercian houses functioned both as communities in themselves and as part of wider society.
- Show a critical understanding of the various historiographical debates and interpretations surrounding the Cistercians.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 elements, 2500 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI6022	
Module Title	From Desert Myths to Sheep Tales: The Cistercians in the Middle Ages	
Classification	Reading List entry	Electronic*
Essential	Brooke, Christopher, <i>The monastic world 1000–1300</i> (London, 1974)	☐
Essential	Burton, Janet, <i>Monasticism in the medieval west: from its origins to the coming of the friars</i> (Headstart History papers, 1995)	☐
Essential	Knowles, David, <i>Christian monasticism</i> (London, 1969)	☐
Further	Lawrence, C.H., <i>Medieval monasticism: forms of religious life in western Europe in the middle ages</i> , 2nd edn. (London, 1989)	☐
Further	Southern, R.W., <i>Western society and the church in the middle ages</i> (Harmondsworth, 1970)	☐
Further	Lekai, Louis J., <i>The White Monks</i> (Okauchee, Wisconsin, 1953)	☐
Further	Sommerfeldt, J.R., <i>Cistercian ideals and reality</i> (1978).	☐

Further	Berman, Constance, <i>The Cistercian Evolution: the invention of a religious order in twelfth-century Europe</i> (Philadelphia: University of Pennsylvania Press, 2000).	☐
Further	Burton, Janet, 'Past Models and Current Concerns: the origins and growth of the Cistercian Order', in <i>Revival and Resurgence on Christian History</i> , ed. Kate Cooper and Jeremy Gregory, <i>Studies in Church History</i> , 44 (Woodbridge: Boydell, 2008), pp. 27–45.	☐
Further	Coppack, G., <i>The White Monks</i> (Stoud, 1998).	☐

Module Code	HPHI6032
Title	Women and Religion
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To examine the relationship between women and religion from a historical, anthropological and literary perspective, to investigate the shifts in attitude towards the status and role of women in a variety of religious traditions and to assess the significance of the ways in which feminist criticism impacts on the study of women and religion.

LEARNING OUTCOMES

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

- demonstrate a secure understanding of the place of women in religious texts, traditions and practices;
- critically evaluate the role and significance of women in religious traditions;
- engage analytically with the ways in which feminist critical theories are applied in the study of women and religion.

INDICATIVE CONTENT

- The religious life of women in ancient Egypt: exercise of power, religious roles and private practices.
- Women in Coptic Egypt – from early Christianity to today.
- Women, life and creation: Eve and her 'afterlife' in Jewish and Christian interpretation.
- Seduction and salvation: women as tricksters in the Jewish scriptures.
- Women's religious lives and Christian origins: females and their place in Jesus' movement and in early Christian communities.
- Female bodies and purity in Judaism and early Christianity.
- Mary, Pachamama, Yemaya and other female religious figures in Latin America.
- Santa Muerte – the birth of a new goddess in Latin America.
- Magic Mothers: women as priestesses and as figures of authority in African derived religions in the Americas.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI6032	
Module Title	Women and Religion	
Classification	Reading List entry	Electronic*
Essential	King, U. & Beattie, T. <i>Gender, religion, and diversity : cross-cultural perspectives</i> (London: Continuum, 2004)	☐
Essential	King, U. (ed.) <i>Women in the world's religions, past and present</i> (New York: Paragon, 1986)	☐
Essential	Kraemer, R.S. & D'Angelo, M.R. (eds.) <i>Women and Christian Origins</i> (Oxford/New York: Oxford University Press, 1999).	☐
Essential	Scholz, S., <i>Introducing the Women's Hebrew Bible</i> , 2 nd edition (London: T & T Clark, 2017).	☐
Essential	Budin, S.L. & Turfa, J.M. <i>Women in Antiquity: real women across the ancient world</i> . London: Routledge, 2016. (especially part II)	☐
Essential	Onstine, S. Gender and the Religion of Ancient Egypt. <i>Religion compass</i> , 4(2010), 1-11.	☒

