



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

MODULE DIRECTORY

LEVELS 3,4,5,6 Distance Learning

ACADEMIC DISCIPLINE OF HUMANITIES

**INSTITUTE OF EDUCATION AND
HUMANITIES**

2024-2025

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INTRODUCTION

This Module Directory includes all the modules for Distance Learning Levels 3 - 6 within the Academic Discipline of Humanities in the academic year 2024-2025.

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

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

MODULES

LEVEL 3 FOUNDATION

Module Code	HPFY3010
Title	Academic Skills
Date	13/02/2023
Level	3
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce the student to study and learning skills as a foundation for higher education.

LEARNING OUTCOMES

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

- apply learning strategies to the content of subject modules;
- follow instructions, analyse questions and plan answers for course assignments and timed, seen or unseen examinations.

INDICATIVE CONTENT

- Learning online.
- Finding and using information for academic work.
- Using electronic resources.
- Using the library as a distance learner.
- Using IT for academic study.
- Evaluating literature and sources.
- Oral presentations.
- Working with diverse types of evidence.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
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Portfolio	Maximum 3 elements, Equivalent to 3000 words	100%
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Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPFY3010	
Module Title	Academic Skills	
Classification	Reading List entry	Electronic*
Essential	McMillan et al., 2012. <i>The study skills book</i> 3rd ed., Harlow: Pearson.	☒
Essential	Cameron, S., 2009. <i>The business student's handbook [ebook] skills for study and employment</i> 5th ed., Harlow: Pearson.	☒

Module Code	HPFY3011
Title	The Humanities
Date	13/02/2023
Level	3
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to the range of subject areas and disciplines that make up the Humanities.

LEARNING OUTCOMES

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

- demonstrate an awareness and introductory knowledge of a broad range of Humanities' subject areas and their relevant connectivities;
- demonstrate an understanding and knowledge of the relationship between different interpretations in a subject area and the different sources of information available be that source materials, texts, artefacts and surviving evidence.

INDICATIVE CONTENT

- Exploring a variety of humanities subject areas, such as anthropology, archaeology, history, philosophy, religious studies, classics, creative writing, ancient history, English literature.
- Working together or as an independent learner to research study topics.
- Exploring different learning approaches and methodologies.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 elements, Equivalent to 3000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPFY3011	
Module Title	The Humanities	
Classification	Reading List entry	Electronic*
Essential	Small, Helen. <i>The Value of the Humanities</i> . First ed. The Literary Agenda Series The Value of the Humanities. 2013.	☒
Essential	Bod, Rens. <i>New History of the Humanities : The Search for Principles and Patterns from Antiquity to the Present</i> . First ed. 2013.	☒
Essential	Edmond, Jennifer. <i>Digital Technology and the Practices of Humanities Research</i> . 2020.	☒
Further	Specific readings to be provided on subject basis	☐

Module Code	HPFY3012
Title	Writing for University
Date	13/02/2023
Level	3
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to communication and study skills needed for higher education.

LEARNING OUTCOMES

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

- understand the significance of effective communication including: listening skills, note taking, essay plans, essay construction, answering questions, referencing, punctuation, researching topics and in class discussions;
- construct a useful essay plan, identify keywords and attempt at an essay answer.

INDICATIVE CONTENT

- Introduction to communication
- Listening
- Lecture styles and learning styles
- Research
- Communicating with others
- Note taking
- Essay planning
- Essay questions
- Construction: punctuation and grammar
- Individual project and research

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 elements, Equivalent to 3000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPFY3012	
Module Title	Writing for University	
Classification	Reading List entry	Electronic*
Essential	Redman, P. & Open University, 2001. <i>Good essay writing: a social sciences guide</i> 2nd ed., London: Sage.	☒
Essential	Murray, N. & Hughes, G., 2008. <i>Writing up your university assignments and research projects: a practical handbook</i> , Maidenhead: McGraw-Hill Open University Press.	☒

Module Code	HPFY3013
Title	Knowledge and Belief
Date	13/02/2023
Level	3
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to the study of religions, culture and philosophy across periods and subjects.

LEARNING OUTCOMES

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

- demonstrate an awareness and introductory knowledge of the academic study of religion and philosophy;
- demonstrate an understanding and knowledge of disciplinary fields related to religion, culture and philosophy.

INDICATIVE CONTENT

- Ancient religions and society
- The birth of philosophy
- The anthropology of religion
- Theology and the study of the bible
- Philosophical texts in the medieval and modern periods

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 elements, Equivalent to 3000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPFY3013	
Module Title	Knowledge and Belief	
Classification	Reading List entry	Electronic*
Essential	Strawson, P. F. <i>Analysis and Metaphysics : An Introduction to Philosophy</i> . Oxford: Oxford University Press, 1992.	☒
Essential	Stewart, Noel. <i>Ethics : An Introduction to Moral Philosophy</i> . Cambridge, UK; Malden, MA: Polity, 2009.	☐
Essential	Bowie, Fiona. <i>The Anthropology of Religion : An Introduction</i> . 2nd ed. Malden, Mass. Oxford: Blackwell, 2006.	☒
Essential	Johnston, Sarah Iles. <i>Ancient Religions</i> . Cambridge, Mass.: Belknap Press of Harvard University Press, 2007.	☒
Essential	La'Porte, Victoria. <i>An Introduction to Theology</i> . Edinburgh: Edinburgh University Press, 2001.	☒

Module Code	HPFY3014
Title	People across time
Date	13/02/2023
Level	3
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to the study of peoples and cultures across different periods, from prehistory to the present.

LEARNING OUTCOMES

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

- demonstrate an awareness and introductory knowledge of the academic study of history and archaeology;
- demonstrate an understanding and knowledge of disciplinary fields related to human cultures and societies across time.

INDICATIVE CONTENT

- Prehistoric archaeology
- The birth of civilisations
- The ancient world
- The medieval world
- The early modern world

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 elements, Equivalent to 3000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPFY3014	
Module Title	People across time	
Classification	Reading List entry	Electronic*
Essential	Greene, Moore, and Moore, Tom. <i>Archaeology : An Introduction</i> . 5th ed. 2010.	☒
Essential	Dillon, Michael. <i>Contemporary China : An Introduction</i> . London: Routledge, 2008.	☒
Essential	Shaw, Ian. <i>Ancient Egypt : A Very Short Introduction</i> . Very Short Introductions ; 112. Oxford ; New York: Oxford University Press, 2004.	☒
Essential	Spawforth, Antony. <i>The Story of Greece and Rome</i> . 2018.	☒
Essential	Blockmans, Hoppenbrouwers, and Hoppenbrouwers, P. C. M. <i>Introduction to Medieval Europe, 300-1550</i> . London: Routledge, 2007.	☒
Essential	Kumin, B. <i>The European World, 1500-1800</i> . London: Routledge, 2017.	☒

Module Code	HPFY3015
Title	Language and Culture
Date	13/02/2023
Level	3
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to the study of culture, language and literature.

LEARNING OUTCOMES

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

- demonstrate an awareness and introductory knowledge of the academic study of different areas, languages and literatures;
- demonstrate an understanding and knowledge of disciplinary fields related to language, literature and culture.

INDICATIVE CONTENT

- Language and linguistics
- Telling stories from tribes to TV
- Literature and culture
- Reading literature
- The process of writing

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 elements, Equivalent to 3000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPFY3015	
Module Title	Language and Culture	
Classification	Reading List entry	Electronic*
Essential	Mills, David. <i>Difficult Folk? a Political History of Social Anthropology. Methodology and History in Anthropology</i> ; v. 19. New York: Berghahn Books, 2008.	☒
Essential	Bennett, Royle, and Royle, Nicholas. <i>An Introduction to Literature, Criticism and Theory</i> . Fifth ed. 2016.	☒
Essential	Morley, David. <i>The Cambridge Introduction to Creative Writing</i> . Cambridge Introductions to Literature. Cambridge: Cambridge University Press, 2007.	☒
Essential	Goldblatt, Lau, Goldblatt, Howard, and Lau, Joseph S. M. <i>The Columbia Anthology of Modern Chinese Literature</i> . Modern Asian Literature Series. New York; Chichester: Columbia University Press, 1995.	☒
Essential	Cavanagh, Dermot. <i>The Edinburgh Introduction to Studying English Literature</i> . 2nd ed. 2014.	☒
Essential	Croally, N. T., and Roy. Hyde. <i>Classical Literature an Introduction</i> . Abingdon [England]; New York: Routledge, 2011.	☒

LEVEL 4

Module Code	HPCS4002
Title	An Introduction to the Celtic Languages
Date	14/07/2021
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To introduce students to the range of the Celtic languages, from the earliest attested in ancient times to the present day, and develop students' understanding of the distinctive features and linguistic concepts that define Celtic as a language family.

LEARNING OUTCOMES

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

- Show general knowledge of the history and defining characteristics of Hispano-Celtic, Lepontic, Gaulish, Irish, Scottish, Gaelic, Manx, Welsh, Breton, and Cornish;
- Show an understanding of the writing systems and media used for each of these languages (including inscriptions on stone, manuscripts, print, broadcast, and on line);
- Demonstrate knowledge of how pioneering researchers in early modern times recognized this language family, gave it the name 'Celtic', and how this discovery gave rise to Celtic studies beyond linguistics.

INDICATIVE CONTENT

This module offers students a survey of the attested Celtic languages, comparing them to one another with a central focus on Welsh. Beginning with the extinct Celtic varieties of continental Europe and continuing through the medieval and modern Celtic of Ireland, Britain, and Brittany, students will examine brief specimens of each language, through images of the original records together with edited texts, high-lighting key details. Distinctive features shared by some or all of the Celtic languages, such as patterns of word order and the consonant 'mutations', are explained and illustrated with examples from the texts. The module includes an account of the discovery the Celtic language family by Edward Lhuyd and other early modern researchers, showing how the 'historical comparative method' and 'family-tree model' revealed the common ancestry of the Celtic languages and their membership within the larger Indo-European macro-family. The module also explores the implications of this discovery and how the concept of 'the Celtic' was influentially extended to the realms of literature, archaeology, art, music, and cultural identity. The module will help students to develop critical thinking to differentiate between the use and abuse of the term 'Celtic'.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

NB Appropriate items not available online will be provided by scanned copy from the LRC

Module Code	HPCS4002	
Module Title	An Introduction to the Celtic Languages	
Classification	Reading List entry	Electronic*
Essential	Ball, Martin, & Nicole Müller (eds), <i>The Celtic Languages</i> , Routledge Language Family Series (London: Routledge, 2010)	☒
Essential	Edwards, Nancy, & Brynley F. Roberts, <i>Edward Lhuyd 1660–1709</i> (Aberystwyth: Centre for Advanced Welsh and Celtic Studies, 2010)	☐
Essential	Evans, Dewi W., & Brynley F. Roberts (eds) <i>Archæologia Britannica: Texts and Translations, Edward Lhwyd</i> , (Aberystwyth: Celtic Studies Publications, 2009) Pp. xii + 262 ISBN 978–1–891271–14–4	☐
Essential	Koch, J. T. 'Celts, Britons, and Gaels—Names, Peoples, and Identities', <i>Transactions of the Honourable Society of Cymmrodorion</i> 2002, NS 9 (2003) 41–56	☐
Essential	Koch, J. T. (ed.) <i>Celtic Culture: A Historical Encyclopedia</i> , (Santa Barbara & Oxford: ABC-Clío,	☐

	2006) 5 vols, pp. xxviii + 2128 ISBN (print) 1–85109–440–7, (e-book) 1–85109–445–8	
Essential	McCone, K. R. <i>The Celtic Question: Modern Constructs and Ancient Realities</i> , Myles Dillon Memorial Lecture. (Dublin: Dublin Institute for Advanced Studies, 2008)	☐
Essential	Russell, Paul, <i>An Introduction to the Celtic Languages</i> . Longman Linguistics Library. (London: Longman, 1995)	☐
Further	Burns, Tom and Sinfield Sandra, <i>Essential Study Skills: the complete guide to success at University</i> (London: Sage, 2015)	☐
Further	King, Graham, <i>Punctuation</i> (Glasgow: Harper Collins, 2000)	☐
Further	Delamarre, X. 2003 <i>Dictionnaire de la langue gauloise: une approche linguistique du vieux-celtique continental</i> . Collection des Hespérides. Paris, Errance. First published, 2001.	☐
Further	Jackson, Kenneth H., <i>Language and History in Early Britain: A Chronological Survey of the Brittonic Languages 1st to 12th c. AD</i> . 2nd rev. ed. Celtic Studies. Dublin: Four Courts Press, 1994. First published, Edinburgh: Edinburgh University Press, 1953.	☐
Further	Jordán Cólera, C. 2007 'Celtiberian', <i>e-Keltoi 6: The Celts in the Iberian Peninsula</i> , 749–850.	☐
Further	Lambert, P.-Y. 1994 <i>La langue gauloise</i> , Collection des Hesperides. Paris, Editions Errance.	☐
Further	Lewis, Henry, <i>Datblygiad yr Iaith Gymraeg</i> . Caerdydd: Gwasg Prifysgol Cymru, 1931.	☐
Further	Lewis, H., & H. Pedersen 1989 <i>A Concise Comparative Celtic Grammar</i> . 3rd edn. Göttingen, Vandenhoeck and Ruprecht. First published, 1937.	☐
Further	MacAulay, D. (ed.) 1992 <i>The Celtic Languages</i> . Cambridge Language Surveys. Cambridge, Cambridge University Press.	☐
Further	McCone, K. R. et al. (eds) <i>Stair na Gaeilge in ómós do Pádraig Ó Fiannachta</i> . Roinn na Sean-Ghaeilge, Coláiste Phádraig, Maigh Nuad.	☐
Further	Matasović, R. 2008 'Insular Celtic as a Language Area', <i>The Celtic Languages in Contact</i> , ed. H. L. C. Tristram, 93–112. Potsdam University Press, Potsdam.	☐
Further	Matasović, R. 2009 <i>Etymological Dictionary of Proto-Celtic</i> , Leiden Indo-European Etymological Dictionary Series 9. Leiden/Boston, Brill.	☐

Further	Watkins, T. Arwyn, <i>leithyddiaeth: Agweddau ar Astudio Iaith</i> . Caerdydd: Gwasg Prifysgol Cymru, 1961.	☐
Further	Wodtko, D. S. 2003 <i>An Outline of Celtiberian Grammar</i> , Freiburg http://www.freidok.uni-freiburg.de/volltexte/747/	☒

Module Code	HPCS4003
Title	The Early Celts
Date	14/07/2021
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To provide students with an overview of the peoples of ancient Europe identified variously as *Keltoi*, *Celtae*, *Galatae* or *Galli* and other groups believed to be closely related to them, and familiarise students with current controversies surrounding the use of the Celtic label in the ancient world and subsequent attempts to link it to the modern.

LEARNING OUTCOMES

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

- demonstrate a knowledge of the main historical, linguistic and archaeological evidence regarding the early Celts;
- interpret this evidence and arrive at their own conclusions;
- display an awareness of the importance of definitions and consistency of terms in an interdisciplinary field, particularly with relation to what makes something 'Celtic';
- evaluate the likelihood of any uninterrupted link between early and modern Celts.

INDICATIVE CONTENT

The module will look at historical references to the Celts from the 1000 years or so from the sixth century BCE to the fourth century CE. The case for a Celtic branch of the Indo-European family of languages, and continuity between 'continental' and 'insular' Celtic languages will be examined. Contributions from archaeology will also be considered, particularly the traditional Hallstatt/La Tène account and the newer 'Celtic from the West' hypothesis. Evidence from all three disciplines will then be compared with a view to establishing what constitutes a Celtic people, the geographical extent of the Celts, what can be inferred from material remains, and whether similar scrutiny is allocated to other groups. Attention will be drawn to the possibility of bias from authors on all sides in both the ancient and modern worlds, and some attention will be given to examining multi-layered identities and the concept of 'cultures'.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPCS4003	
Module Title	The Early Celts	
Classification	Reading List entry	Electronic*
Essential	Chapman, Malcolm. <i>The Celts: The Construction of a Myth</i> (London: Macmillan) 1992	☐
Essential	Collis, John. <i>The Celts: Origins, Myths, Inventions</i> , (Stroud: Tempus) 2003	☐
Essential	Cunliffe, Barry. W. <i>The Celts: A Very Short Introduction</i> (Oxford: OUP) 2003	☒
Essential	Cunliffe, Barry. W. and Koch, John. T. (eds) <i>Celtic from the West: Alternative Perspectives from archaeology, genetics, language and literature</i> (Oxford: Oxbow Books) 2010	☒
Essential	Ellis, Peter Berresford. <i>A brief history of the Celts</i> (London: Robinson) 2003	☐
Essential	Koch, John. T. & Carey, John (eds) <i>The Celtic Heroic Age: Literary Sources for Ancient Celtic Europe and Early Ireland and Wales</i> , 4 th ed, (Aberystwyth: Celtic Studies Publications) 2003	☐
Essential	Sims-Williams, Patrick. Celtomania and celtoscepticism, in <i>Cambrian Medieval Celtic Studies</i> 36, 1 – 36, 1998	☐
Further	Ball, Martin. J. and Fife, James. (eds.) <i>The Celtic Languages</i> (London: Routledge) 2002	☒
Further	Davies, John. <i>The Celts</i> (London: Cassell) 2000	☐
Further	Edwards. H.J. (trans) <i>Caesar: The Gallic War</i> (London: Harvard) 1994	☐
Further	Green, Miranda. J. (ed) <i>The Celtic World</i> (London: Routledge) 1996	☐
Further	Gregor, D.B. <i>Celtic: A Comparative Study</i> (Cambridge: Oleander Press) 1980	☐

Further	James, Simon. <i>The Atlantic Celts: Ancient People or Modern Invention?</i> (London: British Museum), 1999	☐
Further	MacAulay, Donald (ed), <i>The Celtic Languages</i> (Cambridge: CUP) 1992	☐
Further	Megaw, Ruth and Megaw, Vincent. Do the Ancient Celts Still Live? An Essay on Identity and Contextuality. In <i>Studia Celtica</i> 31, 107 – 23, 1997	☐
Further	Megaw, Vincent. Identifying Celts in <i>Antiquity</i> , 90, 245-249, 2016	☒
Further	Moscato, Sabatino. <i>The Celts</i> (London: Thames & Hudson) 1991	☐

Module Code	HPCS4008
Title	An Introduction to Celtic Literatures
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to a range of literary texts from the Celtic-speaking countries from the early Middle Ages to the present day, and develop students' understanding of the social and historical contexts of these texts, and of the connections, similarities and differences between them.

LEARNING OUTCOMES

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

- demonstrate knowledge of key literary texts in Welsh, Irish, Breton, Scots Gaelic, Cornish and Manx;
- demonstrate an understanding of the chronology of these texts and their cultural contexts;
- write assignments using the correct academic conventions, including appropriate use of citations.

INDICATIVE CONTENT

- This module offers students an overview of the literatures of the Celtic-speaking countries, with particular emphasis on Wales.
- From the earliest recorded bardic poetry through to contemporary writing, students will encounter a wide range of literary genres, including medieval tales, court poetry, mystery plays; folk ballads, poems and songs.
- The module also discusses the C18th-19th 'Celtic Revival', when much of this material was rediscovered and studied for the first time, and looks briefly at examples of modern contemporary writers who have turned to these earlier texts for inspiration.
- While exploring the many similarities between the literary histories of the Celtic languages, the module also stresses the profound differences of social context, language survival and religion which have given them each their distinctive character.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2,000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPCS4008	
Module Title	An Introduction to Celtic Literatures	
Classification	Reading List entry	Electronic*
Essential	Johnston, Dafydd, <i>The Literature of Wales</i> (2 nd ed. Cardiff: University of Wales Press, 2017)	☒
Essential	Davies, John, <i>A History of Wales</i> (revised ed, London: Penguin, 2007)	☒
Essential	Ní Bhrolcháin, Muireann, <i>An Introduction to early Irish Literature</i> (Dublin: Four Courts Press, 2009)	☒
Essential	Jackson, Kenneth H., <i>A Celtic Miscellany: Translations from the Celtic Literatures</i> (Harmondsworth: Penguin Classics 2006)	☐

Essential	Evans, Geraint & Helen Fulton, <i>The Cambridge History of Welsh Literature</i> (Cambridge: Cambridge University Press, 2019)	☒
Essential	Crawford, Robert, <i>Scotland's Books: The Penguin History of Scottish Literature</i> (Penguin: Harmondsworth, 2007)	☐
Further	Carson, Ciaron, <i>The Táin, translated from the Irish epic Táin Bó Cuailinge</i> (London: Penguin Classics, 2009)	☒
Further	Conran, Tony, <i>Welsh Verse</i> (Bridgend: Seren, 1995)	☐
Further	Davies, Sioned (ed and trans), <i>The Mabinogion</i> (Oxford: Oxford University Press, 2007)	☒
Further	Gwaith Dafydd ap Gwilym <dafyddapgwilym.net>	☒
Further	Gantz, Jeffrey, <i>Early Irish myths and sagas</i> (Harmondsworth: Penguin books, 1981)	☒
Further	Koch, John T. and John Carey, <i>The Celtic Heroic Age: Literary Sources for Ancient Celtic Europe and Early Ireland and Wales</i> (Aberystwyth: Celtic Studies Publications, 2003)	☐
Further	Williams, J. E. Caerwyn; Ford, Patrick K. <i>The Irish Literary Tradition</i> (Cardiff: University of Wales Press, 1992)	☐
Further	Stephens, Meic, <i>The New Companion to the Literature of Wales</i> (Cardiff: University of Wales Press, 1998)	☐
Further	Jarman, A.O.H., <i>Y Gododdin: Britain's Oldest Heroic Poem</i> (Llandysul: Gomer, 1988)	☐
Further	Jones, Robert Owen, & Glanmor Williams (eds.), <i>The Celts and the Renaissance : tradition and innovation / Proceedings of the Eighth International Congress of Celtic Studies, held at Swansea, 19-24 July, 1987</i> (Cardiff: University of Wales Press, 1990)	☐
Further	Murdoch, Brian, <i>Cornish Literature</i> (Cambridge: D.S. Brewer, 1993)	☐
Further	Constantine, Mary-Ann and Éva Guillorel, <i>Miracles and Murders: An Introductory Anthology of Breton Ballads</i> (Oxford: British Academy & OUP, 2017)	☐
Further	Piette, Gwenno, <i>Brittany: A Concise History</i> (Cardiff: University of Wales Press, 2008)	☐
Further	Sims-Williams, Patrick, "Celtomania and Celtoscepticism", <i>Cambrian Medieval Celtic Studies</i> 36 (Winter, 1998): 1–36.	☐
Further	Conran, Tony, <i>Welsh Verse</i> (Bridgend: Seren, 1995)	☐
Further	Arnold, Matthew, <i>On the Study of Celtic Literature</i> (Lectures 1865-66) (London: Smith, Elder & Co, 1867)	☒
Further	Terence Brown <i>Celticism.</i> , <i>Studia Imagologica</i> 8. Amsterdam: Rodopi, 1996.	☐
Further	Constantine, Mary-Ann 'Literature of the Bardic Revival' Oxford Bibliographies Online [DOI: 10.1093/OBO/9780199846719-0003]	☒

Module Code	HPCS4009
Title	Introduction to Celtic Art
Date	14/07/2021
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To introduce students to a range of visual culture that has been associated with Celtic cultures from the Iron Age to the present day.

LEARNING OUTCOMES

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

- demonstrate knowledge of a succession of defined styles associated with Celtic art, from the Iron Age and into the medieval period.
- navigate the multi-disciplinary approach to the visual culture of different periods relevant to the module within archaeology, medieval studies, art and cultural history.
- demonstrate an understanding of the way in which these historical styles have been revived in the modern period, and the motivations conveyed by their reproduction.

INDICATIVE CONTENT

- This module offers students an overview of Celtic art, with a particular emphasis on Wales.
- Students will be equipped with a knowledge of the key styles and individual artefacts that have embodied our understanding of Celtic Art from the Hallstatt and La Tène cultures and corresponding examples from late Iron Age Britain and Ireland.
- The module will examine the way in which this visual vocabulary became intertwined in a fusion of artistic motifs that emerged in the Late Antique and early medieval Insular world, and has become familiar to an international contemporary audience in manuscripts, such as the Lindisfarne Gospels and the Book of Kells, metalwork and early Christian monumental stone carving.
- Students will be introduced to the antiquarians and artists who were instrumental in the recovery and interpretation of examples of Celtic Art in Wales, Ireland and Scotland in the eighteenth and nineteenth centuries, which created the conditions for artists and designers to appropriate and adapt Celtic styles.
- The module will contextualise the use of Celtic pattern at the time of the Celtic Revival with the portrayal of Celtic themes in nineteenth- and twentieth-century painting and sculpture.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2,000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

NB Appropriate material from resources not available online will be scanned by UWTSD LRC for inclusion to the VLE.

Module Code	HPCS4009	
Module Title	Introduction to Celtic Art	
Classification	Reading List entry	Electronic*
Essential	Brown, Michelle P., <i>Art of the Islands: Celtic, Pictish, Anglo-Saxon and Viking Visual Culture, c. 450–1050</i> (Oxford: The Bodleian Library, 2016).	☐
Essential	Farley, Julia and Hunter, Fraser (eds.), <i>Celts: Art and Identity</i> (London: British Museum).	☐
Essential	Megaw, Ruth and Vincent, <i>Celtic Art from its Beginnings to the Book of Kells</i> (London: Thames and Hudson, revised and expanded edition 2001).	☐
Further	Brown, Michelle P., <i>The Lindisfarne Gospels: Society, Spirituality and the Scribe</i> (London: British Library, 2003).	☐
Further	Edwards, Nancy (ed.), <i>A Corpus of Early Medieval Inscribed Stones and Stone Sculpture in Wales, II: South-west Wales</i> (Cardiff: University of Wales Press, 2007).	☐

Further	Edwards, Nancy (ed.), <i>A Corpus of Early Medieval Inscribed Stones and Stone Sculpture in Wales, III: North-west Wales</i> (Cardiff: University of Wales Press, 2013).	☐
Further	Foster, Sally M., 'Circulating agency: the V&A, Scotland and the multiplication of plaster casts of "Celtic crosses"', <i>Journal of the History of Collections</i> , vol. 27, (1), 2015, 73–96.	☒
Further	Garrow, Duncan, Gosden, Chris and Hill. J.D., (eds), <i>Rethinking Celtic Art</i> (Oxford: Oxbow, 2008).	☐
Further	Garrow, Duncan and Gosden, Chris, <i>Technologies of Enchantment? Exploring Celtic Art : 400 BC to AD 100</i> (Oxford: Oxford University Press, 2012).	☐
Further	Green, Miranda, <i>Celtic Art: Reading the Messages</i> (London: Weidenfeld & Nicolson, 1996).	☐
Further	Henderson, George and Henderson, Isabel, <i>The Art of the Picts: Sculpture and Metalwork in Early Medieval Scotland</i> (London: Thames & Hudson, 2004).	☐
Further	Hutchinson, John, 'Archaeology and the Irish rediscovery of the Celtic past', in <i>Nations and Nationalism</i> , vo. 7 (4), 2001, 505–19.	☒
Further	Joy, Jody, 'Connections and separation?: Narratives of Iron Age art in Britain and its relationship with the Continent' in Anderson-Whymark, Hugo, Anderson-Whymark, Garrow, Duncan and Sturt, Fraser (eds), <i>Continental Connections: Exploring cross-Channel Relationships from the Mesolithic to the Iron Age</i> (Oxford: Oxbow, 2015).	☒
Further	Lord, Peter, <i>The Visual Culture of Wales: Imaging the Nation</i> (Cardiff: University of Wales Press, 2000), especially chapters 8, 9 & 10.	☐
Further	Lord, Peter, <i>The Visual Culture of Wales: Medieval Vision</i> (Cardiff: University of Wales Press, 2003), especially chapters 1 & 2.	☐
Further	Redknap, M. and Lewis, J.M. (eds), <i>A Corpus of Early Medieval Inscribed Stones and Stone Sculpture in Wales, I: South-east Wales and the English Border</i> (Cardiff: University of Wales Press, 2007).	☐
Further	Sheehy, Jeanne, <i>The Rediscovery of Ireland's Past: The Celtic Revival, 1830–1930</i> (London: Thames and Hudson, 1980).	☐
Further	Wallace, Patrick F. and O'Floinn, Ragnall, <i>Treasures of the National Museum of Ireland: Irish Antiquities</i> (Dublin: Gill & Macmillan, 2002).	☐
Further	Youngs, Susan, <i>The Work of Angels: masterpieces of Celtic metalwork, 6th-9th centuries AD</i> (London: British Museum, 1989).	☐

Module Code	HPCS4010
Title	Welsh Language Skills 1
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To allow students to develop skills in speaking, listening, reading and writing Welsh at a basic level, and grasp a general understanding of the key point of Welsh grammar.

LEARNING OUTCOMES

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

- demonstrate an ability to speak and understand basic Welsh in a wide range of familiar context;
- display an understanding of Welsh pronunciation;
- possess an appreciation and awareness of key grammatical and syntactical features of the Welsh language.

INDICATIVE CONTENT

This is the first of two modules which offer students the opportunity to learn Welsh. This module is devised to develop the skills needed to speak and understand simple Welsh in everyday situations, e.g. greetings, the weather, describing family and friends, expression possession, etc. A structured overview of key grammatical and syntactical aspects of the Welsh language in a communicative context is introduced. Pronunciation and basic linguistic patterns will be introduced and reinforced by a blend of learning material; lessons on Panopto, sound files and interactive activities to support independent learning. Weekly Skype sessions will be offered to develop pronunciation and oral skill and aid the building of self-confidence and help consolidate understanding. Students can be paired with other students who wish to improve their speaking skills informally. No previous knowledge of the Welsh language is required.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Language Assignments	Eq 2200 words	80%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Oral Assignment	6 mins	20%

Assessment Summary

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

INDICATIVE READING LIST

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPCS4010	
Module Title	Welsh Language Skills 1	
Classification	Reading List entry	Electronic*
Essential	Gruffudd, H., <i>Welsh Rules</i> , (Tal-y-bont: Y Lolfa, 2003)	☐
Essential	Jones, C.M. & Brake, J., <i>The Complete Welsh Course</i> (London: Hodder & Stoughton, 2010)	☐
Essential	Jones, C., <i>Essential Welsh Grammar</i> . (London and New York: Hodder & Stoughton, 2010)	☐
Further	King, G., <i>Modern Welsh: A Comprehensive Grammar</i> . (2 nd ed.). (London: Routledge, 2003)	☐

Module Code	HPHI4901
Title	Conflict and War: Theory, Ethics, Practice
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	none

AIM(S)

- To introduce students to various theories and strategies of warfare and to explore with students various questions relating to the ethical aspects and considerations of war.

LEARNING OUTCOMES

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

- Demonstrate a knowledge of different theories which underpin the study and practice of warfare throughout history, from the ancient period to the modern day.
- Demonstrate a knowledge of military tactics and strategies and how they relate to wars through history.
- Demonstrate an understanding of various ethical considerations relating to conflict and war.

INDICATIVE CONTENT

- Examination of various thoughts on warfare, including writings of famous strategists and theoreticians such as Von Clausewitz, Liddell-Hart, Napoleon Bonaparte, Von Moltke and Mao Tse Tung
- Comparisons between theories and strategies 'on paper' and how they relate to real events 'on the ground'.
- Exploration of questions relating to the ethics of war, considering whether:
 - such a thing as a just war or just cause for making war exists
 - a sense of proportionality in war should operate
 - differences between combatants and non-combatants should exist
 - war is or should be guided by moral imperatives.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
PowerPoint Presentation	10 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI4901	
Module Title	Conflict and War: Theory, Ethics, Practice	
Classification	Reading List entry	Electronic*
Essential	Souchon, L. <i>Strategy in the 21st Century: The Continuing Relevance of Carl von Clausewitz</i> (London: Routledge, 2020)	☒
Essential	<i>New Approaches to Greek and Roman Warfare</i> ed. by L Brice (London: Wiley, 2020)	☒
Essential	<i>Civilians and Warfare in World History</i> ed. by N Foote and N Williams (London: Routledge, 2017)	☒
Essential	Black, J. <i>Military Strategy: A Global History</i> (New Haven: Yale University Press, 2020).	☒
Essential	Zehfuss, M. <i>War and the Politics of Ethics</i> (Oxford: Oxford University Press, 2018)	☒
Essential	Coker, C. <i>Ethics and War in the 21st Century</i> (London: Routledge, 2008)	☒
Further	Dobos, N. <i>Ethics, Security, and the War Machine: The True Cost of the Military</i> (Oxford: Oxford University Press, 2020)	☒
Further	Freedman, L. <i>War</i> (Oxford: Oxford University Press, 2009)	☒
Further	Stone, J. <i>Military Strategy: the Politics and Techniques of War</i> (London: Continuum, 2011)	☒
Further	Black, J. <i>Rethinking Military History</i> (London: Routledge, 2004)	☒
Further	Howard, M. <i>War and the Liberal Conscience</i> , 2 nd Ed, (London: Hurst, 2008)	☒
Further	Morillo, S. <i>What is Military History</i> (London: Polity Press, 2008)	☒

Further	McNeill, W. <i>The Pursuit of Power</i> (Chicago: University of Chicago Press, 1984)	☒
Further	H.Strachan, <i>European Armies in the conduct of War</i> (London: Routledge, 2004)	☒
Further	<i>War in History</i> journal	☐
Further	<i>Cambridge History of Warfare</i> (multiple volumes)	☒
Further	<i>Journal of Modern History</i>	☒

Module Code	HPHI4902
Title	Age of Extremes: A World at War, c. 1914–1991
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To familiarise students with key themes, events, ideas and debates which characterise the study of what Eric Hobsbawm termed 'the Age of Extremes'.

LEARNING OUTCOMES

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

- Demonstrate a workable general knowledge of key themes and events which characterised the 'short 20th century' (1914–1991), and articulate what made this period distinctive in global history.
- Absorb and apply information from a range of primary and secondary materials to formulate evidence-based arguments.
- Analyse and assess primary and secondary materials in a confident, critical and reflexive manner.
- Appreciate the dimensions of key historiographical debates surrounding the so-called 'Age of Extremes'

INDICATIVE CONTENT

This module presents students with an overview of the impact of conflict and war during Eric Hobsbawm's 'short 20th century,' with particular emphasis on the two world wars. *Topics covered could include:*

- **World War One and Its Consequences**
 - Calm before the Storm? The World in 1914
 - Origins of the World War One
 - Social Change on the Home Front
 - The World the War Made
- **Interwar Years**
 - Russian Revolution
 - Jazz Age
 - Modernism
 - Weimar Germany
- **World War Two and Its Consequences**
 - Nazism and Fascism
 - Expansion and Appeasement
 - Holocaust
 - War in the East
- **The Cold War**

- Worrying About the Bomb
- Space Race
- 'Hot Wars'
- The 'End of History'

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Gobbets	2,000 words total	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI4902	
Module Title	Age of Extremes: A World at War, c. 1914–1991	
Classification	Reading List entry	Electronic*
Essential	Hobsbawm, E.J. <i>The Age of Extremes: The Short Twentieth Century, 1914–1991</i> (London: Michael Joseph, 1994).	☒
Essential	Gaddis, J.L. <i>The Cold War</i> (London : Penguin 2007)	☒
Essential	Illies, F. <i>1913: The Year Before the Storm</i> (London: Clerkenwell Press, 2013).	☒
Essential	Westad, O.A. <i>The Cold War: A World History</i> (New York: Basic Books, 2017).	☒
Essential	McMeekin, S. <i>The Russian Revolution: A New History</i> (London: Profile Books, 2017)	☒

Further	Figes, O. <i>A People's Tragedy: The Russian Revolution, 1891–1924</i> (London: Pimlico, 1997).	☒
Further	Joll, J. <i>Europe since 1870: An International History</i> (London: Penguin, 1990).	☒
Further	Sanborn, J.A. <i>Imperial Apocalypse: The Great War and the Destruction of the Russian Empire</i> (Oxford: Oxford University Press, 2014).	☒
Further	Ferguson, N. <i>The War of the World: History's Age of Hatred</i> (London: Penguin, 2007).	☒
Further	Kiaer, C. and E. Naiman. <i>Everyday Life in Early Soviet Russia: Taking the Revolution Inside</i> (Bloomington: Indiana University Press, 2006).	☒
Further	Kolko, G. <i>The Age of War: The United States Confronts the World</i> (London: Lynne Rienner, 2006).	☒
Further	Marwick, A. <i>War and Social Change in the Twentieth Century: A Comparative Study of Britain, France, Germany, Russia and the United States</i> (London: Macmillan, 1974).	☒
Further	Hogan, M.J. <i>The Marshall Plan: America, Britain and the Reconstruction of Western Europe</i> , (Cambridge: Cambridge University Press, 1987).	☒
Further	Davidson, P.B. <i>Vietnam at War: The History, 1946–1975</i> (New York: Oxford University Press, 1988).	☒
Further	Merridale, C. <i>Lenin on the Train</i> (London: Penguin, 2016).	☒
Further	Service, R. <i>Lenin: A Biography</i> (London: Macmillan, 2000).	☒
Further	Service R <i>Stalin: A Biography</i> (London: Macmillan, 2004).	☒
Further	Gaddis, J.L. <i>We Now Know: Rethinking Cold War History</i> (Oxford: Oxford University Press, 1997).	☒
Further	Haslam, J. <i>Russia's Cold War: From the October Revolution to the Fall of the Wall</i> (New Haven: Yale University Press, 2011)	☒
Further	Hoffman, D. ed. <i>The Dead Hand: The Untold Story of the Cold War Arms Race and its Dangerous Legacy</i> (London: Icon Books, 2011).	☒
Further	Kotkin, S., <i>Armageddon Averted: The Soviet Collapse 1970-2000</i> (Oxford: Oxford University Press, 2001)	☒
Further	Lewkowicz, Nicolas, <i>The German Question and the International Order, 1943–48</i> . (Oxford: Palgrave Macmillan, 2010).	☒

Module Code	HPHI4903
Title	'Pathways to Evil': Genocide – History, Theory and Denial
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To encourage students to acquire a broad knowledge of the nature of Genocide, and the debates and interpretations surrounding the complex and sensitive subject of Genocide and other violations of human rights. This should be achieved through an analysis of case studies and the historiographical debates surrounding the subject matter.

LEARNING OUTCOMES:

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

- Demonstrate understanding of the different approaches applicable to the 'Genocide' studies, including exploring what characteristics define violent acts against humanity, as 'Genocide'.
- Demonstrate knowledge of examples of 'Genocide' throughout history, from the Ancient World to the 20th Century, and why these events have been described as acts of 'Genocide'.
- Discuss historiographical debates and interpretations surrounding Genocide studies.

INDICATIVE CONTENT

This module explores the concept of Genocide and its legal and philosophical meanings. It looks at historical examples of twentieth-century genocides, plus other acts of violent atrocity from earlier eras of history

Topics covered could include:

- Definitions of Genocide, and what exactly characterises acts of Genocide from other violations of human rights.
- The Holocaust
- Violent atrocity in the Ancient World
- Genocide in Bosnia and Rwanda.
- Contested heritage and 'dark tourism'
- Race theories, ethnic tensions and differentiation
- Denial and legal responses
- Philosophical debates on evil and race hatred
- Collusion and acceptance of extreme violence
- Media representations
- Asylum and refugees.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2,000 words (max 3 items)	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI4903	
Module Title	'Pathways to Evil': Genocide - History, Theory, and Denial	
Classification	Reading List entry	Electronic*
Essential	Naimark, N. <i>Genocide: A World History</i> (Oxford: Oxford University Press, 2017)	☒
Essential	Kiernan, B. <i>Blood and Soil: A World History of Genocide and Extermination</i> (Yale University Press, 2007)	☒
Essential	Arendt, H. <i>Eichmann in Jerusalem: A Report on the Banality of Evil</i> (New York: Penguin, 2006)	☒
Further	Gilbert, M. <i>The Holocaust: The Jewish Tragedy</i> (London: Fontana Press, 1987)	☐
Further	Rees, L. <i>Auschwitz: The Nazis and the Final Solution</i> (London: BBC Books, 2005)	☐
Further	Gellately, R and B. Kiernan, <i>The Spectre of Genocide</i> (Cambridge: Cambridge University Press, 2003)	☒
Further	Friedlander, S. <i>The Years of Extermination: Nazi Germany and the Jews</i> (London: Harper Collins: 2007)	☐
Essential	Rees, L. <i>The Holocaust: A New History</i> (London: Penguin, 2017)	☒

Module Code	HPHI4904
Title	Power and Inequality
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	none

AIM(S)

- To introduce students to relationships between power and inequality across periods and areas.

LEARNING OUTCOMES

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

- Demonstrate understanding of how power relates to inequality, and how societies marginalise groups and people;
- Demonstrate knowledge of how past and current societies have understood, and responded to, inequality;
- Demonstrate the ability to present ideas and arguments about the nature of power and inequality in a clear manner.

INDICATIVE CONTENT

This module theorises power, and its relationship to the creation and maintenance of inequalities. It examines how different societies have conceptualised race, gender, class, sexuality and disability, and how these ideas have been used to uphold hierarchies of power.

The module will draw on examples from the ancient through to the modern period, and makes the history of slavery an important focus.

Topics covered could include:

- Theories of Power
- Race and inequality across time and societies
- Gender-based inequalities in the past and present
- Disability and inequality
- Slaves and enslavers across historical societies
- Transatlantic slave trade and its legacies
- Colonialism and the invention of race
- Postcolonialism and decolonising curricula

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 4000 words (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI4904	
Module Title	Power and Inequality	
Classification	Reading List entry	Electronic*
Essential	Isaac, B.H. <i>The Invention of Racism in Classical Antiquity</i> (Princeton, New Jersey: Princeton University Press, 2004).	☒
Essential	Said, E.W. <i>Orientalism</i> (London: Penguin, 2003).	☒
Essential	Foucault, M. <i>Discipline and Punish: The Birth of the Prison</i> (Harmondsworth: Penguin, 1991).	☒
Essential	Boas, F. <i>Race, Language, Culture</i> . New York: Macmillan, 1966.	☒
Further	Lewis, D.M. <i>Greek Slave Systems in Their Eastern Mediterranean Context, C.800-146 BC</i> (Oxford: Oxford University Press, 2018)	☒
Further	Garland, R. <i>The Eye of the Beholder: Deformity and Disability in the Graeco-Roman World</i> . (Ithaca, New York: Cornell University Press, 1995).	☐
Further	Bush, B. <i>Slave Women in Caribbean Society, 1650-1838</i> (Bloomington, Indiana: Indiana University Press, 1990).	☒
Further	King, R. <i>Orientalism and Religion: Post-colonial Theory, India and the 'Mystic East'</i> (London: Routledge, 1999).	☒
Further	Levi-Strauss, C. 'Race, History and Culture,' <i>The Unesco Courier</i> 3 (March 1996): 30-34.	☒

Further	Nunes, Z. <i>Cannibal Democracy: Race and Representation in the Literature of the Americas</i> (Minneapolis: University of Minnesota Press, 2008).	☐
Further	<i>Ancient Slavery and Abolition from Hobbes to Hollywood</i> ed. by E. Hall, R. Alston and J. McConnell (Oxford: Oxford University Press, 2011).	☒
Further	Hezser, C. <i>Jewish Slavery in Antiquity</i> (Oxford: Oxford University Press, 2005).	☒
Further	Bradley, K. R. <i>Slavery and Society at Rome</i> (Cambridge: Cambridge University Press, 1994).	
Further	<i>Disabilities in Roman Antiquity : Disparate Bodies</i> , ed. by C. Laes, C Goodey and M. L. Rose (Oxford: Brill, 2013).	☒
Further	Tharoor S. <i>Inglorious Empire: What the British Did to India</i> (London: Penguin, 2018).	☐
Further	Hobsbawm, E.J. <i>The Age of Empire, 1875–1914</i> (London: Weidenfeld and Nicolson 1987)	☐
Essential	Foucault, M. <i>Power/Knowledge: Selected Interviews and Other Writings, 1972—1977</i> ed by. Colin Gordon (Harlow: Pearson Education, 1980).	☐
Further	Mishra, P. <i>From the Ruins of Empire: The Revolt Against the West and the Remaking of Asia</i> (London: Penguin, 2012).	☒
Further	Bernal, Martin. <i>Black Athena: The Afroasiatic Roots of Classical Civilization</i> , multiple volumes (London: Free Association Books, 1987).	☐

Module Code	HPHI4905
Title	Crusading in the Middle Ages
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to various aspects and ideas surrounding the crusading movement in the Middle Ages, to different historical opinions and arguments surrounding this period and to various historical sources and resources.

LEARNING OUTCOMES

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

- develop basic skills of historical criticism;
- understand the main issues and historical debates which surround this period and area of medieval history;
- use secondary material confidently and carefully;
- present a clear analysis of key issues.

INDICATIVE CONTENT

This module explores the exciting and challenging period of the Crusades in the Middle Ages. Its aims and objectives are to introduce you to the nature of the historical sources for this period of history, and the main problems of interpretation. The module begins with classes which set the context through an examination of the historiographical debate surrounding the origins of the crusading movement and the First Crusade itself. It then examines the various identities of the people involved in the crusades, and the way in which they represented one another in their accounts of events. The final section of the module will focus on individual case studies which mark significant shifts in crusading ideology, motivation and focus. The emphasis in the module is on the narrative accounts of the crusades and what they can tell us beyond simply 'what happened'. The module forms an introduction to the Academic Discipline's various courses in medieval history and medieval studies, and will develop awareness of the nature of medieval source materials as well as historiographical issues.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 items (2000 words)	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPHI4905	
Module Title	Crusading in the Middle Ages	
Classification	Reading List entry	Electronic*
Essential	Erdmann, Carl, <i>The origin of the idea of crusade</i> (Princeton, 1977)	☒
Essential	Tyerman, Christopher, <i>God's war: a new history of the Crusades</i> (London, 2007)	☒
Essential	Barber, Malcolm, <i>The Two Cities : Medieval Europe, 1050-1320</i> , 2nd ed. (London: Routledge, 2004)	☐

Further	France, John, <i>The Crusades and the expansion of Catholic Christendom, 1000-1714</i> (London, 2005)	☒
Further	Riley-Smith, Jonathan (ed.), <i>The Oxford history of the Crusades</i> (Oxford, 1999)	☐
Further	Riley-Smith, J., <i>The Crusades: A Short History</i> .	☐
Further	Riley-Smith, J., <i>What were the crusades?</i> (Basingstoke, 2009)	☐
Further	Edgington, S.B. and Sarah Lambert, <i>Gendering the crusades</i> (Cardiff, 2001)	☐
Further	Runciman, Steven, <i>The First Crusade</i> (Cambridge, 1992)	☐
Further	Asbridge, T., <i>The Crusades: The War for the Holy Land</i> (New York, 2013).	☐

Module Code	HPHI4906
Title	The Medieval World
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- 'The Medieval World' serves as an introduction to the medieval period as a whole and to some of the methodologies we employ for studying the period. It enables students to learn how scholars from different disciplines investigate the medieval period, and what evidence (documentary, physical, environmental, literary and art historical) they use to construct and understand the period. Thus they are introduced to the challenges of using different types of sources, some of which may appear to conflict. This is part of the challenge of Medieval Studies.

LEARNING OUTCOMES

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

- analyse various aspects and ideas of the medieval period;
- understand different historical opinions and arguments surrounding the medieval period;
- utilise various historical, archaeological, literary and art-historical sources and resources from the medieval period.

INDICATIVE CONTENT

- Discuss various concepts and ideas of relevance to the study of the medieval period.
- Gain a knowledge of the interdisciplinary nature of Medieval Studies.
- Use primary and secondary historical material effectively.
- Cover themes such as Church and State, religious practices, crusading, women, learning, violence, literature and manuscript images.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 items (2,000 words)	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPHI4906	
Module Title	The Medieval World	
Classification	Reading List entry	Electronic*
Essential	Barber, M., <i>The Two Cities: medieval Europe, 1050-1320</i> (2004)	☐
Essential	Davies, R. R., <i>A History of medieval Europe: From Constantine to Saint Louis</i> (2005)	☐
Essential	Southern, R. W. , <i>The Making of the Middle Ages</i> (1993)	☐
Further	Blockmans, Wim, <i>Introduction to medieval Europe 300-1550</i> (2007)	☐
Further	Brooke, Christopher, <i>Europe in the Central Middle Ages, 962-1154</i> (2000)	☐
Further	Holmes, George, <i>The Oxford History of medieval Europe</i> (2001)	☐
Further	Nicholas, David, <i>The Evolution of the medieval World: Society, Government and Thought in Europe, 312-1500</i> (1992)	☐
Further	Nicholas, David, <i>The Transformation of Europe, 1300-1600</i> (1999)	☐

Module Code	HHP4902
Title	Academic Skills
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to the skills necessary for academic study.

LEARNING OUTCOMES

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

- Research a subject using necessary tools, digital and otherwise.
- Conduct basic research and present findings in the appropriate academic medium.