Essential	Wilfong, T.J. <i>The Women of Jeme: Lives in a Coptic Town in Late Antique Egypt</i> . Ann Arbor: Univ. of Michigan Pr. ,2002	☐
Further	Bach, A. (ed.), <i>Women in the Hebrew Bible</i> (London: Routledge, 1999).	☐
Further	Baskin, J.R. (ed.), <i>Jewish Women in Historical Perspective</i> , 2 nd edition (Detroit: Wayne State University Press, 1999).	☐
Further	Bellis, A.O. <i>Helpmates, Harlots, and Heroes: Women's Stories in the Hebrew Bible</i> (Louisville: Westminster John Knox Press, 2 nd edition, 2007).	☐
Further	Boddy, J. <i>Wombs and their Spirits: Women, Men and the Zar Cult in Northern Sudan</i> . (Madison: University of Wisconsin Press, 1989).	☐
Further	Schüssler, Fiorenza E., <i>In Memory of Her: A Feminist Theological Reconstruction of Christian Origins</i> (London: SCM, 1996).	☐
Further	Exum, J.C., <i>Plotted, Shot, and Painted: Cultural Representations of Biblical Women</i> (Sheffield: Phoenix Press, 2012).	☐
Further	Frymer-Kensky, T., <i>Studies in Bible and Feminist Criticism</i> (Philadelphia: The Jewish Publication Society, 2006).	☐
Further	Sered, S. S. <i>Priestess, mother, sacred sister: religions dominated by women</i> (New York: Oxford University Press, 1994).	☐
Further	Myers, C. et al. (ed.), <i>Women in Scripture: A Dictionary of Named and Unnamed Women in the Hebrew Bible, the Apocryphal/Deuterocanonical Books, and the New Testament</i> , 2 nd edition (Grand Rapids: W.B. Eerdmans, 2018).	☐
Further	J. Okland, <i>Women in their Place: Paul and the Corinthian Discourse of Gender and Sanctuary Space</i> (London/New York: T & T Clark International, 2005).	☐
Further	Sawyer, D. F., <i>Women and Religion in the First Christian Centuries</i> (London: Routledge, 1996).	☐
Further	Trible, P., <i>God and the Rhetoric of Sexuality</i> (London: SCM, 1992).	☐
Further	Robins, G. <i>Women in ancient Egypt</i> . (London: British Museum Press, 1993)	☐
Further	Lesko, B.S. Women's Monumental Mark on Ancient Egypt. In: <i>The Biblical Archaeologist</i> . 54(1991)1. pp. 4-15.	☒

Further	Gosline, S.I. Female Priests: A Sacerdotal Precedent from Ancient Egypt, <i>Journal of Feminist Studies in Religion</i> 12(1996)1, 25-39.	☒
Further	Ayad, M.F. Women in Ancient Egypt: Revisiting Power, Agency, And Autonomy. Cairo: AUP, 2022.	☐

Module Code	HPHI6035
Title	African Modernities
Date	12/05/2025
Level	6
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To introduce students to the modern history of the African continent through reference to social and cultural historical approaches.

LEARNING OUTCOMES

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

- demonstrate a deep understanding of themes in the modern social and cultural history of Africa, from the beginning of the twentieth century to the present day;
- confidently account for major changes in the histories of colonial and postcolonial African states;
- critically reflect on the concepts of 'modernity', 'tradition' and 'culture' as they apply to the African continent;
- critically discuss the legacies of major historical developments for the continent today;
- demonstrate advanced skills in the critical analysis of primary and secondary sources.

INDICATIVE CONTENT

The module examines social and cultural change on the African continent, from the beginning of the twentieth century to the present day. We will examine both the colonial and postcolonial periods, interrogating and problematising ideas of 'modernity' and 'tradition'. We will begin with an introduction to key concepts and periodisation, and an overview of the process of colonisation, before turning our attention to key themes which will be examined with reference to particular case studies and countries. Themes studied may include:

- Urbanisation and life in the city.
- Alcohol and drugs.
- Nationalism and anticolonialism.
- Popular music and cinema.
- Fashion.
- Age, generation, and youth culture.
- Gender and sexualities.
- Political cultures.

- Witchcraft and religion.
- Health and healing.
- Concepts of human rights.
- Development, conservation and the environment.

Sources used to explore these themes will include: literature, film, music, art, and other forms of mass media.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI6035	
Module Title	African Modernities	
Classification	Reading List entry	Electronic*
Essential	Jan-Georg Deutsch, Peter Probst and Heike I. Schmidt (eds.), <i>African Modernities: Entangled Meanings in Current Debate</i> (Oxford, 2002)	☐
Essential	Roy Richard Grinker and Christopher B. Steiner (eds.), <i>Perspectives on Africa: A Reader in Culture, History and Representation</i> (Oxford, 1997).	☐

Essential	Frederick Cooper, <i>Africa since 1940</i> (Cambridge, 2002).	☐
Essential	Toyin Falola, <i>The Power of African Cultures</i> (Rochester, 2008)	☐
Essential	Clemens Greiner, Steven van Wolputte and Michael Bollig (eds.), <i>African Futures</i> (Leiden, 2022)	☒
Further	Jean Allman (ed.), <i>Fashioning Africa: Power and the Politics of Dress</i> (Bloomington, 2004).	☐
Further	Luise White, <i>Speaking With Vampires: Rumour and History in Colonial Africa</i> (Berkeley, 2000).	☒
Further	Luise White, <i>The Comforts of Home: Prostitution in Colonial Nairobi</i> (Chicago, 1990).	☒
Further	Ellis, Stephen 'Writing Histories of Contemporary Africa', <i>Journal of African History</i> 43 (2002), 1-26.	☒
Further	Mudimbe, Vincent Y. <i>The Invention of Africa</i> (Bloomington, 1988).	☒
Further	Miles Larmer, <i>Across the Copperbelt: Urban and Social Change in Africa's Borderland Communities</i>	☒
Further	Carole Ammann and Till Forster, <i>African Cities and the Development Conundrum</i> (Leiden, 2018).	☒
Further	Ingo Haltermann and Julia Tischler (eds.), <i>Environmental Change and African Societies</i> (Leiden, 2019).	☒

Module Code	HPHI6036
Title	Gender, Violence and Empire, 1800-2020
Date	12/05/2025
Level	6
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To explore the embodied histories of gender, sexualities and the British Empire, through the lens of violence.

LEARNING OUTCOMES

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

- demonstrate a deep understanding of key themes in the history of gender and empire;
- reflect critically on the concept of 'violence', considering it in institutional, structural, epistemic, and physical forms;
- critically evaluate the concepts of 'tradition' and 'culture' as they are often applied to communities in the Global South;
- reflect critically upon the legacies of imperial gender policies for the world today;
- critically analyse primary and secondary sources.

INDICATIVE CONTENT

The module examines the centrality of, and contestations over, notions of gender, sexuality and the body in the British Empire and its aftermath. We will consider gender as a key 'justification' deployed by imperialists who referred to the treatment of women and girls as a key motivation for the so-called 'civilising mission'. We will interrogate and critically reflect upon notions of 'civilisation', 'tradition' and 'culture', and explore the notion of 'violence', considering not only the use of physical force, but also institutional, structural, and epistemic forms of violence. In so doing, we will consider how imperial and colonial treatments of gender have shaped the present moment, influencing current humanitarian, human rights, and policy discourses.

We will explore key themes and case studies which may include:

- Atlantic slavery and gender.
- Liberal humanitarianism and campaigns against *sati* (widow burning) in nineteenth-century India.
- Missionary encounters and the construction of domesticity.

- 'Black peril' and the maintenance of racial hierarchies.
- The *mui-tsai* system and forced child labour in 1920s and 1930s Hong Kong.
- Children's commercial activity in 1940s West Africa.
- The regulation of 'deviant' sexualities in British colonial Africa.
- Imperial feminisms and campaigns against forced and child marriage in Africa and India.
- Women and anti-colonial struggles.
- Global South women's activism at the United Nations, 1950-1985.
- Neocolonialism, evangelicalism, and LGBT+ communities in Uganda, Kenya, and Ghana.
- Conflict-related gender-based violence in Rwanda, Sierra Leone, the Democratic Republic of the Congo.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 4 elements (equivalent to 2500 words)	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI6036	
Module Title	Gender, Violence and Empire, 1800-2020	
Classification	Reading List entry	Electronic*