INDICATIVE CONTENT

- Appropriate sources and digital sources
- Using the Learning Resources Centre
- Critical skills for research
- Working with primary materials
- Engaging with scholarship
- Writing for academic purposes
- Presenting to an academic audience

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Eq. 4000 words (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPPH4902	
Module Title	Academic Skills	
Classification	Reading List entry	Electronic*
Essential	Smale, B. and J. Fowlie. <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development</i> (Los Angeles: SAGE, 2009).	☒
Essential	Cottrell, S. <i>The Study Skills Handbook</i> (London: Macmillan Education, Limited, 2019).	☒
Essential	O'Hara, S. <i>Improving Your Study Skills: Study Smart, Study Less</i> (Hoboken, New Jersey: Wiley, 2005).	☒

Module Code	HPPH4901
Title	Introduction to Metaphysics and Epistemology
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

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	20	10%
Independent learning	180	90%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual presentation	10 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH4901	
Module Title	Introduction to 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. (2001). <i>The problems of Philosophy</i> (2nd edn.).	☒
Further	Moser, & Moser, Paul K. (2002). <i>The Oxford Handbook of Epistemology</i> . Oxford University Press.	☒
Further	Greco, Sosa, Greco, John, & Sosa, Ernest. (1999). <i>The Blackwell guide to epistemology</i> . Blackwell.	☒
Further	Ayer, A. J. (1956). <i>The Problem of Knowledge</i> . Macmillan: St. Martin's Press.	☐
Further	Lowe, E.J. (2002). <i>A Survey of Metaphysics</i> . Oxford: OUP.	☐
Further	Michael J. Loux. (2002). <i>Metaphysics: A Contemporary Introduction</i> . Routledge, 2nd edition.	☐
Further	Hamlyn, D. W. (1984). <i>Metaphysics</i> . Cambridge University Press.	☐

Module Code	HPPH4902
Title	Introduction to Ethics
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To engage the student in the analysis of ethical ideas and debates.

LEARNING OUTCOMES

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

- Analyse, interpret and evaluate relevant information and ideas in ethics;
- demonstrate an informed awareness of different perspectives or approaches within ethics

INDICATIVE CONTENT

- Egoism
- Hedonism
- Utilitarianism
- Kantian Ethics
- Virtue Ethics

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 4000 words (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH4902	
Module Title	Introduction to Ethics	
Classification	Reading List entry	Electronic*
Essential	Bennett, Christopher. <i>What is this Thing Called Ethics?</i> (London: Routledge, 2010)	☒
Essential	Hinman, Lawrence, M., <i>Ethics: A Pluralistic Approach to Moral Theory</i> (Fort Worth: Harcourt, 1994)	☒
Further	Rachels, James, <i>The Elements of Moral Philosophy</i> , 3rd Edition, (Boston: McGraw-Hill, 1999)	☐
Further	Smart, J.J.C. and Williams Bernard, <i>Utilitarianism: For and Against</i> (Cambridge: Cambridge University Press, 1973)	☐
Further	Quinton, Anthony, <i>Utilitarian Ethics</i> (London: Macmillan, 1973)	☒
Further	O'Neill, Onara, 'Kant', in <i>A Companion to Ethics</i> , ed. by Peter Singer, (Oxford: Blackwells, 2000)	☐
Further	Hill, Jr., Thomas E., 'Kantianism' in <i>The Blackwell Guide to Ethical Theory</i> (Oxford: Blackwell, 2001)	☐

Module Code	HPRS4901
Title	Introduction to the Study of Religion
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to the study of religions.

LEARNING OUTCOMES

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

- Demonstrate knowledge of the key themes of the study of religions, including similarities and differences in scholarly approaches, theories, models and theorists.
- Identify and discuss the problems around the concept “religion” and in relation to it (e.g. problems around concepts such as “World Religion” and indigenous religion).

INDICATIVE CONTENT

- Definitions of religion
- World Religions vs. indigenous religion
- Approaches to religion (e.g., anthropology of religion)
- Place of religion in today’s society

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4000 words (normally 4 elements)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS4901	
Module Title	Introduction to the Study of Religion	
Classification	Reading List entry	Electronic*
Essential	Stein, R. L. & P.L. Stein, <i>The Anthropology of Religion, Magic, and Witchcraft</i> . Fourth edition. London: Routledge, 2017.	☒
Essential	Crawford, R. <i>What is Religion</i> . London: Routledge, 2002	☒
Essential	Hinnells, J. (ed.), <i>The Routledge Companion to the Study of Religion</i> (London: Routledge, 2004).	☒
Further	Eller, J. D. (2007). <i>Introducing anthropology of religion culture to the ultimate</i> . Routledge.	☒
Further	Segal, R. A. (2006). <i>The Blackwell companion to the study of religion</i> . Blackwell Pub.	☒
Further	Bowie, F. (2006). <i>The anthropology of religion : an introduction</i> (2nd ed.). Blackwell.	☐

Module Code	HPRS4902
Title	Introduction to Christian Ethics
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To deepen students' awareness of the Christian tradition and its approaches to ethical issues and analyse and assess the ways in which ethical questions have an impact on the world around us, shape our histories, and reflects concerns about the future.
- Using methods taught in class for critical reading and thinking, to identify underlying theological, social, and political impetus to historical and contemporary points of interaction between the Christian tradition and ethical questions.

LEARNING OUTCOMES

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

- Examine and explain motivating factors in points of ethical controversy within the Christian tradition in a variety of situations.
- Demonstrate charitable and thoughtful reflection of values held by others and the implications of those values (cause and effect).
- Critically assess values held in our contemporary society, and explore links that these values have with the past (change and continuity).
- Engage in appropriate work in the study of Christian ethics, and produce written work that conforms to standards that are established and upheld by the scholarly community, including the construction of a thoughtful claim that can be supported by evidence gathered, and work creatively, respectfully and effectively with each other and with course content.

INDICATIVE CONTENT

- Biblical Ethics
- Roman Catholic and Protestant Approaches
- Contemporary / Feminist / Liberation Ethics
- Political Ethics and War
- Sex, Marriage, and the Family

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS4902	
Module Title	Introduction to Christian Ethics	
Classification	Reading List entry	Electronic*
Essential	Wogaman J, (1993) 'Christian Ethics: A Historical Introduction', Louisville KY: Westminster John Knox Press	☐
Essential	Lovin R (2000) 'Christian Ethics: An Essential Guide', NY: Abingdon Press	☒
Essential	Cone J (2010) 'A Black Theology of Liberation', London: Orbis Books	☐
Further	Jordan M (2001) 'The Ethics of Sex' London: Wiley & Blackwell	☐
Further	Daly L (1994) 'Feminist Theological Ethics: A Reader', Louisville KY: Westminster John Knox Press	☒
Further	Niebuhr R (1951) 'Christ and Culture', NY: Harper Collins	☐
Further	Hauerwas S (1981) 'A Community of Character: Towards a Constructive Christian Social Ethic', Notre Dame IN: Notre Dame University Press	☐

Further	Cahill L (1996) 'Christian Ethics: Problems and Prospects', Cleveland OH: Pilgrim Press	☒
Further	Lodge D & Hamlin C, (2006) 'Religion and the New Ecology', Notre Dame IN: Notre Dame University Press	☐
Further	Weber M (2011) 'Protestantism and the Spirit of Capitalism', Oxford: Oxford University Press	☒

Module Code	HPRS4903
Title	Introduction to Theology
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	none

AIM(S)

- To introduce students to major themes and figures in Christian theology, and the important texts in Christian Theology

LEARNING OUTCOMES

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

- Identify major themes and figures in Christian theology
- Discuss the relation of Christian theology to the Bible and classical sources of Christian tradition
- Identify and evaluate different trajectories of Christian theology
- Assess the contribution of major theologians to the Christian tradition

INDICATIVE CONTENT

- Principles of theological method.
- Survey the core doctrines of the Christian faith.
- Identify variant strands of Christian theology.
- Attention to major figures and texts within the Christian tradition.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assessment	1,500 words	40%

Assessment Component 2

☐ Written exam
 ☒ Coursework
 ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Various, 2,500 words (normally 3 items)	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS4903	
Module Title	Introduction to Theology	
Classification	Reading List entry	Electronic*
Essential	Selected primary texts made available online.	☒
Further	Alistair McGrath, <i>Christian Theology: An Introduction</i> . Blackwell, 2006.	☒
Further	Anthony Towey, <i>An Introduction to Christian Theology</i> . Bloomsbury, 2018	☒
Further	Daniel L. Migliore, <i>Faith Seeking Understanding: An Introduction to Christian Theology</i> . Eerdmans, 2004.	☐

Module Code	HPRS4904
Title	Introduction to the New Testament
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To provide an introduction to the history, literature and theology of the New Testament writings and to the historical, social and religious factors that led to the composition of the individual texts of the New Testament.
- To give a broad overview and assess the significance of the various traditional and contemporary methods employed in the study of the New Testament.

LEARNING OUTCOMES

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

- Demonstrate a good knowledge of major historical events/figures and of the religious concepts contained in the New Testament writings
- Recognize the significance of different critical approaches to the study of the New Testament
- Describe the literary skills and compare the theological insights of the different New Testament writers

INDICATIVE CONTENT

- First-century Judaism and Christian origins
- New Testament texts and the Graeco-Roman world
- Quests for the historical Jesus
- The formation of the gospels and their literary relationship
- The Synoptic Gospels
- The Gospel of John
- The Book of Acts and early Christian history
- The life, letters and theology of Paul
- The Book of Revelation

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2000 words (max 3 items)	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS4904	
Module Title	Introduction to the New Testament	
Classification	Reading List entry	Electronic*
Essential	Crossley, James, <i>Reading the New Testament: Contemporary Approaches</i> (London: Routledge, 2010).	☒
Essential	Moyise, Steve, <i>Introduction to Biblical Studies</i> (3 rd edition; London: T&T Clark, 2013).	☒
Essential	Marsh, Clive, and Steve Moyise, <i>Jesus and the Gospels</i> (3 rd edition; London: T&T Clark, 2015).	☒
Essential	Gooder, Paula, <i>Searching for Meaning: An Introduction to Interpreting the New Testament</i> (London: SPCK, 2008).	☐
Essential	Ehrman, Bart D., <i>The New Testament and Other Early Christian Writings: A Reader</i> (Oxford: Oxford University Press, 2003).	☒
Further	Davies, Eryl W., <i>Biblical Criticism: A Guide for the Perplexed</i> (London: T&T Clark, 2013).	☒
Further	Bond, Helen, <i>The Historical Jesus: A Guide for the Perplexed</i> (London: T&T Clark, 2012).	☒
Further	Barton, John, and John Muddiman (eds), <i>The Oxford Bible Commentary</i> (Oxford: Oxford University Press, 2007).	☐
Further	Horrell, David G., <i>An Introduction to the Study of Paul</i> (London: Bloomsbury, 2015).	☒

Further	Boxall, Ian, <i>SCM Study Guide: New Testament Interpretation</i> (London: SCM, 2007).	☐
Further	Boxall, Ian, <i>SCM Study Guide: The Books of the New Testament</i> (London: SCM, 2007).	☒
Further	Johnson, Luke T., <i>The Writings of the New Testament: An Interpretation</i> (London: SCM, 2010).	☒
Further	Aune, David E. (ed.), <i>The Blackwell Companion to the New Testament</i> (Oxford: Blackwell, 2010).	☒
Further	Burkett, Delbert (ed.), <i>The Blackwell Companion to Jesus</i> (Oxford: Blackwell, 2010).	☒
Further	Maier, Harry O. <i>New Testament Christianity in the Roman World</i> (Oxford: Oxford University Press, 2018).	☒

Module Code	HPRS4905
Title	Introduction to the Hebrew Bible
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To provide an introduction to the formation and transmission of the Hebrew Bible and to the historical, social and religious factors that led to the composition of the individual texts of the Hebrew Bible.
- To give a broad overview and assess the significance of the various traditional and contemporary methods employed in the study of the Hebrew Bible.

LEARNING OUTCOMES

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

- Demonstrate a good knowledge of major historical events/figures and of the central religious themes and concepts contained in the Hebrew Bible
- Examine the main features of the Pentateuch, the Prophets, and the Writings
- Recognize the significance of a range of interpretative approaches to the Hebrew Bible

INDICATIVE CONTENT

- Overview of the structure and canonical divisions of the Hebrew Bible
- Introduction to a range of historical-critical, literary and feminist approaches to the biblical texts
- Key themes in the Pentateuch
- The formation and transmission of Deuteronomistic History
- The prophets and prophetic literature
- The Psalms
- Overview of the texts contained in the Wisdom literature

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2000 words (max 3 items)	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS4905	
Module Title	Introduction to the Hebrew Bible	
Classification	Reading List entry	Electronic*
Essential	Barton, John, <i>The Bible: The Basics</i> (London: Routledge, 2018).	☒
Essential	Holdsworth, John, <i>SCM Study Guide to the Old Testament</i> (London: SCM, 2005).	☐
Essential	Collins, John J., <i>Introduction to the Hebrew Bible</i> (3 rd edition; Philadelphia: Fortress Press, 2018).	☒
Essential	Perdue, Leo G., <i>The Blackwell Companion to the Hebrew Bible</i> (London: Wiley-Blackwell, 2005).	☒
Further	Davies, Eryl W., <i>Biblical Criticism: A Guide for the Perplexed</i> (London: T&T Clark, 2013).	☒
Further	Davies, Philip R., <i>The History of Ancient Israel: A Guide for the Perplexed</i> (London: T&T Clark, 2015).	☒
Further	Barton, John, and John Muddiman (eds), <i>The Oxford Bible Commentary</i> (Oxford: Oxford University Press, 2007).	☐
Further	Alter, Robert, <i>The Art of Biblical Narrative</i> (New York: Basic Books, 2011).	☐
Further	Scholz, Susanne, <i>Introducing the Women's Hebrew Bible</i> (2 nd edition; London: T&T Clark, 2017).	☒

Further	Barton, John (ed.), <i>The Hebrew Bible: A Critical Companion</i> (Princeton: Princeton University Press, 2016).	☒
Essential	Carr, David M., <i>The Hebrew Bible: A Contemporary Introduction to the Christian Old Testament and Jewish Tanakh</i> (London: Wiley-Blackwell, 2021).	☒
Further	Linafelt, Tod, <i>The Hebrew Bible as Literature: A Very Short Introduction</i> (Oxford: Oxford University Press, 2016).	☒
Further	Davis, Ellen F., <i>Opening Israel's Scriptures</i> (Oxford: Oxford University Press, 2018).	☒

LEVEL 5

Module Code	HPCH5901
Title	Chinese Religion and Thought
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
essay	2500 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
presentation	15 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCH5901	
Module Title	Chinese Religion and Thought	
Classification	Reading List entry	Electronic*
Essential	Adler, Joseph and The late Ninian Smart (2002): <i>Chinese Religions (Religions of the World)</i> , Routledge; 1 edition	☒
Essential	Fan, Lizhu Robert P. Weller , C. Julia Huang , Keping Wu (2017): <i>Religion and Charity: The Social Life of Goodness in Chinese Societies</i> , Cambridge University Press	☒
Essential	Gentz, Joachim (2013): <i>Understanding Chinese Religions (Understanding Faith)</i> , Edinburgh: Dunedin Academic Press	☐
Essential	Lai, Karyn (2016): An Introduction to Chinese Philosophy, Cambridge Introductions to Philosophy	☒
Essential	Littlejohn, Ronnie L. (2019): <i>Historical Dictionary of Daoism (Historical Dictionaries of Religions, Philosophies, and Movements Series)</i> , Rowman & Littlefield Publishers	☐
Essential	Yao, Xinzhong and Zhao Yanxia (2010): <i>Chinese Religion: A Contextual Approach</i> , Continuum	☒

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

Module Code	HPCS5014
Title	Representations of Brittany
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an overview of the way Brittany has been represented in texts and visual culture from 1789 to today, and discuss key themes and theoretical frameworks that may be employed when studying representations of Brittany, drawing appropriate comparison with other Celtic cultures such as Wales (e.g. Romanticism, Modernism, post-colonialism, translation studies).

LEARNING OUTCOMES

Upon the successful completion of this module, the student should:

- possess a broad knowledge of the cultural history of Brittany from 1789 to the present, with particular emphasis on literature, sociolinguistics, or visual art;
- be able to analyse and evaluate various representations of Brittany;
- be able to present their understanding and knowledge of key aspects of these representations in written coursework.

INDICATIVE CONTENT

- This is an interdisciplinary module that examines Brittany from various perspectives, including literature, visual culture and politics. The approach will naturally be comparative (with other Celtic cultures and other aspects of French culture). Students are not expected to read French or Breton as the texts will be studied in English translation.
- Different literary representations of Brittany will be explored through analysis of selected extracts from texts ranging in date from 1828 to 1975, and in *genre* from the Realist novel to symbolist poetry and *bande dessinée*. The notion from literary criticism of place as a textual construct will be introduced.
- Brittany will be introduced both as a region within France and in a Celtic context. Students will begin by studying the Romantic discovery of Celts (using a comparative pan-Celtic, pan-European approach to Romanticism, and tracing this to present-day neo-Romanticism). Next representations of Brittany by outsiders will be analysed, including texts by Balzac (*Les Chouans*), and travel writing (extracts by Welsh travellers from *The Turn of the Ermine*). The key theme (arguably a cliché) of death will be discussed through analysis of texts by Le Braz and Villiers de l'Isle-Adam, and comparison with visual art. Similarly the idea of Brittany being inherently poetic will be scrutinized through analysis of poems by Tristan Corbière, contrasted with Brizeux, La Villemarqué and Anjela Duval.
- From the perspective of politics, the theoretical framework of post-colonialism will be presented, and its adoption by Breton activists will be traced. Brittany's political awakening in the twentieth century will be discussed, with particular

reference to its cultural manifestations. The framework of postcolonialism will be critically evaluated.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	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

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPCS5014	
Module Title	Representations of Brittany	
Classification	Reading List entry	Electronic*
Essential	Balzac, Honoré de, <i>Les Chouans</i> (Paris: Pocket, 1998), available in various English translations e.g. Penguin Classics, trans. M.A. Crawford (1972), or online, Project Gutenberg, trans. Katharine Prescott Wormeley http://onlinebooks.library.upenn.edu/webbin/gutbook/lookup?num=1921	☒

Essential	Corbière, Tristan, <i>Les Amours jaunes</i> (Paris: Gallimard, 1973), <i>These Jaundiced Loves</i> , trans. Christopher Pilling (Calstock: Peterloo Poets, 1995). A good selection is available here https://www.poetryintranslation.com/PITBR/French/CorbiereSelectedPoems.php#anchor_Toc39568545 translated by A. S. Kline © Copyright 2020. If you can read French the original is available here http://www.gutenberg.org/ebooks/16883	☒
Essential	Duval, Anjela, her poetry as well as articles discussing her work are available here https://www.anjela.org/oberenn/?lang=en	☒
Essential	Renan, Ernest, <i>Souvenirs d'enfance et de jeunesse</i> (Paris: Pocket, 1992), various English translations, <i>Recollections of my Youth</i> available cheaply on Amazon, and online via Project Gutenberg https://www.gutenberg.org/files/12748/12748-h/12748-h.htm	☒
Essential	Villiers de l'Isle-Adam, 'L'Intersigne', in <i>Contes cruels</i> , or <i>Cruel Tales</i> trans. Robert Boldick, with an introduction by A.W. Raitt (Oxford: Oxford University Press, 1963, 1985). Digitized, on moodle.	☒
Essential	Le Braz, Anatole, <i>La Légende de la mort en basse-Bretagne</i> (1893), <i>Dealings with the Dead: Narratives from 'La Légende de la mort en Basse Bretagne</i> , trans. A.E. Whitehead (London: Redway, 1898), available on Amazon, and online via Internet Archive https://archive.org/details/DealingsWithTheDead_201902/page/n13/mode/2up	☒
Further	Blin-Rolland, Armelle, ' Adapting Brittany: The Ker-Is Legend in Bande Dessinée ', <i>European Comic Art</i> 10: 1 (2017), p.58-73 DOI:10.3167/eca.2017.100106	☒
Further	Brown, Terence, (ed) <i>Celticism</i> (Amsterdam: Rodopi, 1996)	☐
Further	Coughlin, Maura, 'Sites of absence and presence: tourism and the morbid material culture of death in Brittany', in <i>Death Tourism: Disaster Sites as Recreational Landscape</i> , ed. Brigitte Sion (Chicago: University of Chicago Press, 2014), pp. 183-204	☐
Further	Coughlin, Maura, 'The Spectacle of piety on the Brittany coast', <i>Event Management</i> 14: 4 (2010), 287- 300 https://doi.org/10.3727/152599510X12901814777989	☒
Further	Denez, Per, <i>Brittany: A Language in Search of a Future</i> (Brussels: European Bureau for Lesser Used Languages, 1998)	☐
Further	deSaussure, Annie, 'Conflicts in <i>Bretagnes</i> : Identity Politics and Literary Networks in the Postwar Breton Movement(s)', <i>Journal of the Western Society for French History</i> 42 (2014),	☒

	Permalink: http://hdl.handle.net/2027/spo.0642292.0042.014	
Further	Evans, David and Heather Williams (eds), <i>Nottingham French Studies</i> 60:2 (July 2021), special issue on Brittany and World literature.	☒
Further	Gemie, Sharif, <i>Brittany, 1750-1950: The Invisible Nation</i> (Cardiff: University of Wales Press, 2007)	☐
Further	Gemie, Sharif, <i>Brittany, 1750-1950: The Invisible Nation</i> (Cardiff: University of Wales Press, 2007)	☐
Further	Gibson, Jacqueline and Gwyn Griffiths, <i>The Turn of the Ermine: An Anthology of Breton Literature</i> (London: Francis Boutle, 2006)	☐
Further	Hincks, Rhisiart, 'The Breton Language in the Nineteenth Century', <i>Language and Community in the Nineteenth Century</i> , ed. Geraint H. Jenkins (Cardiff: University of Wales Press, 1998)	☐
Further	Hoare, Rachel, 'An integrative approach to language attitudes and identity in Brittany', <i>Journal of Sociolinguistics</i> 5:1 (2001), 73-84 https://onlinelibrary.wiley.com/doi/epdf/10.1111/1467-9481.00138?saml_referrer	☒
Further	Jones, Mari C., 'At what price language maintenance?: standardization in modern Breton', <i>French Studies</i> , 49: 4 (1995), 424-438, https://doi.org/10.1093/fs/XLIX.4.424	☒
Further	Jones, Mari C., 'Death of a Language, Birth of an Identity: Brittany and the Bretons', <i>Language Problems and Language Planning</i> , 22:2 (1998), 129-42	☐
Further	Koch, John T. (ed), <i>Celtic Culture: A Historical Encyclopedia</i> , 5 vols (Santa Barbara: ABC-CLIO, 2006)	☐
Further	Piette, Gwenno, <i>A Concise History of Brittany</i> (Cardiff: University of Wales Press, 2008)	☐
Further	Reece, Jack E., <i>The Bretons against France: Ethnic minority nationalism in twentieth-century Brittany</i> (Chapel Hill: University of North Carolina Press, 1977)	☐
Further	Sims-Williams, Patrick, 'Celtomania and Celtoscepticism', <i>Cambrian Medieval Celtic Studies</i> , 36 (1998), 1-35	☐
Further	Timm, Leonora, 'Ethnic Identity and Minority Language Survival in Brittany', in C.C. O'Reilly (ed) <i>Language, Ethnicity and the State</i> (London: Palgrave Macmillan, 2001), pp. 104-127 https://doi.org/10.1057/9780230504639_6	☒
Further	Williams, Heather, 'Séparisianisme or internal colonialism', in <i>Francophone Postcolonial Studies: A critical introduction</i> , ed. by Charles Forsdick and David Murphy (London: Arnold, 2003), pp.102-11. Reprinted 2014.	☐

Further	Williams, Heather, <i>Postcolonial Brittany: Literature Between Languages</i> (Oxford, Peter Lang, 2007)	☐
Further	Williams, Heather, 'Between French and Breton: the politics of translation', <i>Romance Studies</i> , 27:3 (2009), 223–233	☐
Further	Williams, Heather, "'Me zo bet sklav": African Americans and Breton Literature', <i>Comparative American Studies</i> , 8:2 (2010), 126-39	☐
Further	Williams, Heather, 'Travelling Ideas Between Wales and Brittany', <i>VTU Review: Studies in the Humanities and Social Sciences</i> "St. Cyril and St. Methodius" University of Veliko Tarnovo, 2:1 (2018), 47-54, http://journals.uni-vt.bg/vtureview/eng/vol2/iss1/7	☒
Further	Young, Patrick, <i>Enacting Brittany: Tourism and Culture in Provincial France, 1871-1939</i> (London: Routledge, 2012)	☐

Module Code	HPCS5015
Title	Celtic Sanctity and Spirituality: Hagiography and Saints' Cult
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCS5015	
Module Title	Celtic Sanctity and Spirituality: Hagiography and Saints' Cults	
Classification	Reading List entry	Electronic*
Essential	Stephen Boardman, John Reuben Davies and Eila Williamson (eds), <i>Saints' Cults in the Celtic World</i> (Woodbridge: Boydell Press, 2009)	☐
Essential	Jane Cartwright (ed.), <i>Celtic Hagiography and Saints' Cults</i> (Cardiff: University of Wales Press, 2003)	☐
Essential	Jane Cartwright, <i>Feminine Sanctity and Spirituality</i> (Cardiff: University of Wales Press, 2008)	☐
Essential	Wendy Davies, 'The Myth of the Celtic Church' in N. Edwards and A. Lane (eds), <i>The Early Church in Wales and the West</i> (Oxford: Oxbow Monographs 16, 1992), 12-21.	☒

Essential	Saints in Wales website www.welshsaints.ac.uk	☒
Essential	S. Baring-Gould and J. Fisher, <i>The Lives of the British Saints</i> , 4 vols (London, Cymmrodorion, 1907-13).	☒
Essential	Barry Lewis (ed. and tran.), <i>Medieval Welsh Poems to Saints and Shrines</i> (Dublin: Dublin Institute for Advanced Studies, 2015)	☐
Further	A. Berghölm, <i>Understanding Celtic Religion Revisiting the Pagan Past</i> (Cardiff: university of Wales Press, 2015)	☒
Further	Steve Boardman, 'The Survey of Dedications to Saints in Medieval Scotland', <i>The Innes Review</i> 59 (2) (2008, 189-191	☒
Further	Ian Bradley, <i>Celtic Christianity: Making Myths and Chasing Dreams</i> (Edinburgh: Edinburgh University Press, 1999)	☐
Further	Dauit Broun and Thomas Owen Clancy, <i>Spes Scotorum: Hope of Scots; Saint Columba, Iona and Scotland</i> (Edinburgh: T & T. Clark, 1999)	☐
Further	Jane Cartwright, <i>The Cult of St Ursula and the 11,000 Virgins</i> (Cardiff: University of Wales Press, 2016)	☒
Further	Thomas Charles-Edwards, <i>Early Christian Ireland</i> (Cambridge: Cambridge University Press, 2000)	☒
Further	Oliver Davies and Thomas O'Loughlin, <i>Celtic Spirituality</i> (New York: Paulist Press, 1999)	☒
Further	Peter B. Ellis, <i>The Druids</i> (London: Constable, 1994)	☒
Further	Miranda Green, 'The Druids in Classical Literature' in Miranda Green, <i>Exploring the World of the Druids</i> (London: Thames and Hudson, 1997), 39-53	☒
Further	David Howlett, <i>Muichú Moccu Macthéni'r 'Vita Sancti Patricii' Life of Saint Patrick</i> (Dublin: Four Courts Press, 2006)	☐
Further	Karen Jankulak, <i>The Medieval Cult of St Petroc</i> (Woodbridge: Boydell, 2000)	☐
Further	T. O'Loughlin, <i>St Patrick: The Man and His Works</i> (London: The Triangle, 1999)	☐
Further	A. W. Wade-Evans (ed.and trans.) <i>Vitae Sanctorum Britanniae et Genealogiae</i> (Cardiff: University of Wales Press, 1944).	☐
Further	Jane Webster, 'A Dirty Window on the Iron Age? Recent Developments in the Archaeology of Pre-Roman Celtic religion' in K. Ritari and A. Bergholm (eds), <i>Understanding Celtic Religion Revisiting the Pagan Past</i> (Cardiff: University of Wales Press, 2015), 121-154	☒
Further	J. Wyn Evans and Jonathan Wooding (eds), <i>St David of Wales: Cults, Church and Nation</i> (Woodbridge: The Boydell Press, 2007)	☒

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

Module Code	HPCS5016
Title	The Celts through the eyes of the Greeks and the Romans
Date	14/07/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To enable students to identify and discuss the perceptions of the Greeks and the Romans in relation to the Celts and their reception.