Essential	Mrinalini Sinha, <i>Colonial Masculinity: The “Manly Englishman” and the “Effeminate Bengali” in the Late Nineteenth Century</i> (Manchester, 1995)	☒
Essential	Nupur Chaudhuri and Margaret Strobel, <i>Western Women and Imperialism: Complicity and Resistance</i> (Bloomington, 1992).	☒
Essential	Ronald Hyam, <i>Empire and Sexuality: The British Experience</i> (Manchester, 1990).	☒
Essential	Ulrike Lindner and Dorte Lerp (eds), <i>New Perspectives on the History of Gender and Empire: Comparative and Global Approaches</i> (London, 2018)	☒
Essential	Philippa Levine (ed.), <i>Gender and Empire</i> (Oxford, 2007)	☒
Further	Tabitha Kanogo, <i>African Womanhood in Colonial Kenya, 1900-1950</i> (Woodbridge, 2005)	☒
Further	Elizabeth Prevost, <i>The communion of women: Missions and gender in colonial Africa and the British Metropole</i> (Oxford, 2010)	☒
Further	Luise White, <i>The Comforts of Home: Prostitution in Colonial Nairobi</i> (Chicago, 1990).	☒
Further	Frederick Cooper and Ann Laura Stoler (eds.), <i>Tensions of Empire: Colonial Cultures in a Bourgeois World</i> (Berkeley, 1997)	☒
Further	Lata Mani, <i>Contentious Traditions: The Debate on Sati in Colonial India</i> (Berkeley, 1998).	☒
Further	Karen Tranberg Hansen, <i>African encounters with domesticity</i> (New Brunswick, 1992).	☒
Further	Andrea Cornwall, <i>Readings in Gender in Africa</i> (Oxford, 2005)	☒
Further	Anne McClintock, <i>Imperial Leather: Race, gender and sexuality in the colonial context</i> (New York, 1995)	☒
Further	Susan Pedersen, ‘The Maternalist Moment in British Colonial Policy: The Controversy over “Child Slavery” in Hong Kong 1917-1941’, <i>Past & Present</i> , 171, 2001, 161–202	☒
Further	Abosedo George, ‘Within salvation: Girl hawkers and the colonial state in development era Lagos’, <i>Journal of Social History</i> 44:3 (2011), 837-59.	☒
Further	Saheed Aderinto, <i>When Sex Threatened the State: Illicit Sexuality, Nationalism and Politics in Colonial Nigeria, 1900-1958</i> (Urbana, 2017).	☐

Module Code	HPLA6001
Title	Latin 1
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

- translate simple Latin texts;
- have a good understanding of basic Latin grammar and syntax.

INDICATIVE CONTENT

- This module introduces the study of Latin to students with no or very little prior knowledge of the language.
- 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 Latin sentence and so translate short adapted passages of Latin.
- This module also introduces the student to 'dictionary skills': how to work back to the form of a Latin word to be looked up, from its form in a text; how to take into account the range of meanings and connotations many Latin 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	36	18%
Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPLA6001	
Module Title:	Latin 1	
Classification	Reading List entry	Electronic*
Essential	JACT. 2007. <i>Reading Latin: Text and Vocabulary</i>	☐
Essential	JACT. 2007. <i>Reading Latin: Grammar and Exercises</i>	☐
Further	N. R. R. Oulton. 2000. <i>So You Really Want to Learn Latin Book 1</i> . Galore Park, UK edition.	☐

Module Code	HPPH6026
Title	The Ethics of Life and Death: Contemporary Debates in Applied Ethics
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To engage students in the critical analysis the problems and recent insights in the ethics of life and death.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of ethical issues relating to life and death;
- demonstrate the ability to critically analyse key arguments in Applied Ethics.

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH6026	
Module Title	The Ethics of Life and Death: Contemporary Debates in 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	HPPH6033
Title	Early Modern Philosophy
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To familiarise students with key epistemological, metaphysical and theological debates in the work of early modern philosophers and to engage the student in the detailed study of early modern philosophy and the assessment of its influence on contemporary philosophical issues and society.