LEARNING OUTCOMES

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

- Demonstrate a coherent knowledge and detailed understanding of the different Greek and Latin authors that discuss the Celts;
- Demonstrate the ability to discuss and evaluate the effect Greek and Roman authors had on later scholarship and discussion of the Celts;
- Systematically present their informed opinion of the relationship between the presentation of the Celts in ancient sources and other non-Greek/Romans peoples.

INDICATIVE CONTENT

- Celts and the edges of the Greco-Roman world
- Celtic peoples in ancient literature
- Celtic peoples in Greco-Roman art
- Invasions of the Celts and the Gauls
- Effect of ancient authors' presentation of the Celts

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2500 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Oral Presentation	15 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

NB Items or parts of items that are not available electronically will be provided as scanned copies by the LRC on the VLE

Module Code	HPCS5016	
Module Title	The Celts through the Eyes of the Greeks and the Romans	
Classification	Reading List entry	Electronic*
Essential	Bonfante, Larissa, editor. <i>The barbarians of ancient Europe: realities and interactions</i> . Cambridge ; New York: Cambridge University Pr., 2011.	☐
Essential	Witt, Constanze. "The « Celts »." <i>A companion to ancient history</i> . Ed. Erskine, Andrew. Blackwell Companions to the Ancient World. Oxford ; Malden (Mass.): Blackwell, 2009. 284-298.	☐
Essential	Coşkun, Altay. "Belonging and isolation in central Anatolia: the Galatians in the Graeco-Roman world." <i>Belonging and isolation in the Hellenistic world</i> . Eds. Ager, Sheila L. and Faber, Riemer A.. Phoenix. Supplementary Volume; 51. Toronto (Ont.) ; Buffalo (N. Y.): University of Toronto Pr., 2013. 73-95.	☐
Further	Freeman, P., 2006. <i>The philosopher and the Druids : a journey among the ancient Celts</i> , New York: Simon & Schuster.	☐
Further	Hofeneder, Andreas, 2018. <i>Appians Κελτική</i> , Holzhausen.	☒
Further	Allen, Nash & Nash, Daphne, 1980. <i>The coins of the ancient Celts</i> , Edinburgh: Edinburgh University Press.	☐
Further	Freeman, P., 2002. <i>War, women, and Druids : eyewitness reports and early accounts of the ancient Celts</i> , Austin: University of Texas Press.	☐
Further	Hawkes, C.F.C. & Hawkes, Sonia Chadwick, 1973. <i>Greeks, Celts and Romans : studies in venture and resistance</i> , London: Dent.	☐
Further	Beltrán Lloris, Francisco. "Writing, language and society: Iberians, Celts and Romans in Northeastern Spain in the 2nd and 1st centuries B.C." <i>Bulletin of the Institute of Classical Studies of the University of London</i> , vol. 43, 1998-1999, pp. 131-151.	☒
Further	Williams, Jonathan H. C.. "Celtic ethnicity in northern Italy: problems ancient and	☐

	modern." <i>Gender and ethnicity in ancient Italy</i> . Eds. Cornell, Timothy J. and Lomas, Kathryn. Accordia specialist studies on Italy; 6. London: Accordia Research Institute, University of London, 1997. 69-81.	
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Module Code	HPCS5018
Title	Welsh Medieval Praise Poetry
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an understanding of the content, genres and context of the poetry associated with the medieval professional praise poets in Wales, from the Age of the Princes (c.1100–1282) to the end of the fifteenth century, through a detailed study of individual poems.

LEARNING OUTCOMES

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

- demonstrate a coherent knowledge and detailed understanding and appreciation of a selection of poems composed by medieval Welsh professional praise poets and demonstrate an ability to evaluate and analyze the hypotheses about these texts in key secondary sources;
- demonstrate an understanding of the medieval Welsh professional poet's craft and analyze his role in society;
- have a knowledge of the range of manuscript sources for medieval Welsh poetry and how to access them and demonstrate an ability to read have basic palaeographical skills.

INDICATIVE CONTENT

- The module will be based on eight units, each focusing on one specific poem to explore a particular aspect or theme: e.g. elements of praise, the poet-patron relationship, the medieval manuscript, elegy, love poetry, satire, the gentleman-patron. Each poem will be provided with notes giving its manuscript and historical context, and with an English translation: no previous knowledge of Welsh is required (however, support will be given if a student wishes to gain an understanding of the original Welsh text; and if students are competent Welsh readers, further items can be suggested in the bibliography).
- The majority of Welsh poets in the medieval period were professional poets who sang the praises of the members of the Welsh ruling classes and their families (including their daughters or wives). During the Age of the Princes, between c.1100 and 1282, their patrons were the princes of the Welsh courts and members of their families; by the fourteenth and fifteenth centuries, following the Edwardian Conquest of 1282 and the demise of the last prince of independent Wales, the poets would find patronage at the homes of the gentry. Whereas, in the earlier period, the lives of the heroic patrons were very much idealized, as was the relationship between the poet and his patron-prince, by the later period there is much more emphasis on the actual lives of the patrons,

and the poetry is therefore an important source for the study of material culture in Wales. Similarly, whereas the earlier poetry was kept in prestigious manuscripts, finely produced at important centres of learning (Cistercian monasteries, etc.), by the later period, with the spread of literacy, poetry is often preserved in multiple copies of varying quality, sometimes written down by the poet himself at a patron's home.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Commentary	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

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPCS5018	
Module Title	Welsh Medieval Praise Poetry	
Classification	Reading List entry	Electronic*
Essential	Andrews, Rhian, 2007. <i>Welsh Court Poems</i> . Cardiff: University of Wales Press.	☐

Essential	Huws, Daniel, 2000. <i>Medieval Welsh Manuscripts</i> . Cardiff: University of Wales Press and the National Library of Wales.	☐
Essential	Jarman, A.O.H and Hughes, Gwilym Rees (eds.) (1976) <i>A Guide to Welsh Literature, i</i> . Swansea: Christopher Davies.	☐
Essential	Jarman, A.O.H and Hughes, Gwilym Rees (eds.) (1997) <i>A Guide to Welsh Literature, ii: 1282–c.1550</i> . Second edition, revised by D. Johnston. Cardiff.	☐
Essential	Johnston, D. (1994), <i>The Literature of Wales</i> . Cardiff: University of Wales Press.	☐
Essential	Williams, J. E. Caerwyn (1997), <i>The Court Poet in Medieval Wales: An Essay</i> . Lampeter: Edwin Mellon Press.	☐
Further	Gwefan Dafydd ap Gwilym / Dafydd ap Gwilym Website: < www.dafyddapgwilym.net >	☒
Further	Gwefan Guto'r Glyn / Guto'r Glyn Website: < www.gutoglyn.net >	☒

Module Code	HPCS5019
Title	Medieval Prose in Wales
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

- demonstrate knowledge and appreciation of a selection of medieval prose texts relating to Wales;
- analyse, interpret and evaluate specific examples of primary medieval sources and the hypotheses proposed about these texts in a range of secondary sources;
- transmit their understanding and knowledge of key aspects of these medieval texts in written coursework.

INDICATIVE CONTENT

- This module analyses the history and culture of medieval Wales via a study of prose texts from different genres. Students are not expected to read Middle Welsh or Latin as the texts will be studied in translation.
- Having summarized the development of Welsh literature from the early medieval period and outlined some of the key historical events throughout the Middle Ages, students will be introduced to the texts that will be studied during the module and the different periods and genres to be discussed. The module will familiarise students with some of the most important manuscripts written in the Welsh language and consider issues relating to their production, sponsorship, transmission and usage. Students will explore in detail the *Four Branches of the Mabinogi* and consider issues relating to dating these native prose tales, characterization, style, structure and literary motifs.
- The module will also consider the figure of Arthur in medieval Welsh literature and whether Arthur was a literary or historical figure. The relationship between the Welsh and French Romances and the influence of Geoffrey of Monmouth's *History of the Kings of Britain* on Arthurian tales will be discussed as well as the depiction of Arthur in texts such as *Culhwch and Olwen*.
- Other concepts to be considered will be medieval chivalry and key medical ideas such as the four humours and a selection of medicinal recipes some of which are associated with the Physicians of Myddfai. Native medieval Welsh law texts and what they reveal about social status, the ruler and his court, murder, insult, rape, marriage and divorce will also be studied. The importance

of religious texts in medieval Wales and the traditions associated with a selection of Welsh saints (such as David, Winefride and Ursula) will also be considered and hagiography will be compared with secular historical writings such as the medieval Life of Gruffudd ap Cynan.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCS5019	
Module Title	Medieval Prose in Wales	
Classification	Reading List entry	Electronic*
Essential	Bromwich, R. <i>et al.</i> (eds), <i>The Arthur of the Welsh</i> (Cardiff: University of Wales Press, 1991).	☐
Essential	Davies, S. (trans.) <i>The Mabinogion</i> (Oxford: Oxford University Press, 2007).	☐
Essential	Jenkins, Dafydd. <i>The Law of Hywel Dda: Law Texts from Medieval Wales</i> (Llandysul: Gomer, 1986).	☐
Essential	Jenkins, Dafydd and Owen, Morfydd E. (eds), <i>The Welsh Law of Women</i> (Cardiff: University of Wales Press, 1980).	☐
Essential	Lloyd-Morgan, Ceridwen and Poppe, Erich (eds), <i>Arthur in the Celtic Languages</i> (Cardiff: University of Wales Press, 2019)	☒
Essential	Luft, Diana, <i>Medieval Welsh Medical Texts Volume One: The Recipes</i> (Cardiff: University of Wales Press, 2020)	☒
Essential	Owen, Morfydd E. 'Meddygon Myddfai: a preliminary survey of some medieval writings in Welsh', <i>Studia Celtica</i> , 9/10 (1995), 201-33.	☐
Further	Cartwright, Jane (ed.) <i>The Cult of St Ursula and the 11,000 Virgins</i> (Cardiff: University of Wales Press, 2016)	☐
Further	Cartwright, Jane, <i>Hystoria Gweryddon yr Almaen: The Middle Welsh Life of St Ursula and the 11,000 Virgins</i> (Cambridge: MHRA, 2020)	☐
Further	Davies, S. 'Written text as performance: the implications for Middle Welsh prose narratives', in Huw Pryce (ed.), <i>Literacy in Medieval Celtic Societies</i> (Cambridge: Cambridge University Press), 1998, pp. 133-48.	☐
Further	Evans, D. Simon (ed. and trans.) <i>A Mediaeval Prince of Wales: the life of Gruffudd ap Cynan</i> (Felinfach: Llanerch, 1990).	☐
Further	Geoffrey of Monmouth, <i>History of the Kings of Britain</i> (trans.) Lewis Thorpe (Harmondsworth: Penguin, 1966).	☐
Further	Henken, Elissa R. <i>Traditions of the Welsh Saints</i> (Cambridge: D.S. Brewer, 1987).	☐
Further	Huws, Daniel. <i>Medieval Welsh Manuscripts</i> (Cardiff: University of Wales Press and the National Library of Wales, 2000).	☐
Further	Jones, Thomas (ed. and trans.), <i>Brut y Tywysogion or the Chronicles of the Princes: Peniarth MS 20 Version</i> (Cardiff: University of Wales Press, 1952).	☐
Further	Luft, Diana, 'The meaning of Mabinogi', <i>Cambrian Medieval Celtic Studies</i> , 62 (2011), 57-80 Roberts, Brynley F. <i>Studies on Middle Welsh Prose Narratives: From Traditional Tale to Literary Stories</i> (Lampeter: E. Mellen, 1992)	☒
Further	Sims-Williams, P. 'The submission of Irish kings in fact and fiction: Henry II, Bendigeidfran and the	☒

	dating of the Four Branches', <i>Cambridge Medieval Celtic Studies</i> , 6 (1991), 31-61.	
Further	Sims-Williams, P. <i>Irish Influence on Medieval Welsh Literature</i> (Oxford: Oxford University Press, 2010)	☒
Further	Evans, J. Wyn and Wooding, J (eds), <i>St David of Wales: Cult, Church and Nation</i> (Woodbridge: Boydell, 2007)	☒

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

Module Code	HPCS5020
Title	Roman Britain
Date	14/07/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To enable students to identify and discuss the history, culture and religion of Roman Britain.

LEARNING OUTCOMES

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

- Demonstrate a coherent knowledge and detailed understanding of the sources and archaeological evidence on Roman Britain;
- Demonstrate the ability to discuss and evaluate the relationships between Romans and natives on the British Isles;
- Systematically present their informed opinion of the main trends in scholarship on Roman Britain.

INDICATIVE CONTENT

- Early contact with the Greeks and Romans
- The conquest of Britain
- The Roman army in Britain
- Romano-British identities

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2500 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Oral Presentation	15 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

NB Items or parts of items that are not available electronically will be provided as scanned copies by the LRC on the VLE

Module Code	HPCS5020	
Module Title	Roman Britain	
Classification	Reading List entry	Electronic*
Essential	Shotter, D.C.A., 2004. Roman Britain 2nd ed., London ; New York: Routledge.	☒
Essential	Todd, M. & Historical Association, 2004. A companion to Roman Britain, London : Malden, MA: Historical Association ; Blackwell Pub.	☒
Essential	Ireland, S., 2008. Roman Britain a sourcebook 3rd ed., Abingdon, Oxon ; New York: Routledge.	☒
Further	Birley, Anthony R, 2005. The Roman Government of Britain, Oxford: Oxford University Press.	☒
Further	Bingham, J., 2010. Men, women and children in Roman Britain, London: Wayland.	☒
Further	Allason-Jones, L. & Council for British Archaeology, 2005. Women in Roman Britain New., York: Council for British Archaeology.	☐
Further	Bowman, A.K., 1998. Life and letters on the Roman frontier : Vindolanda and its people, London: British Museum.	☐

Module Code	HPCS5023
Title	Cornwall without Cornish
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an overview of the death of Cornish as a living community language and subsequent attempts at reviving it, and familiarise students with non-linguistic features which contribute towards the maintenance of a distinct Cornish identity today.

LEARNING OUTCOMES

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

- demonstrate a knowledge of the sequence of events leading up to the death of Cornish as a living community language and attempts at revival from then until the present day;
- evaluate the importance of the Cornish language to a separate Cornish identity;
- identify factors other than the Cornish language which contribute towards a distinct Cornish identity today;
- compare the current situation in Cornwall with that of the other Celtic countries in general, and the Isle of Man in particular.

INDICATIVE CONTENT

This module will begin by looking at the state of the Cornish language in the 17th and 18th centuries via contemporary texts marking its decline, from Richard Carew's Survey of Cornwall to William Bodinar's letter. Attention will then be drawn to attempts at documenting and reviving the language through the 19th and 20th centuries until the present day, and the 'survival' of the Cornish language in Cornwall's place-names. Non-linguistic features and symbols such as the landscape, mining and fishing industries and use of the Flag of St Piran will be examined, as well as developments in the political field such as the establishment of Mebyon Kernow, the Cornish Constitutional Convention and the recognition in 2014 of the Cornish as a minority ethnic group in the UK. The linguistic and non-linguistic strands will then be brought together to consider the relative strength of Cornish identity today.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	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

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPCS5023	
Module Title	Cornwall without Cornish	
Classification	Reading List entry	Electronic *
Essential	Ellis, Peter Berresford. <i>The Cornish language and its literature</i> (London: Routledge and Kegan Paul) 1974	☐
Essential	Padel, Oliver. <i>The Cornish writings of the Boson family: Nicholas, Thomas and John Boson of Newlyn, circa 1660 to 1730</i> (Redruth: Institute of Cornish Studies) 1975	☐
Essential	Payton, Philip. <i>A Vision of Cornwall</i> , (Fowey: Alexander Associates) 2002	☐
Essential	<i>Devolution for One and All: Governance for Cornwall in the 21st Century</i> (Truro: Cornish Constitutional Convention) 2002	☒

	http://www.cornishassembly.org/DevolutionOne&All.pdf	
Essential	<i>The Case for Cornwall: Cornwall's response to the Government's Devolution White Paper</i> (Truro: Cornish Constitutional Convention) 2003 http://www.cornishassembly.org/CaseForCornwall.pdf	☒
Essential	Williams, Derek. R. <i>A strange and unquenchable race: Cornwall and the Cornish in quotations</i> (Truro: Truran) 2006	☐
Further	Ball, Martin. J. and Fife, James. (eds.) <i>The Celtic Languages</i> (London: Routledge) 2002	☐
Further	Buckley, J. A. <i>The Cornish mining industry: a brief history</i> , (Penryn, Tor Mark) 1992	☐
Further	<i>Cornish granted minority status within the UK.</i> (H.M. Treasury Press Release) 2014 https://www.gov.uk/government/news/cornish-granted-minority-status-within-the-uk	☒
Further	Chynoweth, John. Orme, Nicholas & Walsham, Alexandra (eds) <i>The Survey of Cornwall by Richard Carew</i> , (Exeter: Devon and Cornwall Record Society) 2004	☐
Further	Gendall, Richard. <i>A student's grammar of late and modern Cornish</i> , (Liskeard: Teere ha Tavaz) 2004	☐
Further	Halliday, F.E. <i>A history of Cornwall</i> , (Thirsk: House of Stratus) 2001	☐
Further	Hamilton-Jenkin, A.K. <i>Cornwall and its People</i> (Newton Abbott: David & Charles) 1988	☐
Further	Jenner, Henry. <i>A handbook of the Cornish language: chiefly in its early stages with some account of its language and literature</i> , (New York: AMS Press) 1982	☐
Further	Lhuyd, Edward. <i>Archaeologia Britannica: an account of the languages, histories and customs of the original inhabitants of Great Britain</i> (Shannon: Irish University Press) 1971	☐
Further	MacAulay, Donald (ed), <i>The Celtic Languages</i> (Cambridge: CUP) 1992	
Further	Padel, O. J. <i>A popular dictionary of Cornish place-names</i> (Penzance: Alison Hodge) 1988	
Further	Payton, Philip. <i>Cornwall: A history</i> , (Fowey, Cornwall Editions) 2004	
Further	Price, Glanville. <i>The languages of Britain</i> , (London: Edward Arnold) 1984	
Further	Smart, Dave. <i>The Cornish fishing industry: a brief history</i> , (Penryn: Tor Mark) 1992	

Module Code	HPCS5024
Title	True Brits
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an overview of the history of the Britons as a distinct people, and familiarise students with the events which led to the splitting of the Britons into different peoples.

LEARNING OUTCOMES

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

- display a knowledge of the existence of the Britons as a distinct people and Brittonic as a distinct language;
- identify the enemies of the Britons in the Early Middle Ages, and the key lands lost and gained by the Britons during this period;
- explore the processes and periods which saw new countries being established, and the Britons and their language being split;
- evaluate the importance of the Britons and their legacy to the wider history of Britain and Europe.

INDICATIVE CONTENT

- The module will begin by looking briefly at the history and geographical distribution of the Britons before and during the Roman period, before turning to the main focus of the module, namely the fate of the Britons as a distinct people during the Early Middle Ages, between the departure of the Romans (c. 410) and the arrival of the Normans (c.1070). This will be done within the context of the wider migration which took place in Britain and the rest of Europe following the fall of the Roman Empire in the West.
- The arrival of the Anglo-Saxons and Gaels in Britain, which ultimately led to the establishment of the new kingdoms of England and Scotland, will be examined, together with the response of the Britons to these peoples, especially in the Old North, Wales and Cornwall. Similarly, the module will discuss the departure of those Britons who migrated to establish the kingdom, and then duchy, of Brittany.
- Due attention will be paid to the names *Britons/Welsh/Cymry* and the links between them, and the development of the new languages which grew from Brittonic. The significance of individuals such as Patrick, Vortigern, Gildas, Cadwallon and Nominoe will be discussed, as well as the importance of works such as *Y Gododdin* and *Armes Prydein*.
- Finally, the destiny of the Britons in more recent periods will be evaluated, as well as attitudes towards their contribution to the history of Britain and Europe by commentators from the period in question, together with contemporary historians.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	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

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPCS5024	
Module Title	True Brits	
Classification	Reading List entry	Electronic*
Essential	Charles-Edwards, T.M. <i>Wales and the Britons 350 – 1064</i> (Oxford: OUP, 2013)	☐
Essential	Clarkson, Tim. <i>The Men of the North: The Britons of Southern Scotland</i> (Edinburgh: John Donald, 2010)	☒
Essential	Koch, John. T. & Carey, John (eds) <i>The Celtic Heroic Age: Literary Sources for Ancient Celtic Europe and Early Ireland and Wales</i> , 4 th ed, (Aberystwyth: Celtic Studies Publications, 2003)	☐

Essential	Snyder, Christopher. A. <i>An Age of Tyrants: Britain and the Britons AD 400 – 600</i> (Stroud: Sutton, 1998)	☐
Essential	Snyder, Christopher. A. <i>The Britons (The Peoples of Europe Series)</i> (Oxford: Blackwell, 2003)	☒
Essential	Nennius. <i>History of the Britons (Historia Brittonum)</i> , translated by J.A. Giles, (Perennial Press, 2016)	☒
Further	Armes Prydein Vawr http://www.maryjones.us/ctexts/t06w.html	☒
Further	Ball, Martin. J. and Müller, Nicole. (eds.) <i>The Celtic Languages</i> (London: Routledge, 2012)	☒
Further	Bede: <i>Ecclesiastical History of England</i> translated by A.M. Sellar (Public Domain)	☒
Further	Davies, John. <i>A History of Wales</i> (London: Penguin, 2007)	☒
Further	Davies, Norman. <i>The Isles: A History</i> (London: Macmillan, 2008)	☒
Further	Evans, Gwynfor. <i>Land of my fathers: 2000 years of Welsh history</i> (Talybont: Y Lolfa, 1992)	☐
Further	Gildas. <i>Liber querulus de excidio Britanniae</i> . English translated by J.A. Giles (Public Domain)	☒
Further	Jackson, Kenneth. H. <i>Language and history in early Britain</i> (Edinburgh: EUP, 1953)	☐
Further	MacAulay, Donald (ed), <i>The Celtic Languages</i> (Cambridge: CUP, 1992)	☐

Module Code	HPHI5027
Title	<i>Gwlad, gwlad: Aspects of Welsh History 1200 to the present</i>
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To encourage students to acquire a broad knowledge and understanding of a selection of key events and themes that emerge from a study of Wales 1200 to the present and how change and transition can be identified and evaluated, and to enable students to understand the historiographical developments that have influenced approaches to the history of Wales and how Welsh history has been interpreted from different viewpoints.

LEARNING OUTCOMES

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

- demonstrate a knowledge and understanding of the history of Wales since 1200, through the experience of different communities during periods of major change and transition;
- demonstrate an ability to recognise and evaluate the impact of change on Welsh society and how Welsh people responded to cultural, political and/or economic changes over time;
- demonstrate an ability to evaluate different historiographical interpretations relating to key events and themes that emerge from the history of Wales between 1200 and the present.

INDICATIVE CONTENT

- The module consists of a broad study looking at a selection of key events, personages and major historical themes and concepts that emerge from a study of Wales between 1200 and the present day.
- The module will begin in 1200 when Llywelyn ap Iorwerth (Llywelyn Fawr/the Great) became sole ruler of Gwynedd. This period was one of the most momentous in the history of Wales since it was the time when the idea of Wales as a nation-state, as a single political entity, was founded. It saw the emergence of the leadership of the ruling dynasty of Gwynedd, and its attempts to put that notion of a single nation into practice. The successes and failures of the careers of Llywelyn ap Iorwerth (c. 1173-1240) and his grandson Llywelyn ap Gruffudd (1223-1282) will be considered, how the Welsh responded to these figureheads (e.g. in medieval literature) and how the Welsh princes remain crucially important and highly emotive symbols for the struggle for Welsh independence. We will also consider what life was like for medieval women in this period and how aristocratic women, such as the daughters of Llywelyn ap Iorwerth, also took political actions to safeguard themselves and their families' interests.
- The module will also consider the influence of religion on Welsh society and how key events and movements led to significant developments and change. It will consider the role played by the Cistercian monastic order and its political

allegiances as well as its influence on Welsh culture. Pilgrimage and the response to the Protestant Reformation will be discussed as well as the significance of translating the Bible into Welsh in the sixteenth century.

- Discussion of Tudor Wales will consider the Welsh roots of Henry VII and the importance of Bosworth, the impact and changes on Wales throughout the reign of the Tudors and the development of modern Welsh society.
- Significant changes that affected Wales such as the eighteenth-century Methodist revival and the rise of the British Empire in the nineteenth century will provide a backdrop for the study of modern Wales. Focus on the modern period will include scrutiny of Welsh mining communities and examining the myths and realities around life in the coalfields, including the militancy of mining unions and the impact of change and slow decline. The impact of fighting 'Total War' will then be analysed around pro and anti-war sentiments during 1914-18 that emerged out of a pervading liberal and Nonconformist backdrop. Through the inter-war years, the changing make up and fabric of Welsh communities from all parts of the principality will be examined around the subject of custom, family, and popular culture, at a time of economic fluctuation and instability. Following this, the module will examine the impact of fighting World War Two on the social and economic life of Wales.
- The post-war period will be studied through the themes of change and the unravelling of old certainties around issues relating to class, culture, consumerism, and 'the Welsh way of life'. The final themes will look at the rise of nationalism and the significance of the Welsh language in the political, social, and cultural life of Wales, leading to a study of political change and developments around devolution, and the place of Wales within the modern United Kingdom and Europe. Key events to be studied here include protests at Penyberth (1936) and the founding of Plaid Cymru and subsequently the Welsh language Society, the flooding of Capel Celyn (Tryweryn), the Aberfan disaster (1966), the Investiture of Prince Charles at Caernarfon (1969), the campaign for a Welsh-medium television channel and the effect of this on Welsh culture, the establishment of the Senedd and changing attitudes towards the Welsh language.

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

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPHI5027	
Module Title	Gwlad, gwlad: Aspects of Welsh History 1200 to the present	
Classification	Reading List entry	Electronic*
Essential	A. D. Carr, <i>Llywelyn ap Gruffudd</i> (Cardiff: University of Wales Press, 1982)	☐
Essential	John Davies, <i>A History of Wales</i> (London: Penguin Books, 1994)	☐
Essential	Richard King, <i>Brittle with Relics: A History of Wales, 1962-97</i> (London: Faber and Faber, 2022)	☐
Essential	Kenneth O. Morgan, <i>Rebirth of a Nation: Wales 1880–1980</i> (Oxford: Oxford University Press, 1981)	☐
Essential	Huw Pryce, <i>Writing Welsh History: From the Early Middle Ages to the Twenty-First Century</i> (Oxford: Oxford University Press, 2022)	☐
Essential	J. Beverley Smith, <i>Llywelyn ap Gruffudd</i> (Cardiff: University of Wales Press, 1998)	☐
Further	Janet Burton and Karen Stöber (eds), <i>Monastic Wales: New Approaches</i> (Cardiff: University of Wales Press, 2013)	☐
Further	Russell Davies, <i>Peoples, Places, Passions in Wales, 1870-1945</i> (Cardiff: University of Wales Press, 2015)	☐
Further	Trevor Herbert et al., (eds) <i>Wales between the Wars</i> (Cardiff: University of Wales Press, 1988)	☐
Further	Dafydd Jenkins, <i>The Law of Hywel Dda: Law Texts of Medieval Wales</i> (Llandysul: Gwasg Gomer 1986)	☐
Further	David Jones (ed.), <i>A History of Christianity in Wales</i> (Cardiff: University of Wales Press, 2022)	☐
Further	Gareth Elwyn Jones, <i>Modern Wales</i> . (Cambridge: Cambridge University Press, [2nd ed] 1994).	☐

Further	Gareth Elwyn Jones, <i>Tudor Wales</i> (Llandysul: Gomer, 1986).	☐
Further	Gareth Elwyn Jones, Gareth E (ed). <i>A History of Education in Wales</i> (Cardiff: University of Wales Press, 2003)	☐
Further	K. Hurlock, <i>Medieval Welsh Pilgrimage, c. 1100-1500</i> (New York: Palgrave Macmillan, 2018)	☐
Further	Kenneth O. Morgan, <i>Modern Wales; Politics, Places and People</i> , (Cardiff: University of Wales Press, 1995).	☐
Further	Huw Pryce (ed.), <i>The Acts of the Welsh Rulers, 1120-1283</i> (Cardiff: University of Wales Press, 2010)	☐
Further	G. Richards, <i>Welsh Noblewomen in the Thirteenth Century: An Historical Study of Medieval Welsh Law and Gender Roles</i> (Lampeter: Edwin Mellen, 2009)	☐
Further	Dai Smith, <i>Wales: A Question of History</i> (Bridgend: Seren, 1999).	☐
Further	Roger Turvey, <i>Llywelyn the Great</i> (Llandysul: Gomer Press, 2007)	☐
Further	Dai Smith, <i>A People and a Proletariat: Essays in the History of Wales, 1780-1980</i> (Pluto Press in association with Llafur, the Society for the Study of Welsh Labour History, 1980)	☐
Further	Gwyn Alf Williams, <i>When Was Wales</i> (London: Penguin 1985)	☐
Further	John L. Williams, <i>Was Wales Industrialised? Essays in Modern Welsh History</i> (Llandysul: Gomer Press, 1995).	☐

Module Code	HPHI5901
Title	Concepts of Peace: Movements, Ideas, Practices
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To familiarise students with the ways in which people, cultures and social movements have conceptualised and practiced peace in a range of historical and geographical contexts

LEARNING OUTCOMES

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

- Demonstrate and apply knowledge and understanding of peace movements, pacifism and anti-war movements
- Discuss ethical arguments regarding peace to critique the prevalence of war and conflict in historical and contemporary societies.

INDICATIVE CONTENT

This module is the necessary counterpoint to the programme's overarching emphasis on conflict and war. Where other modules focus on the history and contemporary status, this module explores alternatives to these very same things. It aims to explore how The module does this by focusing on a range of case studies, drawn from different historical and geographical contexts. Concepts covered include:

- Religious conceptions of peace
- Conscientious objection
- Pacifism
- Environmentalism
- Nonviolent resistance
- Anti-war movements
- Antinuclear campaigns
- Post-conflict truth and reconciliation

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Eq. to 5000 words (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI5901	
Module Title	Concepts of Peace: Movements, Ideas, Practices	
Classification	Reading List entry	Electronic*
Essential	Cortright, D. <i>Peace: A History of Movements and Ideas</i> (Cambridge: Cambridge University Press, 2008).	☒
Essential	<i>Peace and War Historical, Philosophical, and Anthropological Perspectives</i> ed. by W.J. Morgan and A. Guilherme (London: Palgrave Macmillan, 2020).	☒
Essential	Finlay, A. <i>Governing Ethnic Conflict: Consociation, Identity and the Price of Peace</i> (New York: Routledge, 2011).	☒
Further	Rao, K.R. <i>Gandhi's Dharma</i> (New Delhi: Oxford University Press, 2018).	☒
Further	Hardiman, D. <i>The Nonviolent Struggle for Indian Freedom, 1905–1919</i> (Oxford: Oxford University Press, 2019).	☒
Further	Taylor, R. and N. <i>Campaigns for Peace: British Peace Movements in the Twentieth Century</i> (Manchester: Manchester University Press, 1987).	☒
Further	Barker, R. <i>Conscience, Government and War: Conscientious Objection in Great Britain 1939–45</i> (London: Routledge and Kegan Paul, 1982).	☒
Further	Hunt, A.E. <i>The Turning: A History of Vietnam Veterans Against the War</i> (New York: New York University Press, 2001).	☒
Further	Campion, N. <i>The New Age in the Modern West : Counter-Culture, Utopia and Prophecy from the Late Eighteenth Century to the Present Day</i> (London: Bloomsbury Academic, 2016).	☐
Further	Brock, P. <i>Against the Draft: Essays on Conscientious Objection from the Radical Reformation to the Second World War</i> (Toronto: University of Toronto Press, 2006).	☒

Further	Feraro, S. <i>Women and Gender Issues in British Paganism, 1945–1990</i> (London: Palgrave Macmillan, 2020).	☒
Further	Laity, P. <i>The British Peace Movement, 1870—1914</i> (Oxford: Clarendon, 2001).	☒
Further	Wilson, R.A. <i>The Politics of Truth and Reconciliation in South Africa: Legitimizing the Post-Apartheid State</i> (Cambridge: Cambridge University Press, 2001).	☒
Further	Dempster, L. <i>Transitional Justice and the ‘Disappeared’ of Northern Ireland: Silence, Memory, and the Construction of the Past</i> (London: Routledge, 2019).	☒

Module Code	HPHI5904
Title	Enemies Within and Without: Thatcher, Reagan and the End of the Post-War Consensus
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To familiarise students with key themes, events, debates and ideas which characterise the history of Britain and the United States during the 1980s.

LEARNING OUTCOMES

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

- Explain and define the key tenets of the political ideologies of Margaret Thatcher and Ronald Reagan;
- Explain how Thatcher and Reagan addressed the 'crises' of the 1970s and challenged the post-war consensus in Britain and the United States;
- Evaluate how Thatcher and Reagan interpreted and responded to their internal and external 'enemies'
- Discuss historiographical arguments and scholarly debates surrounding Thatcher and Reagan's leadership.

INDICATIVE CONTENT

This module explores the impact of conflict and war on British and US society during the era of Thatcher and Reagan. It examines Thatcher and Reagan's combative domestic politics and how this related to international diplomacy and overseas military interventions during their premiership/presidency.

Topics covered could include

- Crisis? What Crisis? Thatcher's Election and the Winter of Discontent
- The Crisis of Confidence: Reagan, Carter and the Post-Vietnam 'Malaise'
- Just Another Country? Thatcher and the Northern Ireland Troubles
- America's Celluloid Saviour: Reagan and the Cold War
- Enemies Without: Thatcher and the Falklands War
- Winning This Time: Refighting the Vietnam War in Reagan's America
- Enemies Within: Thatcher and the Miners' Strike
- America's Backyard: Reagan, Central America and Iran-Contra
- Panic on the Streets of Carlisle: Urban Protest in the Thatcher Era
- A War for the Soul of America: Reagan and the Culture Wars

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	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	HPHI5904	
Module Title	Enemies Within and Without: Thatcher, Reagan and the End of the Post-War Consensus	
Classification	Reading List entry	Electronic*
Essential	Beckett, A. <i>Promised You A Miracle: Why 1980–82 Made Modern Britain</i> (London: Penguin, 2016).	☒
Essential	Troy, G.. <i>Morning in America: How Ronald Reagan Invented the 1980s</i> (Princeton, New Jersey: Princeton University Press, 2005).	☒
Essential	Martin, B. <i>The Other Eighties: A Secret History of America in the Age of Reagan</i> (New York: Hill and Wang, 2011).	☒
Essential	Hartman, A. <i>A War for the Soul of America: A History of the Culture Wars</i> (Chicago: University of Chicago, 2015).	☒
Essential	<i>Making Thatcher's Britain</i> , ed. by B. Jackson and R. Saunders (Cambridge: Cambridge University Press, 2012).	☒

Essential	Stewart, G. <i>Bang! A History of Britain in the 1980s</i> (London: Atlantic Books, 2013).	☐
Essential	McSmith, A. <i>No Such Thing as Society: A History of Britain in the 1980s</i> (London: Constable and Robinson, 2013).	☐
Further	<i>hatcher and After: Margaret Thatcher and Her Afterlife in Contemporary Culture</i> , ed. by E. Ho (New York: Palgrave Macmillan, 2010).	☐
Further	Moore, C. <i>Margaret Thatcher: The Authorised Biography</i> , Vols. 1 and 2 (London: Penguin, 2013/2015).	☐
Further	Reeves, R. <i>President Reagan: The Triumph of Imagination</i> (New York: Simon and Schuster, 2005).	☒
Further	Stedman Jones, D. <i>Masters of the Universe: Hayek, Friedman, and the Birth of Neoliberal Politics</i> . (Princeton, New Jersey: Princeton University, 2012).	☒
Further	Romanowski, W.D. <i>Pop Culture Wars: Religion and the Role of Entertainment in American Life</i> (Downers Grove, Illinois: InterVarsity Press, 1996).	☒
Further	Jeffords, S. <i>The Remasculinization of America</i> (Bloomington: Indiana University Press, 1989).	☒
Further	Jeffords, S. <i>Hard Bodies: Hollywood Masculinity in the Reagan Era</i> (New Brunswick, New Jersey: Rutgers University Press, 1994)	☒
Further	Harvey, D. <i>A Brief History of Neoliberalism</i> (Oxford: Oxford University, 2007).	☐
Further	Ledger, R. <i>Neoliberal Thought and Thatcherism: 'A Transition From Here to There?'</i> (London: Routledge, 2018)	☐
Further	Frost, D. and P. North. <i>Militant Liverpool: A City on the Edge</i> . (Liverpool: Liverpool University, 2013).	☐
Further	<i>Liverpool '81: Remembering the Riots</i> , ed. by D. Frost, and Richard Philips (Liverpool: Liverpool University, 2011).	☐

Module Code	HPHI5905
Title	Studies in Ancient Warfare
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To enable students to identify and discuss the changes and evolution of warfare in the ancient world and its effects upon society and politics.

LEARNING OUTCOMES

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

- demonstrate a coherent knowledge and detailed understanding of the different aspects of either Greek or Roman warfare, including their social and political impact and modern scholarly debates;
- demonstrate the ability to discuss in depth the main debates regarding either Greek or Roman warfare;
- present their informed opinion of the reasons and consequences of the main changes and evolutions in either Greek or Roman tactics, weapons, armour and ships.

INDICATIVE CONTENT

This module explores the evolution of ancient warfare and the manner in which this shaped Greek and Roman society and politics.

Topics covered could include:

- Changes and subsequent evolution of tactics, ships, armour and weapons.
- Conduct and consequences of war.
- Hoplite reform or the use of mercenaries.
- Marius' reforms or the increased use of auxiliaries in late Roman warfare
- Impact of wars on politics and society.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	5000 words Eq. (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI5905	
Module Title	Studies in Ancient Warfare	
Classification	Reading List entry	Electronic*
Essential	Hanson, V. D. 1991. <i>Hoplites: The Classical Greek Battle Experience</i> . London: Routledge.	☒
Further	Morrison, J. S. 1986. <i>The Athenian Trireme</i> . Cambridge: Cambridge University Press.	☐
Further	Goldsworthy, A. K. 1996. <i>The Roman Army at War: 100 BC—AD 200</i> . Oxford: Clarendon Press.	☐
Further	Erdkamp, Paul. 2007. <i>Companion to the Roman Army</i> . Oxford: Blackwell.	☒
Further	Rich, J. and Shipley, G. 1993. <i>War and Society in the Roman World</i> . London: Routledge.	☒
Further	Anderson, J.K. 1991. 'Hoplite Weapons and Offensive Arms' in Hanson, V. D. <i>Hoplites: The Classical Greek Battle Experience</i> . London: Routledge. pp.13-37.	☒
Further	Gaebel, R. E. 2002. <i>Cavalry Operations in the Ancient Greek World</i> . Norman: University of Oklahoma Press	☒
Further	De Ste. Croix, G., Harvey, D., and Parker, R. (2004). <i>Athenian Democratic Origins and Other Essays</i> . Oxford: Oxford University Press.	☒
Further	Kallet, L. 1993. <i>Money, Expense, and Naval Power in Thucydides' History 1-5.24</i> . Berkeley: University of California Press.	☐
Further	Munn, M. 1993. <i>The Defense of Attica: The Dema Wall and the Boiotian War of 378-375 B.C.</i> Berkeley: University of California Press.	☐
Further	Rosen, R. M. and Sluiter, I. 2003. <i>Andreia: Studies in Manliness and Courage in Classical Antiquity</i> . Leiden: Brill.	☐
Further	Erschine, Andrew. <i>A Companion to the Hellenistic World</i> (Oxford: Blackwell Publishing, 2003).	☒
Further	Van Wees, H. 2004. <i>Greek Warfare: Myths and Realities</i> . London: Duckworth.	☐

Module Code	HPHI5910
Title	Crusading in the Middle Ages
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To provide students with detailed knowledge of various aspects and ideas surrounding the crusading movement in the Middle Ages, and an understanding of the different historical opinions and arguments surrounding this period.

LEARNING OUTCOMES

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

- demonstrate sophisticated understanding of the history and historiography of the Crusades
- demonstrate an ability to evaluate the motivations of Crusaders, how they perceived themselves and how they were perceived by others

INDICATIVE CONTENT

This module explores the rich, yet intellectually challenging, period of the Crusades in the Middle Ages. It introduces students to key historical sources for this period of history, and the main problems of interpretation. It traces the evolution of crusading as a military, religious, social and political phenomenon and examines case studies in a variety of chronological and geographical contexts. An emphasis will be place on the long-term influence of the Crusades, and their ongoing geopolitical legacies.

Topics could include

- What were the Crusades?
- Crusade Historiography: from the first crusading historian to the present
- Origins of the Crusading Movement
- The First Crusade
- Crusaders on Themselves and the Crusaders according to others
- Victims according to the Crusaders and Victims in their Own Words
- Settlers: Eastern and Western perspectives
- Settlers: The Military Orders
- 1187: The Battle of Hattin and The Fall of Jerusalem
- Crusading Heroes and Villains
- *Reconquista* and Albigensian Crusade
- The Fourth Crusade
- Crusading in the Later Middle Ages
- Long-term Legacies of the Crusades

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam
 ☒ Coursework
 ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 5,000 words (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI5910	
Module Title:	Crusading in the Middle Ages	
Classification	Reading List Entry	Electronic*
Essential	Phillips, J., <i>Holy Warriors: A Modern History of the Crusades</i> (London: Vintage, 2009)	☒
Essential	Riley-Smith, J., <i>The Crusades: A Short History</i> (London: Athlone, 2005)	☒
Essential	Hillenbrand, C. <i>The Crusades: Islamic Perspectives</i> , 3 rd ed. (Edinburgh: Edinburgh University Press, 2017).	☒
Essential	<i>Crusades and Memory: Rethinking Past and Present</i> , ed. by M. Cassidy-Welch and A. E. Lester (Abingdon: Routledge, 2015).	☒
Essential	Phillips, J., <i>Defenders of the Holy Land: Relations between the Latin East and the West, 1119-1187</i> (Oxford: Clarendon, 1996).	☒
Essential	<i>Gendering the Crusades</i> , ed. by S.B. Edgington and S. Lambert (Cardiff, 2001)	☐

Further	<i>Letters from the East Crusaders, Pilgrims and Settlers in the 12th-13th Centuries</i> , ed. and trans. by M. Barber and K. Bate (Farnham: Ashgate Publishing Ltd, 2013).	☒
Further	<i>Emotions in a Crusading Context, 1095—1291</i> , ed. by Spencer, S.J. (Oxford: Oxford University Press, 2019).	☒
Further	Cole, P.J <i>The Preaching of the Crusades to the Holy Land, 1095—1270</i> (Cambridge, Mass: Medieval Academy of America, 1991).	☒
Further	France, J. <i>The Crusades and the Expansion of Catholic Christendom, 1000—1714</i> (London: Routledge, 2005)	☒
Further	Tanner, N.P. <i>The Church in the Later Middle Ages</i> (I.B. Tauris: London, 2008).	☐
Further	Folda, J. <i>Crusader Art in the Holy Land: From the Third Crusade to the Fall of Acre, 1187—1291</i> (Cambridge: Cambridge University Press, 2005)	☐
Further	Nicholson, H.J. <i>The Knights Templar: A New History</i> (Stroud: History Press, 2001).	☐
Further	Burl, A. <i>God's Heretics: The Albigensian Crusade</i> (Stroud: History Press, 2002).	☐
Further	Möhring, H. <i>Saladin, the Sultan and his Times, 1138—1193</i> (Baltimore: Johns Hopkins University Press, 2008)	☐
Further	Gillingham, J. <i>The Angevin Empire</i> (London: Arnold, 2001)	☐
Further	Kienzle, B. <i>Cistercians, Heresy, and Crusade in Occitania, 1145-1229: Preaching in the Lord's Vineyard</i> (Woodbridge: Broydell, 2001)	☒
Further	O'Shea, S. <i>The Perfect Heresy: The Revolutionary Life and Death of the Medieval Cathars</i> (London: Profile Books, 2001)	☒
Further	Roach, A. <i>The Devil's World: Heresy and Society, 1100—1300</i> (Harlow: Parson, 2005)	☐
Further	Phillips, J. <i>The Fourth Crusade and the Sack of Constantinople</i> (London: Jonathan Cape, 2005)	☒
Further	Lay, S. <i>The Reconquest Kings of Portugal: Political and Cultural Reorientation on the Medieval Frontier</i> (Basingstoke: Palgrave Macmillan, 2009)	☒
Further	Hurlock, K. <i>Wales and the Crusades c. 1095—1291</i> (Cardiff : University of Wales Press, 2011).	☒

Module Code	HHPH5904
Title	God and the World: The Cosmos in Religious & Ethical Perspective
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To introduce students to major thinkers on the relationship between God and the world and the key texts on the religious and moral significance of the world and its order.
- To survey key debates on God's relation to the world and evaluate its significance.

LEARNING OUTCOMES

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

- Identify leading figures on the question in philosophy and theology.
- Summarise key disputes about God & the World in different eras.
- Outline key concepts informing thought on the creation of the world, the natural order, and its moral and religious significance.
- Assess the logics used to describe differentiate and relate the transcendent to the immanent.

INDICATIVE CONTENT

- The nature of the knowledge of God, and how human language refers to the transcendent.
- Survey different perspectives on whether, or in what manner, the created order reveals God.
- Examination of various traditions on the origin of the universe.
- Discussion of the "natural order", and the nature of God's agency within that order.
- Exploration of the moral and ethical significance of nature in a variety of different intellectual traditions.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	5000 words equivalent (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HHPH5904	
Module Title	God and the World: The Cosmos in Religious & Ethical Perspective	
Classification	Reading List entry	Electronic*
Essential	Anselm, <i>Monologion</i> . Available Online.	☒
Essential	Augustine, <i>Literal Commentary on Genesis</i> . Available Online.	☒
Essential	Aquinas, <i>Summa Theologica</i> . Available Online.	☒
Further	Bonaventure, <i>Breviloquium</i> (St Bonaventure University, 2005).	☐
Further	Richard of St Victor, <i>On the Trinity</i> (Cascade, 2011).	☐
Further	Boethius, <i>The Consolation of Philosophy</i> .	☒
Further	Eberhard Jüngel, <i>God as the Mystery of the Universe</i> . T&T Clark.	☐

Module Code	HPMS5002
Title	Medieval Europe: from Charlemagne to the Hundred Years War, 800-1453
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

'Medieval Europe' is designed to cover broad periods of history, and to demonstrate change across time in the various geographical areas which made up medieval Europe. The aim is:

- To inform students of the main themes and aspects of medieval European history between 1000 and 1500; to enable students to evaluate and compare various developments in medieval Europe over a broad chronological period and to enable students to understand and apply concepts of change and continuity, similarity and difference to aspects of medieval European History between 1000 and 1500.