LEARNING OUTCOMES

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

- demonstrate the ability to critically analyse, interpret and evaluate complex information, concepts and ideas in early modern philosophy;
- demonstrate a good critical knowledge and understanding of the nature and impact of rationalism and empiricism;
- demonstrate a secure awareness of key epistemological, metaphysical and theological debates in the work of early modern philosophers, including scepticism and knowledge, the nature of the mind and its relation to the body, substance, causality, free will, and God;
- demonstrate the ability to critically evaluate early modern philosophy's influence on contemporary philosophical issues and society.

INDICATIVE CONTENT

- The shape of modern philosophy owes much to the work of various 17th and 18th century philosophers, the most outstanding and influential of whom are Descartes, Spinoza (often referred to as the rationalists, on account of their belief that reason is a reliable source of knowledge), Locke, Berkeley and Hume (often referred to as the empiricists, on account of their belief that experience is the only source of knowledge). This module will focus on the epistemological, metaphysical and theological doctrines and arguments developed by some or all of the above. Although dealing with the work of historical figures, the module itself will be primarily concerned with some of the major philosophical issues and problems faced by those figures and the solutions that they developed in response. In other words, this is *not* a history module, although one aim of the module will be to locate the work of early modern philosophers in its historical context. The issues and problems that will be the primary focus of this module include some or all of the following: scepticism and knowledge, the nature of the mind and its relation to the body,

substance, the problem in induction, causality, the fact / value distinction, free will, and God.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH6033	
Module Title	Early Modern Philosophy	
Classification	Reading List entry	Electronic*
Essential	Berkeley, George, <i>A Treatise Concerning the Principles of Human Knowledge</i> (selected sections).	☒
Essential	Descartes, René, <i>Meditations</i> (selected sections).	☒

Essential	Hume, David, <i>An Enquiry Concerning Human Understanding</i> (selected sections).	☒
Essential	Locke, John, <i>An Essay Concerning Human Understanding</i> (selected sections).	☒
Essential	Spinoza, <i>The Ethics</i> (selected sections).	☒
Further	Bennett, Jonathan, <i>Learning from Six Philosophers</i> , 2 Vols. (Oxford: Clarendon Press, 2001).	☐
Further	Copleston, Frederick, <i>A History of Philosophy, Volume IV</i> (London: Search Press, 1958).	☐
Further	Cottingham, John (ed.), <i>Cartesian Reflections</i> (Oxford University Press, 2008).	☐
Further	Hampshire, Stuart, <i>Spinoza</i> (Harmondsworth, UK: Penguin Books, 1951). Kenny, Anthony, <i>Descartes: A Study of His Philosophy</i> (Bristol: Thoemmes Press, 1995).	☐
Further	Priest, Stephen, <i>The British Empiricists</i> , second edn. (London: Routledge, 2007).	☐
Further	Rogers, G. A. J., Tom Sorell, and Jill Kraye (eds.), <i>Insiders and Outsiders in Seventeenth Century Philosophy</i> (London: Routledge, 2009).	☐

Module Code	HPPH6034
Title	Existentialism and Phenomenology
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To familiarise students with core terms and concepts – and with key debates and positions - in phenomenology and existentialism and to critically engage the student in the analysis and evaluation of phenomenology and existentialism.

LEARNING OUTCOMES

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

- demonstrate the ability to critically analyse, interpret and evaluate complex information, concepts and ideas in phenomenology and existentialism;
- demonstrate a very good understanding of the context in which phenomenology and existentialism are located;
- demonstrate an analytical understanding of the different perspectives, approaches or schools of thought within phenomenology and existentialism, and the theories that underpin them;
- demonstrate the ability to address problems in phenomenology and existentialism that have limited definition and involve many interacting factors.