LEARNING OUTCOMES

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

- demonstrate a broad knowledge and understanding of European History from the 1000 to 1500;
- demonstrate a knowledge and understanding of political and economic change and continuity in Europe between 1000 and 1500;
- demonstrate a knowledge and understanding of the extensive social and cultural changes and developments that occurred in Europe at this time;
- demonstrate a critical understanding of the relevant historiographical arguments and debates underpinning our interpretation of this period in European history.

INDICATIVE CONTENT

- The module examines the political, social and military history of Western Europe from the end of the first millennium to the beginning of the so-called 'early modern' age, when the Tudors sat on the English throne, the Burgundian courts glittered and German technological excellence brought us the new-and-improved mechanical printing press. This was a period of immense change, as empires, conquest, population growth, religious change and new learning, famine, plague, warfare and concepts of 'nationhood' defined Western Europe. It was a time when new social bonds were forged, when monarchs established new ways of governing, when the hierarchy of the Church was transformed by the emergence of a papal monarchy. It was also an era of energetic building – of castles, cathedrals and monasteries – and of bloody conflict between major military powers. The emphasis on this module is on comparing the political, social and military development of European powers, by analysing the forces

which influenced and transformed it into something more like the Western Europe we would recognise today.

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 items (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

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPMS5002	
Module Title	Medieval Europe: from Charlemagne to the Hundred Years War, 800-1453	
Classification	Reading List entry	Electronic*
Essential	Holmes, George, <i>The Oxford History of Medieval Europe</i> (2001).	☐
Essential	Southern, R. W. , <i>The Making of the Middle Ages</i> (1993).	☐
Essential	Barber, Malcolm, <i>The Two Cities : Medieval Europe, 1050-1320</i> , 2nd ed. (London: Routledge, 2004)	☐

Further	Blockmans, Wim, <i>Introduction to medieval Europe 300-1550</i> (2007).	☐
Further	Nicholas, David, <i>The Evolution of the medieval World: Society, Government and Thought in Europe, 312-1500</i> (1992).	☐
Further	Sumption, Jonathan, <i>The Hundred Years War</i> , 3 vols (1999, 2001, 2009).	☐
Further	Bull, Marcus, <i>France in the Central Middle Ages 900-1200</i> (Oxford, 2002).	☐
Further	Arnold, B., <i>Power and Property in Medieval Germany: Economic and Social Change c.900 – 1300</i> (2004).	☐
Further	Abulafia, David, <i>The Western Mediterranean Kingdoms, 1200-1500: The Struggle for Dominion</i> (London, 1997)	☐
Further	Seward, D., <i>Brief History of the Hundred Years War: the English in France, 1337-1453</i> (London, 2003)	☐

Module Code	HPPH5905
Title	The Ethics of Violence
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To engage students in an analysis of the ethics of violence.

LEARNING OUTCOMES

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

- Demonstrate the ability to understand and analyse key concepts and arguments in the ethics of violence;
- Demonstrate the ability to apply ethical theory in the analysis of 'real world' accounts of violence.

INDICATIVE CONTENT

- The Ethics of War
- The Use of Artificial Intelligence in War
- Violence in Popular Culture
- The Ethics of Torture

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 5000 words (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH5905	
Module Title	The Ethics of Violence	
Classification	Reading List entry	Electronic*
Essential	Orend, B. 'War' in <i>The Stanford Encyclopedia of Philosophy</i> (Stanford, CA: Stanford University Press, 2008)	☒
Essential	Nagel, T. 'War and Massacre', <i>Philosophy and Public Affairs</i> , 1:2 (Winter, 1972)	☒
Essential	Moseley, Alexander, 'The Philosophy of War,' <i>Internet Encyclopedia of Philosophy</i>	☒
Further	Norman, R. <i>Ethics, Killing and War</i> , (Cambridge: University of Cambridge, 1995)	☐
Further	Walzer, M. <i>Just and Unjust Wars</i> , (Oxford: Clarendon Press, 2009)	☐
Further	Anscombe, G.E.M, 'War and Murder', in <i>Nuclear Weapons: A Catholic Response</i> , ed. by W. Stein (London and New York, 1961)	☒
Further	McMahan, J. <i>Killing in War</i> , (Oxford: Oxford University Press, 2009)	☐
Further	Leveringhaus, A. <i>Ethics and Autonomous Weapons</i> , (Oxford: Palgrave Pivot, 2015)	☐

Module Code	HPRS5902
Title	Theology and Inter-religious Encounter
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To explore the nature of theological approaches to interreligious encounter from within the Christian tradition, and introduce a variety of Christian responses to religious plurality in contemporary society.

LEARNING OUTCOMES

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

- identify the reasons why interreligious encounter is a concern of Christian theology;
- display knowledge of differing theological approaches to aspects of interreligious encounter;
- assess and describe specific characteristics of the main approaches to religious diversity within the Christian tradition.

INDICATIVE CONTENT

- What is interreligious encounter?
- Resources for a Christian response.
 - Scripture.
 - Tradition.
 - Reason.
- Christian Approaches to Interreligious Encounter.
 - Exclusivism.
 - Inclusivism.
 - Pluralism.
 - Particularism.
- Alternative contexts.
 - Practice.
 - Culture.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Encyclopedia Article	2,000 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS5902	
Module Title	Theology and Inter-religious Encounter	
Classification	Reading List entry	Electronic*
Essential	Hedges, P & Race, A., <i>SCM Core Text: Christian Approaches to Other Faiths</i> . (London: SCM Press, 2008)	☒
Essential	Knitter, P & Hick, J., <i>The Myth of Christian Uniqueness</i> . (London: SCM Press, 2012)	☐
Essential	D'Costa, G., <i>Christian Uniqueness Reconsidered</i> . (New York: Orbis Books, 1977)	☐
Further	Cohen, C & Numbers R., <i>Gods in America</i> . (Oxford: Oxford University Press, 2013)	☒
Further	Hedges, P., <i>Controversies in Interreligious dialogue and the Theology of Religions</i> . (London: SCM Press, 2010)	☐
Further	Cornille, C., <i>The Impossibility of Interreligious Dialogue</i> . (New York: Crossroads, 2008)	☐
Further	Keller, C & Schenieder L., <i>Polydoxy</i> . (London: Routledge, 2011)	☒
Further	D'Costa, G., <i>The Meeting of Religions and the Trinity</i> . (New York: Orbis Books, 2000)	☐
Further	Griffiths, P., <i>Christianity Through Non-Christian Eyes</i> . (New York: Orbis Books, 1990)	☐
Further	Cheetham, D., <i>Ways of Meeting and the Theology of Religions</i> . (London: Routledge, 2013)	☒

Module Code	HPRS5903
Title	Religion in Latin America
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

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

LEARNING OUTCOMES

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

- describe and assess the different types of religions practised in Latin America (past and present)
- demonstrate awareness of major debates in the field of study of religions in Latin America

INDICATIVE CONTENT

- features of Ancient religions in Latin America
- characteristics of Amazonian religions
- the colonial conquest of Latin America from a religious perspective
- The adaptation of African beliefs in the Americas
- Vernacular Christianity in Latin America today

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Eq. to 5,000 words (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS5903	
Module Title	Religion in Latin America	
Classification	Reading List entry	Electronic*
Essential	Taussig, M.T., <i>The Devil and Commodity Fetishism in South America</i> (Chapel Hill: University of North Carolina Press, 1980).	☒
Essential	Schmidt, Bettina E. and S. Engler (eds), <i>Handbook of contemporary religions in Brazil</i> (Brill Handbook on Contemporary religions) Leiden: Brill, 2016.	☒
Essential	MacCormack, S. <i>Religion in the Andes: vision and imagination in early colonial Peru</i> . Princeton: Princeton Univ. Press, 1991.	☒
Further	Gossen, León Portilla, & Gossen, Gary H. (1993). <i>South and Meso-American native spirituality : from the cult of the feathered serpent to the theology of liberation</i> . Crossroad.	☐
Further	Chesnut, R. A. (1997). <i>Born again in Brazil : the Pentecostal boom and the pathogens of poverty</i> . Rutgers University Press.	☐
Further	Thompson, Charles D., 'The unwieldy promise of ceremonies: The case of the Jakalteko Maya's Dance of the Conquest'. In: <i>Indigenous Religions, a companion</i> , ed. by G. Harvey. London: Cassell, 2000, pp.190-203.	☒
Further	Friffith, R.M, Savagem B.S. (eds.), <i>Women and religion in the African diaspora: knowledge, power, and performance</i> . Baltimore: John Hopkins University Press, 2006.	☒
Further	Zachhuber, Johannes and Julia Meszaros (eds.), <i>Sacrifice and Modern Thought</i> . Oxford: Oxford University Press, 2013.	☒
Further	Viveiros de Castro, E.B., <i>From the enemy's point of view: Humanity and divinity in an Amazonian society</i> . Chicago: Univ. of Chicago Press, 1992.	☐
Further	Chesnut, R. A. (2012). <i>Devoted to Death</i> . In <i>Devoted to Death</i> . Oxford University Press.	☒

Module Code	HPRS5904
Title	Confessing with Saint Augustine: God and Religion in the Twilight of the Roman Empire
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To survey the biography of St Augustine of Hippo, and assess Augustine's place within the world of late Antiquity/early Middle Ages.
- To introduce students to Augustine's thought by means of his writings, particularly the Confessions, and examine the reception of Augustine in the Western thought.

LEARNING OUTCOMES

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

- Identify key events in Augustine's life.
- Define and summarise significant themes and concepts in Augustine's writings.
- Assess the influence of Augustine's career in terms of his influence on Western thinkers.

INDICATIVE CONTENT

- The life of Augustine, including the major accomplishments and controversies of his career, and his place in the late Antique and early Medieval worlds.
- The structure, content, and reception of one of Augustine's most influential writings, The Confessions.
- The concepts and structures of Augustine's thought.
- The various readers of Augustine and versions of "Augustinianism".

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	5000 words equivalent (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS5904	
Module Title	Confessing with Saint Augustine: God and Religion in the Twilight of the Roman Empire	
Classification	Reading List entry	Electronic*
Essential	Augustine, <i>Confessions</i> , trans. Henry Chadwick (Oxford World Classics, 2008).	☐
Essential	Peter Brown, <i>Augustine of Hippo: A Biography</i> (University of California, 2013).	☐
Essential	Augustine, <i>City of God</i> , Book XIX	☒
Further	O'Donnell, <i>Augustine's Confessions: Commentary</i> , vols. 2-3 (OUP, 2012)	☐
Further	Fitzgerald, <i>Augustine Through the Ages: An Encyclopaedia</i> (Eerdmans, 2009).	☐
Further	Rowan Williams, <i>On Augustine</i> (Bloomsbury, 2016).	☒
Further	Robin Lane Fox, <i>Augustine: Conversions and Confessions</i> (Penguin, 2016).	☐
Further	O'Donovan, <i>The Problem of Self-Love in Augustine</i> (Wipf & Stock, 2006).	☐
Further	Burnaby, <i>Amor Dei: A Study of the Religion of St Augustine</i> (Canterbury Press, 2012).	☐

Module Code	HPRS5907
Title	Interpreting the Hebrew Bible from Contemporary Perspectives
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	Introduction to the Hebrew Bible

AIM(S)

- To analyse a range of contemporary critical approaches to the Hebrew Bible and its interpretation and examine the praxis of biblical interpretation and the ways in which such interpretation is dependent on cultural context

LEARNING OUTCOMES

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

- Engage with a range of strategies employed in the interpretation of the Hebrew Bible
- Apply contemporary methods of interpretation to a selection of texts from the Pentateuch, Prophets, the Psalms and Wisdom Literature

INDICATIVE CONTENT

- Social-scientific models for interpreting biblical texts
- The Hebrew Bible and gender studies
- Postcolonial criticism and Black theology
- Queer theory and the Hebrew Bible
- Ecological-critical approaches: Creation Narratives and Prophetic Texts
- Reception history and the 'afterlives' of biblical texts
- The use of the Hebrew Bible in political discourse
- The Hebrew Bible in popular culture

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
2 x Textual analysis	2500 words total	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	HPRS5907	
Module Title	Interpreting the Hebrew Bible from Contemporary Perspectives	
Classification	Reading List entry	Electronic*
Essential	Barton, John (ed.), <i>The Cambridge Companion to Biblical Interpretation</i> (Cambridge: Cambridge University Press, 2006).	☒
Essential	Brown William P. (ed.), <i>Engaging Biblical Authority: Perspectives on the Bible as Scripture</i> (Louisville, Kentucky: Westminster John Knox Press, 2007).	☐
Essential	Chapman, Stephen B. and Marvin Sweeney (eds), <i>The Cambridge Companion to the Hebrew Bible/Old Testament</i> (Cambridge: Cambridge University Press, 2016).	☒
Further	Brenner Athalya and Carole Fontaine (eds.), <i>A Feminist Companion to Reading the Bible: Approaches, Methods and Strategies</i> (Sheffield: Sheffield Academic Press, 2013).	☒
Further	Crossley, James G., <i>Harnessing Chaos: The Bible in English Political Discourse since 1968</i> (London and New York: T&T Clark/Bloomsbury, 2014).	☒
Further	Culbertson, Philip, and Wainwright, Elaine M., <i>The Bible in/and Popular Culture: A Creative Encounter</i> , Society of Biblical Literature Semeia Studies (Atlanta: Society of Biblical Literature, 2010).	☒
Further	Dawn, Maggi, <i>The Writing on the Wall: High Art, Popular Culture and the Bible</i> (London: Hodder and Stoughton, 2012).	☐
Further	Dell, Katharine and Paul M. Joyce (ed), <i>Biblical Interpretation and Method: Essays in Honour of John Barton</i> (Oxford: Oxford University Press, 2013).	☒
Further	Guest, Deryn, Robert E. Goss et al. (eds.), <i>The Queer Bible Commentary</i> (London: SCM Press, 2015).	☒
Further	Habel, Norman, <i>An Inconvenient Text: Is a Green Reading of the Bible Possible?</i> (Adelaide: ATF Press, 2009).	☒

Further	Horrell, David G., <i>The Bible and the Environment: Towards a Critical Ecological Biblical Theology</i> (London: Equinox, 2010).	☒
Further	Horrell, David G., Cheryl Hunt, Christopher Southgate, and Francesca Stavrakopoulou (eds.), <i>Ecological Hermeneutics: Biblical, Historical and Theological Perspectives</i> (London: T & T Clark, 2010).	☐
Further	Lieb, Michael, Emma Mason, and Jonathan Roberts (eds.), <i>The Oxford Handbook of the Reception History of the Bible</i> (Oxford: Oxford University Press, 2011).	☒
Further	Moore, Stephen D., <i>God's Beauty Parlor: And Other Queer Spaces in and Around the Bible, Contraversions: Jews and Other Differences</i> (Stanford, CA: Stanford University Press, 2002).	☐
Further	Newsom, Carol A., Sharon Ringe and Jacquelin E. Lapsley (eds), <i>Women's Bible Commentary</i> (3 rd edition; Louisville: Westminster John Knox Press, 2012).	☐
Further	Rowland, Christopher, and Jonathan Roberts, <i>The Bible for Sinners: Interpretation in the Present Time</i> (London: SPCK, 2008).	☐
Further	Setzer, Claudia and David A. Shefferman (eds.), <i>The Bible and American Culture: A Sourcebook</i> (Abingdon, Oxon: Routledge, 2011).	☐
Further	Sherwood, Yvonne (ed.), <i>The Bible and Feminism: Remapping the Field</i> (Oxford: Oxford University Press, 2017).	☐
Further	Soulen, Richard N. and R. Kendall Soulen, <i>Handbook of Biblical Criticism</i> (Fourth Edition; Louisville, Kentucky: Westminster John Knox Press, 2011).	☐
Further	Sugirtharajah, R. S., <i>The Bible and Empire: Postcolonial Explorations</i> (Cambridge: Cambridge University Press, 2009).	☒

Module Code	HPRS5908
Title	Travelling with Luke: A Journey through Luke-Acts
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	Introduction to the New Testament

AIM(S)

- To examine the content and context of the Gospel of Luke and the Book of Acts as a two-volume narrative of the history of the early Christian movement.
- To assess critically the significance of these documents as theological narratives in their cultural and socio-historical contexts.

LEARNING OUTCOMES

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

- Evaluate texts from the Gospel of Luke and the Book of Acts in light of their historical function for the early Christ-movement.
- Understand the methodological issues concerning theological and socio-historical-critical interpretations of texts from Luke-Acts.
- Interpret Luke-Acts with the aid of a range of critical methods and approaches.

INDICATIVE CONTENT

- The Gospel of Luke and the Book of Acts in their first-century socio-cultural context
- The structure of Luke-Acts as a narrative unity
- Beginnings: the opening of the Gospel of Luke and its infancy narratives
- The public ministry of the Lukan Jesus
- Disciples and Pharisees
- Jerusalem and the passion narratives
- The ending of the Gospel and the beginning of Acts
- The Spirit at work
- Crossing boundaries in Acts
- The Jerusalem Council and the role of Paul
- The spread of the Christ-movement and the end of Acts

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Textual analysis	2000 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3000 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS5908	
Module Title	Travelling with Luke: A Journey through Luke-Acts	
Classification	Reading List entry	Electronic*
Essential	Balch, David, 'Luke', in <i>Eerdmans Commentary on the Bible</i> , in eds. James D.G. Dunn and John W. Rogerson (Grand Rapids: W.B. Eerdmans, 2021), 1082-139.	☐
Essential	Carey, Greg, <i>Luke: An Introduction and Study Guide</i> (London: Bloomsbury T&T Clark, 2017).	☒
Essential	Matthews, Shelly, <i>The Acts of the Apostles: An Introduction and Study Guide</i> (London: Bloomsbury T&T Clark, 2017).	☒
Essential	Shillington, V.G., <i>An Introduction to the Study of Luke-Acts</i> (London: Bloomsbury T&T Clark, 2015).	☒
Further	Alexander, Loveday, <i>The Preface to Luke's Gospel: Literary Convention and Social Context in Luke 1:1-4</i> (Cambridge: Cambridge University Press, 1993).	☒
Further	Brown, Raymond E., <i>The Birth of the Messiah: A Commentary on the Infancy Narratives</i> (3 rd edition; New Haven: Yale University Press, 2007).	☐
Further	Green, Joel B., <i>The Gospel of Luke</i> (Grand Rapids: W.B. Eerdmans, 1997).	☒
Further	Hatina, Thomas R., <i>Biblical Interpretation in Early Christian Gospels: Luke</i> (London: Bloomsbury, 2010).	☒
Further	Johnson, Luke T., <i>The Acts of the Apostles</i> , Sacra Pagina (Liturgical Press, 1997).	☒
Further	Marguerat, Daniel, <i>The First Christian Theologian: Writing 'the Acts of the Apostles'</i> (Cambridge: Cambridge University Press, 2009).	☒

Further	Tyson, Joseph B., <i>Images of Judaism in Luke-Acts</i> (Columbia: University of South Carolina Press, 2010).	☐
Further	Wolter, Michael, <i>The Gospel according to Luke</i> , 2 volumes (Waco: Baylor University Press, 2017, 2018).	☐

LEVEL 6

Module Code	HPCH6901
Title	Chinese Religion and Thought
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
essay	3000 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
presentation	20 mins	50%

Assessment Summary

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

INDICATIVE READING LIST

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

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

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

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

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

Module Code	HPCS6016
Title	The Celts through the eyes of the Greeks and the Romans
Date	14/07/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To enable students to identify and discuss the perceptions of the Greeks and the Romans in relation to the Celts and their reception.

LEARNING OUTCOMES

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

- Demonstrate a critical knowledge and detailed understanding of the different Greek and Latin authors that discuss the Celts;
- Demonstrate the ability to critically discuss and evaluate the effect Greek and Roman authors had on later scholarship and discussion of the Celts;
- Systematically present their critical opinion of the relationship between the presentation of the Celts in ancient sources and other non-Greek/Romans peoples.

INDICATIVE CONTENT

- Celts and the edges of the Greco-Roman world
- Celtic peoples in ancient literature
- Celtic peoples in Greco-Roman art
- Invasions of the Celts and the Gauls
- Effect of ancient authors' presentation of the Celts

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2500 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Oral Presentation	15 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

NB Items or parts of items that are not available electronically will be provided as scanned copies by the LRC on the VLE

Module Code	HPCS6016	
Module Title	The Celts through the Eyes of the Greeks and the Romans	
Classification	Reading List entry	Electronic*
Essential	Bonfante, Larissa, editor. <i>The barbarians of ancient Europe: realities and interactions</i> . Cambridge ; New York: Cambridge University Pr., 2011.	☐
Essential	Witt, Constanze. "The « Celts »." <i>A companion to ancient history</i> . Ed. Erskine, Andrew. Blackwell Companions to the Ancient World. Oxford ; Malden (Mass.): Blackwell, 2009. 284-298.	☐
Essential	Coşkun, Altay. "Belonging and isolation in central Anatolia: the Galatians in the Graeco-Roman world." <i>Belonging and isolation in the Hellenistic world</i> . Eds. Ager, Sheila L. and Faber, Riemer A.. Phoenix. Supplementary Volume; 51. Toronto (Ont.) ; Buffalo (N. Y.): University of Toronto Pr., 2013. 73-95.	☐
Further	Freeman, P., 2006. <i>The philosopher and the Druids : a journey among the ancient Celts</i> , New York: Simon & Schuster.	☐
Further	Hofeneder, Andreas, 2018. <i>Appians Κελτική</i> , Holzhausen.	☒
Further	Allen, Nash & Nash, Daphne, 1980. <i>The coins of the ancient Celts</i> , Edinburgh: Edinburgh University Press.	☐
Further	Freeman, P., 2002. <i>War, women, and Druids : eyewitness reports and early accounts of the ancient Celts</i> , Austin: University of Texas Press.	☐
Further	Hawkes, C.F.C. & Hawkes, Sonia Chadwick, 1973. <i>Greeks, Celts and Romans : studies in venture and resistance</i> , London: Dent.	☐
Further	Beltrán Lloris, Francisco. "Writing, language and society: Iberians, Celts and Romans in Northeastern Spain in the 2nd and 1st centuries B.C." <i>Bulletin of the Institute of Classical Studies of the University of London</i> , vol. 43, 1998-1999, pp. 131-151.	☒

Further	Williams, Jonathan H. C.. "Celtic ethnicity in northern Italy: problems ancient and modern." <i>Gender and ethnicity in ancient Italy</i> . Eds. Cornell, Timothy J. and Lomas, Kathryn. Accordia specialist studies on Italy; 6. London: Accordia Research Institute, University of London, 1997. 69-81.	☐
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Module Code	HPCS6018
Title	Welsh Medieval Praise Poetry
Date	14/07/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an understanding of the content, genres and context of the poetry associated with the medieval professional praise poets in Wales, from the Age of the Princes (c.1100–1282) to the end of the fifteenth century, through a detailed study of individual poems

LEARNING OUTCOMES

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

- demonstrate a coherent knowledge and critical understanding and appreciation of a selection of poems composed by medieval Welsh professional praise poets and demonstrate an ability to critically evaluate and analyze the hypotheses about these texts in key secondary sources;
- demonstrate a critical understanding of the medieval Welsh professional poet's craft and critically analyze his role in society;
- have coherent knowledge of the range of manuscript sources for medieval Welsh poetry and how to access them and have basic palaeographical skills, and an understanding of the changing styles between the 12th and 15th centuries.

INDICATIVE CONTENT

The module will be based on eight units, each focusing on one specific poem to explore a particular aspect or theme: e.g. elements of praise, the poet-patron relationship, the medieval manuscript, elegy, love poetry, satire, the gentleman-patron. Each poem will be provided with notes giving its manuscript and historical context, and with an English translation: no previous knowledge of Welsh is required (however, support will be given if a student wishes to gain an understanding of the original Welsh text; and if students are competent Welsh readers, further items can be suggested in the bibliography).

The majority of Welsh poets in the medieval period were professional poets who sang the praises of the members of the Welsh ruling classes and their families (including their daughters or wives). During the Age of the Princes, between c.1100 and 1282, their patrons were the princes of the Welsh courts and members of their families; by the fourteenth and fifteenth centuries, following the Edwardian Conquest of 1282 and the demise of the last prince of independent Wales, the poets would find patronage at the homes of the gentry. Whereas, in the earlier period, the lives of the heroic patrons were very much idealized, as was the relationship between the poet and his patron-prince, by the later period there is much more emphasis on the actual lives of the patrons, and the poetry is therefore an important source for the study of material culture in Wales. Similarly, whereas the earlier poetry was kept in prestigious manuscripts, finely produced at important centres of learning (Cistercian

monasteries, etc.), by the later period, with the spread of literacy, poetry is often preserved in multiple copies of varying quality, sometimes written down by the poet himself at a patron's home.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Commentary	2500 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

N.B. Essential reading chapters will be provided as scanned copies via the UWTSD LRC.