INDICATIVE CONTENT

- Phenomenology and existentialism are two of the major movements in 20th century European philosophy, and each attempted to reassess the methodology and subject matter of philosophy to uncover the concrete elements of human experience lost in the abstractness of the philosophical tradition, namely the richness and complexity of the phenomena in our experience, and the manner in which human existence is shaped by the challenge of making decisions in the face of an unpredictable future.
- This module begins with an examination of the classical phenomenology of Edmund Husserl, especially his concept of intentionality that emphasises the way memory and expectation shape experience. Thereafter the module turns to Martin Heidegger's 'fundamental ontology' and to Maurice Merleau-Ponty's phenomenological analysis of the role of the body in human experience, while in the latter half it turns to Jean-Paul Sartre's somewhat different conceptions of the nature of human existence, including Sartre's concern with social and political responsibility. These philosophers (and possibly other relevant philosophers) will be introduced in chronological

order so that students can grasp the developments and connections in existentialist thought; developments that can be traced from one writer to another.

- The module as a whole will focus on recurrent issues in existentialist thought; issues concerning intentionality, the nature of human consciousness, the world as it appears to the human observer, human experience as it is known directly and concretely, the nature and significance of choice and free will, and the emotional life of human beings.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual presentation	15 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH6034	
Module Title	Existentialism and Phenomenology	
Classification	Reading List entry	Electronic*
Essential	Sartre, Jean-Paul, <i>Being and Nothingness</i> (1943), trans. Hazel E. Barnes (New York: Washington Square Press, 1993), selected sections	☒
Essential	Camus, Albert, <i>The Outsider</i> [1942], trans. Joseph Laredo (London: Penguin Books, 1983).	☒
Essential	Extracts from the work of Heidegger and of Kierkegaard in John Cottingham (ed.), <i>Western Philosophy: An Anthology</i> , second edn. (Oxford: Blackwell Publishing, 2008)	☐
Further	Extracts from Husserl, <i>The Paris Lectures</i> , translation and introduction by Peter Koestenbaum (Lancaster, Boston and Dordrecht: Martinus Nijhoff, 1985). [From documents written in 1929.]	☒
Further	Nietzsche, <i>On the Genealogy of Morals</i> , tr. Walter Kaufmann, in <i>Basic Writings</i> (NY: Modern Library, 1968), selected sections.	☒
Further	Merleau-Ponty [1945], <i>Phenomenology of Perception</i> (London & New York: Routledge, 2002), Part I.	☒
Further	Nietzsche, <i>The Gay Science</i> , tr. R.J. Hollingdale, in <i>Nietzsche Reader</i> (London: Penguin, 1977).	☒
Further	Warnock, Mary, <i>Existentialism</i> , (Oxford and NY: Oxford University Press, 1970).	☐
Further	Gallagher and Zahavi, <i>The Phenomenological Mind</i> , (London & NY: Routledge, 2008).	☐
Further	Luft, Sebastian and Soren Overgaard (eds.), <i>The Routledge Companion to Phenomenology</i> , (London & New York: Routledge, 2012).	☐

Module Code	HPPH6037
Title	Metaphysics and Epistemology
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an understanding of key debates and positions in metaphysics and epistemology and to critically engage the student in the analysis of metaphysics and epistemology, and critically assess their influence on contemporary philosophical issues.

LEARNING OUTCOMES

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

- critically analyse, interpret and evaluate complex information, concepts and ideas in metaphysics and epistemology;
- understand in detail the context in which these branches of philosophy are located;
- understand in detail different perspectives, approaches and schools of thought in metaphysics and epistemology and evaluate critiques.