Module Code	HPCS6018	
Module Title	Welsh Medieval Praise Poetry	
Classification	Reading List entry	Electronic*
Essential	Andrews, Rhian, 2007. <i>Welsh Court Poems</i> . Cardiff: University of Wales Press.	☐
Essential	Huws, Daniel, 2000. <i>Medieval Welsh Manuscripts</i> . Cardiff: University of Wales Press and the National Library of Wales.	☐
Essential	Jarman, A.O.H and Hughes, Gwilym Rees (eds.) (1976) <i>A Guide to Welsh Literature, i</i> . Swansea: Christopher Davies.	☐
Essential	Jarman, A.O.H and Hughes, Gwilym Rees (eds.) (1997) <i>A Guide to Welsh Literature, ii: 1282–c.1550</i> . Second edition, revised by D. Johnston. Cardiff.	☐

Essential	Johnston, D. (1994), <i>The Literature of Wales</i> . Cardiff: University of Wales Press.	☐
Essential	Williams, J. E. Caerwyn (1997), <i>The Court Poet in Medieval Wales: An Essay</i> . Lampeter: Edwin Mellon Press.	☐
Further	Gwefan Dafydd ap Gwilym / Dafydd ap Gwilym Website: < www.dafyddapgwilym.net >	☒
Further	Gwefan Guto'r Glyn / Guto'r Glyn Website: < www.gutoglyn.net >	☒

Module Code	HPCS6020
Title	Roman Britain
Date	14/07/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To enable students to identify and discuss the history, culture and religion of Roman Britain.

LEARNING OUTCOMES

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

- Demonstrate a critical knowledge and detailed understanding of the sources and archaeological evidence on Roman Britain;
- Demonstrate the ability to critically discuss and evaluate the relationships between Romans and natives on the British Isles;
- Systematically present their critical opinion of the main trends in scholarship on Roman Britain.

INDICATIVE CONTENT

- Early contact with the Greeks and Romans
- The conquest of Britain
- The Roman army in Britain
- Romano-British identities

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2500 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Oral Presentation	15 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

NB Items or parts of items that are not available electronically will be provided as scanned copies by the LRC on the VLE

Module Code	HPCS6020	
Module Title	Roman Britain	
Classification	Reading List entry	Electronic*
Essential	Shotter, D.C.A., 2004. Roman Britain 2nd ed., London ; New York: Routledge.	☒
Essential	Todd, M. & Historical Association, 2004. A companion to Roman Britain, London : Malden, MA: Historical Association ; Blackwell Pub.	☒
Essential	Ireland, S., 2008. Roman Britain a sourcebook 3rd ed., Abingdon, Oxon ; New York: Routledge.	☒
Further	Birley, Anthony R, 2005. The Roman Government of Britain, Oxford: Oxford University Press.	☒
Further	Bingham, J., 2010. Men, women and children in Roman Britain, London: Wayland.	☒
Further	Allason-Jones, L. & Council for British Archaeology, 2005. Women in Roman Britain New., York: Council for British Archaeology.	☐
Further	Bowman, A.K., 1998. Life and letters on the Roman frontier : Vindolanda and its people, London: British Museum.	☐

Module Code	HPCS6024
Title	True Brits
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an overview of the history of the Britons as a distinct people, and familiarise students with the events which led to the splitting of the Britons into different peoples.

LEARNING OUTCOMES

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

- display a critical knowledge of the existence of the Britons as a distinct people and Brittonic as a distinct language;
- identify the enemies of the Britons in the Early Middle Ages, and the key lands lost and gained by the Britons during this period;
- critically explore the processes and periods which saw new countries being established, and the Britons and their language being split;
- critically evaluate the importance of the Britons and their legacy to the wider history of Britain and Europe.

INDICATIVE CONTENT

- The module will begin by looking briefly at the history and geographical distribution of the Britons before and during the Roman period, before turning to the main focus of the module, namely the fate of the Britons as a distinct people during the Early Middle Ages, between the departure of the Romans (c. 410) and the arrival of the Normans (c.1070). This will be done within the context of the wider migration which took place in Britain and the rest of Europe following the fall of the Roman Empire in the West.
- The arrival of the Anglo-Saxons and Gaels in Britain, which ultimately led to the establishment of the new kingdoms of England and Scotland, will be examined, together with the response of the Britons to these peoples, especially in the Old North, Wales and Cornwall. Similarly, the module will discuss the departure of those Britons who migrated to establish the kingdom, and then duchy, of Brittany.
- Due attention will be paid to the names *Britons/Welsh/Cymry* and the links between them, and the development of the new languages which grew from Brittonic. The significance of individuals such as Patrick, Vortigern, Gildas, Cadwallon and Nominos will be discussed, as well as the importance of works such as *Y Gododdin* and *Armes Prydein*.
- Finally, the destiny of the Britons in more recent periods will be evaluated, as well as attitudes towards their contribution to the history of Britain and Europe by commentators from the period in question, together with contemporary historians.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	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

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPCS6024	
Module Title	True Brits	
Classification	Reading List entry	Electronic*
Essential	Charles-Edwards, T.M. <i>Wales and the Britons 350 – 1064</i> (Oxford: OUP, 2013)	☐
Essential	Clarkson, Tim. <i>The Men of the North: The Britons of Southern Scotland</i> (Edinburgh: John Donald, 2010)	☒
Essential	Koch, John. T. & Carey, John (eds) <i>The Celtic Heroic Age: Literary Sources for Ancient Celtic</i>	☐

	<i>Europe and Early Ireland and Wales</i> , 4 th ed, (Aberystwyth: Celtic Studies Publications, 2003)	
Essential	Snyder, Christopher. A. <i>An Age of Tyrants: Britain and the Britons AD 400 – 600</i> (Stroud: Sutton, 1998)	☐
Essential	Snyder, Christopher. A. <i>The Britons (The Peoples of Europe Series)</i> (Oxford: Blackwell, 2003)	☒
Essential	Nennius. <i>History of the Britons (Historia Brittonum)</i> , translated by J.A. Giles, (Perennial Press, 2016)	☒
Further	Armes Prydein Vawr http://www.maryjones.us/ctexts/t06w.html	☒
Further	Ball, Martin. J. and Müller, Nicole. (eds.) <i>The Celtic Languages</i> (London: Routledge, 2012)	☒
Further	Bede: <i>Ecclesiastical History of England</i> translated by A.M. Sellar (Public Domain)	☒
Further	Davies, John. <i>A History of Wales</i> (London: Penguin, 2007)	☒
Further	Davies, Norman. <i>The Isles: A History</i> (London: Macmillan, 2008)	☒
Further	Evans, Gwynfor. <i>Land of my fathers: 2000 years of Welsh history</i> (Talybont: Y Lolfa, 1992)	☐
Further	Gildas. <i>Liber querulus de excidio Britanniae</i> . English translated by J.A. Giles (Public Domain)	☒
Further	Jackson, Kenneth. H. <i>Language and history in early Britain</i> (Edinburgh: EUP, 1953)	☐
Further	MacAulay, Donald (edl), <i>The Celtic Languages</i> (Cambridge: CUP, 1992)	☐

Module Code	HPHI6901
Title	Concepts of Peace: Movements, Ideas, Practices
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To familiarise students with the ways in which people, cultures and social movements have conceptualised and practiced peace in a range of historical and geographical contexts

LEARNING OUTCOMES

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

- Demonstrate and critically apply knowledge and understanding of peace movements, pacifism and anti-war movements to construct sustained critical arguments.
- Critically analyse ethical arguments regarding peace to critique the prevalence of war and conflict in historical and contemporary societies.

INDICATIVE CONTENT

This module is the necessary counterpoint to the programme's overarching emphasis on conflict and war. Where other modules focus on the history and contemporary status, this module explores alternatives to these very same things. It aims to explore how The module does this by focusing on a range of case studies, drawn from different historical and geographical contexts. Concepts covered include:

- Religious conceptions of peace
- Conscientious objection
- Pacifism
- Environmentalism
- Nonviolent resistance
- Anti-war movements
- Antinuclear campaigns
- Post-conflict truth and reconciliation

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Eq. to 5000 words (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI6901	
Module Title	Concepts of Peace: Movements, Ideas, Practices	
Classification	Reading List entry	Electronic*
Essential	Cortright, D. <i>Peace: A History of Movements and Ideas</i> (Cambridge: Cambridge University Press, 2008).	☒
Essential	<i>Peace and War Historical, Philosophical, and Anthropological Perspectives</i> ed. by W.J. Morgan and A. Guilherme (London: Palgrave Macmillan, 2020).	☒
Essential	Finlay, A. <i>Governing Ethnic Conflict: Consociation, Identity and the Price of Peace</i> (New York: Routledge, 2011).	☒
Further	Rao, K.R. <i>Gandhi's Dharma</i> (New Delhi: Oxford University Press, 2018).	☒
Further	Hardiman, D. <i>The Nonviolent Struggle for Indian Freedom, 1905–1919</i> (Oxford: Oxford University Press, 2019).	☒
Further	Taylor, R. and N. <i>Campaigns for Peace: British Peace Movements in the Twentieth Century</i> (Manchester: Manchester University Press, 1987).	☒
Further	Barker, R. <i>Conscience, Government and War: Conscientious Objection in Great Britain 1939–45</i> (London: Routledge and Kegan Paul, 1982).	☒
Further	Hunt, A.E. <i>The Turning: A History of Vietnam Veterans Against the War</i> (New York: New York University Press, 2001).	☒
Further	Campion, N. <i>The New Age in the Modern West : Counter-Culture, Utopia and Prophecy from the Late Eighteenth Century to the Present Day</i> (London: Bloomsbury Academic, 2016).	☐
Further	Brock, P. <i>Against the Draft: Essays on Conscientious Objection from the Radical Reformation to the Second World War</i> (Toronto: University of Toronto Press, 2006).	☒

Further	Feraro, S. <i>Women and Gender Issues in British Paganism, 1945–1990</i> (London: Palgrave Macmillan, 2020).	☒
Further	Laity, P. <i>The British Peace Movement, 1870—1914</i> (Oxford: Clarendon, 2001).	☒
Further	Wilson, R.A. <i>The Politics of Truth and Reconciliation in South Africa: Legitimizing the Post-Apartheid State</i> (Cambridge: Cambridge University Press, 2001).	☒
Further	Dempster, L. <i>Transitional Justice and the ‘Disappeared’ of Northern Ireland: Silence, Memory, and the Construction of the Past</i> (London: Routledge, 2019).	☒

Module Code	HPHI6904
Title	Enemies Within and Without: Thatcher, Reagan and the End of the Post-War Consensus
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To familiarise students with key themes, events, debates and ideas which characterise the history of Britain and the United States during the 1980s.

LEARNING OUTCOMES

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

- Explain and define the key tenets of the political ideologies of Margaret Thatcher and Ronald Reagan;
- Explain how Thatcher and Reagan addressed the 'crises' of the 1970s and challenged the post-war consensus in Britain and the United States;
- Critically evaluate how Thatcher and Reagan interpreted and responded to their internal and external 'enemies'
- Formulate evidence-based arguments in relation to historiographical arguments and scholarly debates surrounding Thatcher and Reagan's leadership.

INDICATIVE CONTENT

This module explores the impact of conflict and war on British and US society during the era of Thatcher and Reagan. It examines Thatcher and Reagan's combative domestic politics and how this related to international diplomacy and overseas military interventions during their premiership/presidency.

Topics covered could include

- Crisis? What Crisis? Thatcher's Election and the Winter of Discontent
- The Crisis of Confidence: Reagan, Carter and the Post-Vietnam 'Malaise'
- Just Another Country? Thatcher and the Northern Ireland Troubles
- America's Celluloid Saviour: Reagan and the Cold War
- Enemies Without: Thatcher and the Falklands War
- Winning This Time: Refighting the Vietnam War in Reagan's America
- Enemies Within: Thatcher and the Miners' Strike
- America's Backyard: Reagan, Central America and Iran-Contra
- Panic on the Streets of Carlisle: Urban Protest in the Thatcher Era
- A War for the Soul of America: Reagan and the Culture Wars

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	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	HPHI6904	
Module Title	Enemies Within and Without: Thatcher, Reagan and the End of the Post-War Consensus	
Classification	Reading List entry	Electronic*
Essential	Beckett, A. <i>Promised You A Miracle: Why 1980–82 Made Modern Britain</i> (London: Penguin, 2016).	☒
Essential	Troy, G.. <i>Morning in America: How Ronald Reagan Invented the 1980s</i> (Princeton, New Jersey: Princeton University Press, 2005).	☒
Essential	Martin, B. <i>The Other Eighties: A Secret History of America in the Age of Reagan</i> (New York: Hill and Wang, 2011).	☒
Essential	Hartman, A. <i>A War for the Soul of America: A History of the Culture Wars</i> (Chicago: University of Chicago, 2015).	☐
Essential	<i>Making Thatcher's Britain</i> , ed. by B. Jackson and R. Saunders (Cambridge: Cambridge University Press, 2012).	☒

Essential	Stewart, G. <i>Bang! A History of Britain in the 1980s</i> (London: Atlantic Books, 2013).	☐
Essential	McSmith, A. <i>No Such Thing as Society: A History of Britain in the 1980s</i> (London: Constable and Robinson, 2013).	☐
Further	<i>Thatcher and After: Margaret Thatcher and Her Afterlife in Contemporary Culture</i> , ed. by E. Ho (New York: Palgrave Macmillan, 2010).	☐
Further	Moore, C. <i>Margaret Thatcher: The Authorised Biography</i> , Vols. 1 and 2 (London: Penguin, 2013/2015).	☐
Further	Reeves, R. <i>President Reagan: The Triumph of Imagination</i> (New York: Simon and Schuster, 2005).	☒
Further	Stedman Jones, D. <i>Masters of the Universe: Hayek, Friedman, and the Birth of Neoliberal Politics</i> . (Princeton, New Jersey: Princeton University, 2012).	☒
Further	Romanowski, W.D. <i>Pop Culture Wars: Religion and the Role of Entertainment in American Life</i> (Downers Grove, Illinois: InterVarsity Press, 1996).	☒
Further	Jeffords, S. <i>The Remasculinization of America</i> (Bloomington: Indiana University Press, 1989).	☒
Further	Jeffords, S. <i>Hard Bodies: Hollywood Masculinity in the Reagan Era</i> (New Brunswick, New Jersey: Rutgers University Press, 1994)	☒
Further	Harvey, D. <i>A Brief History of Neoliberalism</i> (Oxford: Oxford University, 2007).	☐
Further	Ledger, R. <i>Neoliberal Thought and Thatcherism: 'A Transition From Here to There?'</i> (London: Routledge, 2018)	☐
Further	Frost, D. and P. North. <i>Militant Liverpool: A City on the Edge</i> . (Liverpool: Liverpool University, 2013).	☐
Further	<i>Liverpool '81: Remembering the Riots</i> , ed. by D. Frost, and Richard Philips (Liverpool: Liverpool University, 2011).	☐

Module Code	HPHI6905
Title	Studies in Ancient Warfare
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To enable students to identify and discuss the changes and evolution of warfare in the ancient world and its effects upon society and politics.

LEARNING OUTCOMES

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

- demonstrate a coherent knowledge and detailed understanding of the different aspects of either Greek or Roman warfare, including their social and political impact and modern scholarly debates;
- demonstrate the ability to critically evaluate in depth the main debates regarding either Greek or Roman warfare; yoho
- systematically present a sustained argument about the reasons and consequences of the main changes and evolutions in either Greek or Roman tactics, weapons, armour and ships.

INDICATIVE CONTENT

This module explores the evolution of ancient warfare and the manner in which this shaped Greek and Roman society and politics.

Topics covered could include:

- Changes and subsequent evolution of tactics, ships, armour and weapons.
- Conduct and consequences of war.
- Hoplite reform or the use of mercenaries.
- Marius' reforms or the increased use of auxiliaries in late Roman warfare
- Impact of wars on politics and society.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	5000 words Eq. (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI6905	
Module Title	Studies in Ancient Warfare	
Classification	Reading List entry	Electronic*
Essential	Van Wees, H. 2004. <i>Greek Warfare: Myths and Realities</i> . London: Duckworth.	☐
Essential	Hanson, V. D. 1991. <i>Hoplites: The Classical Greek Battle Experience</i> . London: Routledge.	☒
Essential	Morrison, J. S. 1986. <i>The Athenian Trireme</i> . Cambridge: Cambridge University Press.	☐
Further	Goldsworthy, A. K. 1996. <i>The Roman Army at War: 100 BC—AD 200</i> . Oxford: Clarendon Press.	☐
Further	Erdkamp, Paul. 2007. <i>Companion to the Roman Army</i> . Oxford: Blackwell.	☒
Further	Rich, J. and Shipley, G. 1993. <i>War and Society in the Roman World</i> . London: Routledge.	☒
Further	Anderson, J.K. 1991. 'Hoplite Weapons and Offensive Arms' in Hanson, V. D. <i>Hoplites: The Classical Greek Battle Experience</i> . London: Routledge. pp.13-37.	☒
Further	Gaebel, R. E. 2002. <i>Cavalry Operations in the Ancient Greek World</i> . Norman: University of Oklahoma Press	☒
Further	De Ste. Croix, G., Harvey, D., and Parker, R. (2004). <i>Athenian Democratic Origins and Other Essays</i> . Oxford: Oxford University Press.	☒
Further	Kallet, L. 1993. <i>Money, Expense, and Naval Power in Thucydides' History 1-5.24</i> . Berkeley: University of California Press.	☐

Further	Munn, M. 1993. <i>The Defense of Attica: The Dema Wall and the Boiotian War of 378-375 B.C.</i> Berkeley: University of California Press.	☐
Further	Rosen, R. M. and Sluiter, I. 2003. <i>Andreia: Studies in Manliness and Courage in Classical Antiquity.</i> Leiden: Brill.	☐
Further	Erskine, Andrew. <i>A Companion to the Hellenistic World</i> (Oxford: Blackwell Publishing, 2003).	☒

Module Code	HPHI6909
Title	Tyranny and Revolution in the Ancient World
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To enable students to identify and critically discuss ancient constitutions and their relationship to conflict in ancient societies.

LEARNING OUTCOMES

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

- demonstrate sophisticated critical knowledge and detailed understanding of the different types of constitutions in the ancient world, including their social and economic impact and modern scholarly debates;
- demonstrate the ability to critically evaluate in depth the main relationships between constitutional change and internal and external conflict;
- systematically present a sustained argument about the reasons and consequences of the main modern views and debates on ancient constitutions and social conflict.

INDICATIVE CONTENT

This module explores the political structures of ancient societies. It places emphasis on different types of constitutions and how these related to (and became sources of) conflict in ancient societies.

Topics covered could include:

- Main types of ancient constitutions
- The concept of stasis
- Imperial effects on constitutions
- Revolts and rebellions

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	5000 words Eq. (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI6909	
Module Title	Tyranny and Revolution in the Ancient World	
Classification	Reading List entry	Electronic*
Essential	Rhodes, P. J. <i>Ancient Democracy and Modern Ideology</i> (London: Duckworth, 2003).	☐
Essential	Ober, J. <i>The Athenian Revolution: Essays on Ancient Greek Democracy and Political Theory</i> (Princeton, N.J.: Princeton University Press, 1999).	☐
Essential	Syme, R. <i>The Roman Revolution</i> (Oxford: Oxford University Press, 2002).	☒
Further	<i>Origins of Democracy in Ancient Greece</i> , ed. by K.A. Raafaub, J. Ober and R. Wallace (Berkeley: University of California Press, 2000).	☒
Further	Pestaña, J.L. 'Ancient Democracy as a Philosophical Problem in Foucault, Castoriadis and Rancière,' <i>Logos (Universidad Complutense De Madrid. Seminario De Metafísica)</i> 51 (2018): 139-56.	☒
Further	Kyriazis, N. and N. Paparrigopoulos. 'War and Democracy in Ancient Greece,' <i>European Journal of Law and Economics</i> 38.1 (2014): 163-183.	☒
Further	Syme, R. <i>Approaching the Roman Revolution</i> (Oxford: Oxford University Press, 2016).	☒
Further	Gray, B.D. <i>Stasis and Stability: Exile, the Polis, and Political Thought, C. 404-146 BC.</i> (Oxford: Oxford Classical Monographs, 2015).	☒

Module Code	HPHI6910
Title	Crusading in the Middle Ages
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To provide students with detailed knowledge of various aspects and ideas surrounding the crusading movement in the Middle Ages, and an understanding of the different historical opinions and arguments surrounding this period.

LEARNING OUTCOMES

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

- demonstrate sophisticated understanding of the history and historiography of the Crusades, and an ability to critically evaluate scholarly debates surrounding the Crusades
- demonstrate an ability to critically evaluate the motivations of Crusaders, how they perceived themselves and how they were perceived by others, and how scholarly interpretations of these things have changed over time.

INDICATIVE CONTENT

This module explores the rich, yet intellectually challenging, period of the Crusades in the Middle Ages. It introduces students to key historical sources for this period of history, and the main problems of interpretation. It traces the evolution of crusading as a military, religious, social and political phenomenon and examines case studies in a variety of chronological and geographical contexts. An emphasis will be placed on the long-term influence of the Crusades, and their ongoing geopolitical legacies.

Topics could include

- What were the Crusades?
- Crusade Historiography: from the first crusading historian to the present
- Origins of the Crusading Movement
- The First Crusade
- Crusaders on Themselves and the Crusaders according to others
- Victims according to the Crusaders and Victims in their Own Words
- Settlers: Eastern and Western perspectives
- Settlers: The Military Orders
- 1187: The Battle of Hattin and The Fall of Jerusalem
- Crusading Heroes and Villains
- *Reconquista* and Albigensian Crusade
- The Fourth Crusade
- Crusading in the Later Middle Ages
- Long-term Legacies of the Crusades

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam
 ☒ Coursework
 ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 5,000 words (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI6910	
Module Title:	Crusading in the Middle Ages	
Classification	Reading List Entry	Electronic*
Essential	Phillips, J., <i>Holy Warriors: A Modern History of the Crusades</i> (London: Vintage, 2009)	☒
Essential	Riley-Smith, J., <i>The Crusades: A Short History</i> (London: Athlone, 2005)	☒
Essential	Hillenbrand, C. <i>The Crusades: Islamic Perspectives</i> , 3 rd ed. (Edinburgh: Edinburgh University Press, 2017).	☐
Essential	<i>Crusades and Memory: Rethinking Past and Present</i> , ed. by M. Cassidy-Welch and A. E. Lester (Abingdon: Routledge, 2015).	☒
Essential	Phillips, J., <i>Defenders of the Holy Land: Relations between the Latin East and the West, 1119-1187</i> (Oxford: Clarendon, 1996).	☒
Essential	<i>Gendering the Crusades</i> , ed. by S.B. Edgington and S. Lambert (Cardiff, 2001)	☐

Further	<i>Letters from the East Crusaders, Pilgrims and Settlers in the 12th-13th Centuries</i> , ed. and trans. by M. Barber and K. Bate (Farnham: Ashgate Publishing Ltd, 2013).	☒
Further	<i>Emotions in a Crusading Context, 1095—1291</i> , ed. by Spencer, S.J. (Oxford: Oxford University Press, 2019).	☒
Further	Cole, P.J <i>The Preaching of the Crusades to the Holy Land, 1095—1270</i> (Cambridge, Mass: Medieval Academy of America, 1991).	☒
Further	France, J. <i>The Crusades and the Expansion of Catholic Christendom, 1000—1714</i> (London: Routledge, 2005)	☒
Further	Tanner, N.P. <i>The Church in the Later Middle Ages</i> (I.B. Tauris: London, 2008).	☐
Further	Folda, J. <i>Crusader Art in the Holy Land: From the Third Crusade to the Fall of Acre, 1187—1291</i> (Cambridge: Cambridge University Press, 2005)	☐
Further	Nicholson, H.J. <i>The Knights Templar: A New History</i> (Stroud: History Press, 2001).	☐
Further	Burl, A. <i>God's Heretics: The Albigensian Crusade</i> (Stroud: History Press, 2002).	☐
Further	Möhring, H. <i>Saladin, the Sultan and his Times, 1138—1193</i> (Baltimore: Johns Hopkins University Press, 2008)	☐
Further	Gillingham, J. <i>The Angevin Empire</i> (London: Arnold, 2001)	☐
Further	Kienzle, B. <i>Cistercians, Heresy, and Crusade in Occitania, 1145-1229: Preaching in the Lord's Vineyard</i> (Woodbridge: Broydell, 2001)	☒
Further	O'Shea, S. <i>The Perfect Heresy: The Revolutionary Life and Death of the Medieval Cathars</i> (London: Profile Books, 2001)	☒
Further	Roach, A. <i>The Devil's World: Heresy and Society, 1100—1300</i> (Harlow: Parson, 2005)	☐
Further	Phillips, J. <i>The Fourth Crusade and the Sack of Constantinople</i> (London: Jonathan Cape, 2005)	☒
Further	Lay, S. <i>The Reconquest Kings of Portugal: Political and Cultural Reorientation on the Medieval Frontier</i> (Basingstoke: Palgrave Macmillan, 2009)	☒
Further	Hurlock, K. <i>Wales and the Crusades c. 1095—1291</i> (Cardiff : University of Wales Press, 2011).	☒

Module Code	HHP6902
Title	Dissertation
Date	05/05/2021
Level	6
Credits	40
Pre-Requisites	

AIM(S)

- To enable the student to undertake an independent research project.
- To enable the students to identify an appropriate and meaningful research question, and to develop appropriate methodological and theoretical approaches to answer this research question.

LEARNING OUTCOMES

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

- Identify a suitable topic and question for in-depth research.
- Construct and manage a sizeable body of raw data drawn from extensive research amongst source materials.
- Critically evaluate that body of raw data, drawing interpretations and conclusions that are informed and rooted in the original research.
- Embed those ideas and conclusions within a framework of established scholarly writing and theoretical explanation.
- Write up the results of personal research in a clear, structured and extended format

INDICATIVE CONTENT

- Students will conceive, plan, research and complete independent research on the topic of their choice.
- Supervision can include preliminary work in identifying a topic, group seminars and individual tutorials which do not exceed 20 hours.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	20	5
Independent learning	380	95
Placement learning		
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Eq to 2000 words	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Dissertation	10,000 words	90%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHP6902	
Module Title	Dissertation	
Classification	Reading List entry	Electronic*
Essential	As per individual topic	☐

Module Code	HHP6904
Title	God and the World: The Cosmos in Religious & Ethical Perspective
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To introduce students to major thinkers on the relationship between God and the world and read key texts on the religious and moral significance of the world and its order.
- To survey key debates on God's relation to the world and evaluate its significance.

LEARNING OUTCOMES

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

- Critically consider leading figures on the question in philosophy and theology.
- Analyse key disputes about God & the World in different eras.
- Outline key concepts informing thought on the creation of the world, the natural order, and its moral and religious significance.
- Critically assess the logics used to describe differentiate and relate the transcendent to the immanent.

INDICATIVE CONTENT

- The nature of the knowledge of God, and how human language refers to the transcendent.
- Survey different perspectives on whether, or in what manner, the created order reveals God.
- Examination of various traditions on the origin of the universe.
- Discussion of the "natural order", and the nature of God's agency within that order.
- Exploration of the moral and ethical significance of nature in a variety of different intellectual traditions.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	6000 words equivalent (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHP6904	
Module Title	God and the World: The Cosmos in Religious & Ethical Perspective	
Classification	Reading List entry	Electronic*
Essential	Anselm, <i>Monologion</i> . Available Online.	☒
Essential	Aquinas, <i>Summa Contra Gentes</i> . Available Online.	☒
Essential	Aquinas, <i>Summa Theologica</i> . Available Online.	☒
Further	Bonaventure, <i>Breviloquium</i> (St Bonaventure University, 2005).	☐
Further	Richard of St Victor, <i>On the Trinity</i> (Cascade, 2011).	☐
Further	Duns Scotus, <i>De Primo Principio</i> . Available Online.	☐
Further	Abu Isa al-Warraq, "Against the Trinity" in <i>Anti-Christian Polemic in Early Islam</i> (Cambridge University Press, 1992).	☐
Further	<i>The Philosophy and Theology of Averroes</i> . Available Online.	☐
Further	David Burrell, <i>Knowing the Unknowable God: Ibn Sina, Maimonides, Aquinas</i> (University of Notre Dame, 1987).	☐
Further	van Nieuwenhove, <i>An Introduction to Medieval Theology</i> (Cambridge University Press, 2012).	☐

Module Code	HPPH6905
Title	The Ethics of Violence
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To engage students in a critical analysis of the ethics of violence.

LEARNING OUTCOMES

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

- Demonstrate the ability to understand and critically analyse key concepts and arguments in the ethics of violence;
- Demonstrate the ability to apply ethical theory in the critical analysis of 'real world' accounts of violence.

INDICATIVE CONTENT

- The Ethics of War
- The Use of Artificial Intelligence in War
- Violence in Popular Culture
- The Ethics of Torture

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 5000 words (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH6905	
Module Title	The Ethics of Violence	
Classification	Reading List entry	Electronic*
Essential	Orend, B. 'War' in <i>The Stanford Encyclopedia of Philosophy</i> (Stanford, CA: Stanford University Press, 2008)	☒
Essential	Nagel, T. 'War and Massacre', <i>Philosophy and Public Affairs</i> , 1:2 (Winter, 1972)	☒
Essential	Moseley, Alexander, 'The Philosophy of War,' <i>Internet Encyclopedia of Philosophy</i>	☒
Further	Norman, R. <i>Ethics, Killing and War</i> , (Cambridge: University of Cambridge, 1995)	☐
Further	Walzer, M. <i>Just and Unjust Wars</i> , (Oxford: Clarendon Press, 2009)	☐
Further	Anscombe, G.E.M, 'War and Murder', in <i>Nuclear Weapons: A Catholic Response</i> , ed. by W. Stein (London and New York, 1961)	☒
Further	McMahan, J. <i>Killing in War</i> , (Oxford: Oxford University Press, 2009)	☐
Further	Leveringhaus, A. <i>Ethics and Autonomous Weapons</i> , (Oxford: Palgrave Pivot, 2015)	☐

Module Code	HPRS6902
Title	Theology and Inter-religious Encounter
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To explore the nature of theological approaches to interreligious encounter from within the Christian tradition.
- To introduce a variety of Christian responses to religious plurality in contemporary society.

LEARNING OUTCOMES

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

- Identify and critically discuss the reasons why interreligious encounter is a concern of Christian theology;
- display critical knowledge of differing theological approaches to aspects of interreligious encounter;
- critically assess and describe specific characteristics of the main approaches to religious diversity within the Christian tradition.

INDICATIVE CONTENT

- What is interreligious encounter?
- Resources for a Christian response.
 - Scripture.
 - Tradition.
 - Reason.
- Christian Approaches to Interreligious Encounter.
 - Exclusivism.
 - Inclusivism.
 - Pluralism.
 - Particularism.
- Alternative contexts.
 - Practice.
 - Culture.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Encyclopedia Article	2,000 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS6902	
Module Title	Theology and Inter-religious Encounter	
Classification	Reading List entry	Electronic*
Essential	Hedges, P & Race, A., <i>SCM Core Text: Christian Approaches to Other Faiths</i> . (London: SCM Press, 2008)	☒
Essential	Knitter, P & Hick, J., <i>The Myth of Christian Uniqueness</i> . London: SCM Press, 2012)	☐
Essential	D'Costa, G., <i>Christian Uniqueness Reconsidered</i> . (New York: Orbis Books, 1977)	☐
Further	Cohen, C & Numbers R., <i>Gods in America</i> . (Oxford: Oxford University Press, 2013)	☒
Further	Hedges, P., <i>Controversies in Interreligious dialogue and the Theology of Religions</i> . (London: SCM Press, 2010)	☐
Further	Cornille, C., <i>The Impossibility of Interreligious Dialogue</i> . (New York: Crossroads, 2008)	☐
Further	Keller, C & Schenieder L., <i>Polydoxy</i> . (London: Routledge, 2011)	☒
Further	D'Costa, G., <i>The Meeting of Religions and the Trinity</i> . (New York: Orbis Books, 2000)	☐

Further	Griffiths, P., <i>Christianity Through Non-Christian Eyes</i> . (New York: Orbis Books, 1990)	☐
Further	Cheetham, D., <i>Ways of Meeting and the Theology of Religions</i> . (London: Routledge, 2013)	☐

Module Code	HPRS6903
Title	Religion in Latin America
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To enable students to critically discuss the complexity of the religious landscape in Latin America, past and present

LEARNING OUTCOMES

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

- Assess critically key debates in the current study of religions in Latin America
- Evaluate Latin American religions within their historical and social context

INDICATIVE CONTENT

- features of Ancient religions in Latin America
- characteristics of Amazonian religions
- the colonial conquest of Latin America from a religious perspective
- The adaptation of African beliefs in the Americas
- Vernacular Christianity in Latin America today

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Eq. To 5,000 words (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS6903	
Module Title	Religion in Latin America	
Classification	Reading List entry	Electronic*
Essential	Taussig, M.T., <i>The Devil and Commodity Fetishism in South America</i> (Chapel Hill: University of North Carolina Press, 1980).	☒
Essential	Schmidt, Bettina E. and S. Engler (eds), <i>Handbook of contemporary religions in Brazil</i> (Brill Handbook on Contemporary religions) Leiden: Brill, 2016	☒
Essential	MacCormack, S. <i>Religion in the Andes: vision and imagination in early colonial Peru</i> . Princeton: Princeton Univ. Press, 1991.	☒
Further	Gossen, León Portilla, & Gossen, Gary H. (1993). <i>South and Meso-American native spirituality : from the cult of the feathered serpent to the theology of liberation</i> . Crossroad.	☐
Further	Chesnut, R. A. (1997). <i>Born again in Brazil : the Pentecostal boom and the pathogens of poverty</i> . Rutgers University Press.	☐
Further	Thompson, Charles D., 'The unwieldy promise of ceremonies: The case of the Jakalteko Maya's Dance of the Conquest'. In: <i>Indigenous Religions, a companion</i> , ed. by G. Harvey. London: Cassell, 2000, pp.190-203.	☒
Further	Friffith, R.M, Savagem B.S. (eds.), <i>Women and religion in the African diaspora: knowledge, power, and performance</i> . Baltimore: John Hopkins University Press, 2006.	☐
Further	Zachhuber, Johannes and Julia Meszaros (eds.), <i>Sacrifice and Modern Thought</i> . Oxford: Oxford University Press, 2013.	☒
Further	Viveiros de Castro, E.B., <i>From the enemy's point of view: Humanity and divinity in an Amazonian society</i> . Chicago: Univ. of Chicago Press, 1992.	☐
Further	Chesnut, R. A. (2012). <i>Devoted to Death</i> . In <i>Devoted to Death</i> . Oxford University Press.	☒

Module Code	HPRS6904
Title	Confessing with Saint Augustine: God and Religion in the Twilight of the Roman Empire
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To survey the biography of St Augustine of Hippo and assess Augustine's place within the world of late Antiquity/early Middle Ages.
- To introduce students to Augustine's thought by means of his writings, particularly the Confessions, and examine the reception of Augustine in the Western thought.

LEARNING OUTCOMES

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

- Identify and critically discuss key events in Augustine's life.
- Define, summarise and critically analyse significant themes and concepts in Augustine's writings.
- Critically assess the influence of Augustine's career in terms of his influence on Western thinkers.

INDICATIVE CONTENT

- The life of Augustine, including the major accomplishments and controversies of his career, and his place in the late Antique and early Medieval worlds.
- The structure, content, and reception of one of Augustine's most influential writings, The Confessions.
- The concepts and structures of Augustine's thought.
- The various readers of Augustine, historical and modern.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	6000 words equivalent (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS6904	
Module Title	Confessing with Saint Augustine: God and Religion in the Twilight of the Roman Empire	
Classification	Reading List entry	Electronic*
Essential	Augustine, <i>Confessions</i> , trans. Henry Chadwick (Oxford World Classics, 2008).	☒
Essential	Peter Brown, <i>Augustine of Hippo: A Biography</i> (University of California, 2013).	☐
Essential	Augustine, <i>City of God</i> , Book XIX	☒
Further	O'Donnell, <i>Augustine's Confessions: Commentary</i> , vols. 2-3 (OUP, 2012)	☐
Further	Fitzgerald, <i>Augustine Through the Ages: An Encyclopaedia</i> (Eerdmans, 2009).	☐
Further	Rowan Williams, <i>On Augustine</i> (Bloomsbury, 2016).	☐
Further	Robin Lane Fox, <i>Augustine: Conversions and Confessions</i> (Penguin, 2016).	☐
Further	O'Donovan, <i>The Problem of Self-Love in Augustine</i> (Wipf & Stock, 2006).	☐
Further	Burnaby, <i>Amor Dei: A Study of the Religion of St Augustine</i> (Canterbury Press, 2012).	☐

Module Code	HPRS6907
Title	Interpreting the Hebrew Bible from Contemporary Perspectives
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	Introduction to the Hebrew Bible

AIM(S)

- To analyse critically a range of contemporary critical approaches to the Hebrew Bible and its interpretation and engage with the praxis of biblical interpretation and the ways in which such interpretation is dependent on cultural context

LEARNING OUTCOMES

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

- Engage critically with a range of strategies employed in the interpretation of the Hebrew Bible
- Critically apply contemporary methods of interpretation to a selection of texts from the Pentateuch, Prophets, the Psalms and Wisdom Literature

INDICATIVE CONTENT

- Social-scientific models for interpreting biblical texts
- The Hebrew Bible and gender studies
- Postcolonial criticism and Black theology
- Queer theory and the Hebrew Bible
- Ecological-critical approaches: Creation Narratives and Prophetic Texts
- Reception history and the 'afterlives' of biblical texts
- The use of the Hebrew Bible in political discourse
- The Hebrew Bible in popular culture

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
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2 x Textual analysis	1000 words x 2	40%
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Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3000 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS6907	
Module Title	Interpreting the Hebrew Bible from Contemporary Perspectives	
Classification	Reading List entry	Electronic*
Essential	Barton, John (ed.), <i>The Cambridge Companion to Biblical Interpretation</i> (Cambridge: Cambridge University Press, 2006).	☒
Essential	Brown William P. (ed.), <i>Engaging Biblical Authority: Perspectives on the Bible as Scripture</i> (Louisville, Kentucky: Westminster John Knox Press, 2007).	☐
Essential	Chapman, Stephen B. and Marvin Sweeney (eds), <i>The Cambridge Companion to the Hebrew Bible/Old Testament</i> (Cambridge: Cambridge University Press, 2016).	☒
Further	Brenner Athalya and Carole Fontaine (eds.), <i>A Feminist Companion to Reading the Bible: Approaches, Methods and Strategies</i> (Sheffield: Sheffield Academic Press, 2013).	☒
Further	Crossley, James G., <i>Harnessing Chaos: The Bible in English Political Discourse since 1968</i> (London and New York: T&T Clark/Bloomsbury, 2014).	☒
Further	Culbertson, Philip, and Wainwright, Elaine M., <i>The Bible in/and Popular Culture: A Creative Encounter</i> , Society of Biblical Literature Semeia Studies (Atlanta: Society of Biblical Literature, 2010).	☒
Further	Dawn, Maggi, <i>The Writing on the Wall: High Art, Popular Culture and the Bible</i> (London: Hodder and Stoughton, 2012).	☐
Further	Dell, Katharine and Paul M. Joyce (ed), <i>Biblical Interpretation and Method: Essays in Honour of John Barton</i> (Oxford: Oxford University Press, 2013).	☒
Further	Guest, Deryn, Robert E. Goss et al. (eds.), <i>The Queer Bible Commentary</i> (London: SCM Press, 2015).	☒
Further	Habel, Norman, <i>An Inconvenient Text: Is a Green Reading of the Bible Possible?</i> (Adelaide: ATF Press, 2009).	☒

Further	Horrell, David G., <i>The Bible and the Environment: Towards a Critical Ecological Biblical Theology</i> (London: Equinox, 2010).	☒
Further	Horrell, David G., Cheryl Hunt, Christopher Southgate, and Francesca Stavrakopoulou (eds.), <i>Ecological Hermeneutics: Biblical, Historical and Theological Perspectives</i> (London: T & T Clark, 2010).	☐
Further	Lieb, Michael, Emma Mason, and Jonathan Roberts (eds.), <i>The Oxford Handbook of the Reception History of the Bible</i> (Oxford: Oxford University Press, 2011).	☒
Further	Moore, Stephen D., <i>God's Beauty Parlor: And Other Queer Spaces in and Around the Bible, Contraversions: Jews and Other Differences</i> (Stanford, CA: Stanford University Press, 2002).	☐
Further	Newsom, Carol A., Sharon Ringe and Jacquelin E. Lapsley (eds), <i>Women's Bible Commentary</i> (3 rd edition; Louisville: Westminster John Knox Press, 2012).	☐
Further	Rowland, Christopher, and Jonathan Roberts, <i>The Bible for Sinners: Interpretation in the Present Time</i> (London: SPCK, 2008).	☐
Further	Setzer, Claudia and David A. Shefferman (eds.), <i>The Bible and American Culture: A Sourcebook</i> (Abingdon, Oxon: Routledge, 2011).	☐
Further	Sherwood, Yvonne (ed.), <i>The Bible and Feminism: Remapping the Field</i> (Oxford: Oxford University Press, 2017).	☐
Further	Soulen, Richard N. and R. Kendall Soulen, <i>Handbook of Biblical Criticism</i> (Fourth Edition; Louisville, Kentucky: Westminster John Knox Press, 2011).	☐
Further	Sugirtharajah, R. S., <i>The Bible and Empire: Postcolonial Explorations</i> (Cambridge: Cambridge University Press, 2009).	☒

Module Code	HPRS6908
Title	Travelling with Luke: A Journey through Luke-Acts
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	Introduction to the New Testament

AIM(S)

- To examine the content and context of the Gospel of Luke and the Book of Acts as a two-volume narrative of the history of the early Christian movement.
- To assess critically the significance of these documents as theological narratives in their cultural and socio-historical contexts.

LEARNING OUTCOMES

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

- Evaluate critically texts from the Gospel of Luke and the Book of Acts in light of their historical function for the early Christ-movement.
- Discuss critically the methodological issues concerning theological and socio-historical-critical interpretations of texts from Luke-Acts.
- Analyse Luke-Acts with the aid of a range of critical methods and approaches.

INDICATIVE CONTENT

- The Gospel of Luke and the Book of Acts in their first-century socio-cultural context
- The structure of Luke-Acts as a narrative unity
- Beginnings: the opening of the Gospel of Luke and its infancy narratives
- The public ministry of the Lukan Jesus
- Disciples and Pharisees
- Jerusalem and the passion narratives
- The ending of the Gospel and the beginning of Acts
- The Spirit at work
- Crossing boundaries in Acts
- The Jerusalem Council and the role of Paul
- The spread of the Christ-movement and the end of Acts

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Textual analysis	1500 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3500 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS6908	
Module Title	Travelling with Luke: A Journey through Luke-Acts	
Classification	Reading List entry	Electronic*
Essential	Balch, David, 'Luke', in <i>Eerdmans Commentary on the Bible</i> , in eds. James D.G. Dunn and John W. Rogerson (Grand Rapids: W.B. Eerdmans, 2021), 1082-139.	☐
Essential	Carey, Greg, <i>Luke: An Introduction and Study Guide</i> (London: Bloomsbury T&T Clark, 2017).	☒
Essential	Matthews, Shelly, <i>The Acts of the Apostles: An Introduction and Study Guide</i> (London: Bloomsbury T&T Clark, 2017).	☒
Essential	Shillington, V.G., <i>An Introduction to the Study of Luke-Acts</i> (London: Bloomsbury T&T Clark, 2015).	☒
Further	Alexander, Loveday, <i>The Preface to Luke's Gospel: Literary Convention and Social Context in Luke 1:1-4</i> (Cambridge: Cambridge University Press, 1993).	☒
Further	Brown, Raymond E., <i>The Birth of the Messiah: A Commentary on the Infancy Narratives</i> (3 rd edition; New Haven: Yale University Press, 2007).	☐
Further	Green, Joel B., <i>The Gospel of Luke</i> (Grand Rapids: W.B. Eerdmans, 1997).	☒
Further	Hatina, Thomas R., <i>Biblical Interpretation in Early Christian Gospels: Luke</i> (London: Bloomsbury, 2010).	☒
Further	Johnson, Luke T., <i>The Acts of the Apostles</i> , Sacra Pagina (Liturgical Press, 1997).	☒
Further	Marguerat, Daniel, <i>The First Christian Theologian: Writing 'the Acts of the Apostles'</i> (Cambridge: Cambridge University Press, 2009).	☒

Further	Tyson, Joseph B., <i>Images of Judaism in Luke-Acts</i> (Columbia: University of South Carolina Press, 2010).	☐
Further	Wolter, Michael, <i>The Gospel according to Luke</i> , 2 volumes (Waco: Baylor University Press, 2017, 2018).	☐

Module Code	HPRS6911
Title	Study Skills and Research Methods in Bible and Theology
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIMS

- To equip students with the key skills necessary for study at Level 6.
- To equip students with the requisite knowledge and skills to undertake independent research and to reflect critically upon it.

LEARNING OUTCOMES

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

- Apply established scholarly guidelines critically, including presentation and submission of work, research and study techniques, working independently and referencing material;
- Employ and evaluate various techniques for acquiring, handling, organising and communicating different types of data;
- Plan, design, manage and deliver an independent research project.

INDICATIVE CONTENT

- Planning work in an effective and efficient manner;
- Identifying resources and options for learning;
- Acquiring, selecting and collating information from a range of sources;
- Using standard library tools and on-line resources (including bibliographies);
- Using IT and electronic resources effectively to enhance study options and approaches;
- Structuring essays and reports;
- Presenting work in clear, coherent and logical arguments with good grammar;
- Introducing the critical study of the Bible;
- Introducing the critical study of Theology;
- Preparing for the Independent Project.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
critique of a biblical or theological website	1000 words	20%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
annotated bibliography based on a specific biblical or theological theme	2000 words	40%

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
report based on the accessing of online concordances and different biblical translations	2000 words	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS6911	
Module Title	Study Skills and Research Methods in Bible and Theology	
Classification	Reading List entry	Electronic*
Essential	Barton, J. (2010), <i>The Bible: The Basics</i> (London: Routledge).	☐
Essential	Brian, A. (1996), <i>Research Skills for Students</i> (London: Routledge).	☐
Essential	Chryssides, G. (2007), <i>The Study of Religions: An Introduction to Key Ideas and Methods</i> (London: Bloomsbury).	☐

Essential	Cottrell, S. (2013), <i>The Study Skills Handbook</i> (4th edition, Basingstoke: Palgrave Macmillan).	☒
Essential	Higton, M. (2008), <i>SCM Core Texts: Christian Doctrine</i> (London: SCM).	☐
Essential	Sumney, J. L. (2010), <i>The Bible: An Introduction</i> (Minneapolis: Fortress Press).	☐
Further	Cottrell, S. (2008), <i>Thinking Skills</i> (Basingstoke: Palgrave Macmillan).	☐
Further	Dunleavy, P. (1999), <i>University Study Skills</i> (Basingstoke: Palgrave Macmillan).	☐
Further	McGrath, A. E. (2011), <i>Christian Theology: An Introduction</i> (5th ed., Oxford: Wiley-Blackwell).	☐
Further	Moyise, S. (2004), <i>Introduction to Biblical Studies</i> (2nd ed., London: T & T Clark).	☒
Further	Peck, J and Coyle, N. (1999), <i>The Student's Guide to Writing</i> (Basingstoke: Palgrave Macmillan).	☐
Further	Wiska, G. (2009), <i>The Undergraduate Research Handbook</i> (Basingstoke: Palgrave Macmillan).	☐
	Journals:	
Further	Biblical Interpretation	☒
Further	Journal for the Study of the Old Testament	☒
Further	Journal for the Study of the New Testament	☒
	Websites	
Further	Society of Biblical Literature www.sbl-site.org	☒
Further	Society for the Study of the Old Testament www.sots.ac.uk	☒
Further	Old Testament Gateway www.otgateway.com	☒
Further	New Testament Gateway www.ntgateway.com	☒

Module Code	HPRS6912
Title	Independent Project
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIMS

- To provide students with an opportunity to bring together theories and concepts developed in previous modules in order to investigate in some depth a topic of their choice within their subject area through independent research with guidance from a supervisor.
- To develop students' research skills and ability through a guided programme of independent research.

LEARNING OUTCOMES

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

- Demonstrate an ability to apply appropriate research methods and tools to pursue the chosen line of research;
- Demonstrate an ability to identify and engage critically with appropriate primary and secondary resources;
- Demonstrate an ability to develop a clear line of argumentation and analysis on the basis of new research and existing scholarship.

INDICATIVE CONTENT

- Students have the opportunity to undertake a research project on a topic of their own choice in consultation with the Programme Director. Students are required to submit a proposal on the basis of which they will be assigned to an appropriate supervisor. The supervisor will advise on the viability of the proposed topic, the availability of the necessary resources for the proposed research, and the relevance of the chosen topic to the degree programme. Students will be expected to consult with their supervisor at agreed times, in order to note progress and seek advice on specific aspects of their research.
- Supervision can include preliminary work in identifying a topic, group seminars and individual tutorials which do not exceed 20 hours.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Proposal for Independent Project	1000 words	20%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Independent Project	5000 words	80%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS6912	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S. (2005), <i>Critical Thinking Skills: Developing effective Analysis and Argument</i> (Basingstoke: Palgrave).	☒
Further	Brown, S. G. (2008), <i>A Guide to Writing Academic Essays in Religious Studies</i> (London: Continuum).	☐
Further	Zissner, W., <i>On Writing Well</i> (6 th ed., New York: HarperCollins).	☐

**** A specific booklist will be prepared by the student and supervisor tailored to the individual subject.**