INDICATIVE CONTENT

- This module is a philosophical enquiry into the most basic and general features of reality, which gives it a fundamental importance within the philosophical tradition. It will be concerned with ontology (that is, the branch of metaphysics which deals with the most basic kinds of things that exist) and epistemology.
- Over the course of the module, students will cover a range of subjects in metaphysics and epistemology, including, for example: universals and particulars; time, change and identity; necessity and possibility; the self and identity; theories of knowledge; sources of knowledge; theories of perception; and the tripartite definition of knowledge.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH6037	
Module Title	Metaphysics and Epistemology	
Classification	Reading List entry	Electronic*
Essential	Plato, <i>The Republic</i> , Penguin edition.	☒
Essential	Gettier, 'Is Justified True Belief Knowledge?' <i>Analysis</i> , Volume 23, Issue 6, 1 June 1963, Pages 121–123, https://doi.org/10.1093/analys/23.6.121 .	☒
Essential	Russell, B., <i>The Problems of Philosophy</i> (Oxford: Oxford University Press, 2001)	☒
Further	Moser, & Moser, Paul K. (2002). <i>The Oxford Handbook of Epistemology</i> . Oxford University Press.	☒
Further	Greco, Sosa, Greco, John, & Sosa, Ernest, <i>The Blackwell guide to epistemology</i> , (Oxford: Blackwell, 1999)	☒
Further	Ayer, A. J., <i>The Problem of Knowledge</i> , (London: Macmillan, 1956)	☐
Further	Lowe, E.J., <i>A Survey of Metaphysics</i> , (Oxford: OUP, 2002)	☐
Further	Michael J. Loux, <i>Metaphysics: A Contemporary Introduction</i> , 2 nd edition, (London: Routledge, 2002)	☐
Further	Hamlyn, D. W., <i>Metaphysics</i> . (Cambridge: University Press, 1984)	☐

Further	Metaphysics (Journal: Coverage from 2018 onwards), Ubiquity Press.	☒
Further	Sosa, Ernest, <i>Epistemology</i> , (Princeton: Princeton University Press, 2017)	☒
Further	Audi, Robert, <i>Action, Intention, and Reason</i> , (New York: Cornell University, 2019)	☒

Module Code	HPRS6055
Title	Complex Bodies: Questioning Gender, Religion and Sexuality
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To critically demonstrate an understanding of key issues, themes and traditions in the study of gender and sexuality in both the ancient and contemporary world.

LEARNING OUTCOMES

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

- understand and critique the different uses of the terms relating to gender and sexuality from a modern and ancient perspective;
- read and comprehend key theorists linked to the study of gender and sexuality and critically apply the theoretical constructions to both ancient and contemporary settings;
- critically evaluate and analyse both primary and secondary material relating to bodies, gender and sexuality.

INDICATIVE CONTENT

This course will explore the representations and constructions of complex bodies from both the ancient and modern world. We will be covering such topics as:

- Pain, Suffering and the Representative Body
- Menstruation across Cultures
- Performative Masculinity in Sexual Sub-Cultures
- The Holocaust and Gender
- Class, Gender and the Economy
- Gender divisions in the Ancient World

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS6055	
Module Title	Complex Bodies: Questioning Gender, Religion and Sexuality	
Classification	Reading List entry	Electronic*
Essential	Masterson, M. (et al.) <i>Sex in Antiquity: Exploring Gender and Sexuality in the Ancient World</i> , (London: Routledge, 2015).	☐

Essential	Penner, T. and Stichelle, C.V. <i>Mapping Gender in Ancient Religious Discourse</i> , (Leiden: Brill, 2006).	☒
Essential	Dillan S. and James, S.L. <i>A Companion to Women in the Ancient World</i> , (Sussex: Blackwell, 2015).	☒
Further	Butler, Judith, <i>Gender Trouble Feminism in The Subversion of Identity</i> , (London: Routledge, 2006)	☒
Further	Foucault, M. <i>The History of Sexuality Vol 1&2</i> , (London: Penguin Books, 1998)	☐
Further	Conway, C. <i>Behold the Man: Jesus and GrecoRoman Masculinity</i> , (Oxford/New York: Oxford University Press, 2008).	☒
Further	Keady, J. <i>Vulnerability and Valour: A Gendered Analysis Of Everyday Life in the Dead Sea Scrolls Communities</i> , (London: Bloomsbury/T&T Clark, 2017	☐
Further	Isherwood, L & Althaus-Reid, M. <i>Controversies in Body Theology</i> , (London: SCM Press, 2008)	☐
Further	Clark, G., <i>Women in Late Antiquity: Pagan and Christian Lifestyles</i> , (Oxford: Oxford University Press, 1993)	☒
Further	Sullivan, N. <i>A Critical Introduction to Queer Theory</i> , (New York: New York University Press, 2013)	☐
Further	Richardson, D., <i>Theorising Heterosexuality</i> , (Buckingham: Open University Press, 1996)	☐

