

MODULE DIRECTORY

LEVEL 4

ACADEMIC DISCIPLINE OF HUMANITIES

INSTITUTE OF EDUCATION AND HUMANITIES

2025-2026

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INTRODUCTION

This Module Directory includes all the modules for Level 4 within the Academic Discipline of Humanities in the academic year 2025-2026.

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

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

MODULES

Module Code	HPAN4015
Title	Anthropology Today
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with a critically engaged overview of what anthropologists do and how anthropology has developed into what it is today.

LEARNING OUTCOMES

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

- knowledge of the history, development and diversification of anthropology, and its value in producing social commentary that exposes uncomfortable truths and advances innovation in thought and practice;
- a basic understanding of various ideas, theoretical concepts and the methods of central importance to anthropology;
- an understanding of a range of ethnographic examples and debates that illustrate some of the social, cultural and ethical dilemmas experienced by practicing anthropologists.

INDICATIVE CONTENT

- This module will explore aspects of the history of anthropology, beginning with the discipline's humble and problematic beginnings as the 'handmaiden of colonialism' and culminating in a consideration of the important roles that anthropologists play in the contemporary world.
- Students will be introduced to some of the prominent social theorists who helped shape the discipline, and will explore how Eurocentric biases and assumptions have been challenged and rejected. . Consideration will be given to the social, political, historical and economic contexts which led to the formulation of these ideas, and discussions will focus on what directions the discipline has taken (e.g.: militant and barefoot anthropology, multispecies ethnography) and might take in the future.
- In addition, consideration of key thematic areas within anthropology, will provide students with a framework to understand culture and social life: to give students insight into the breadth of this academic discipline.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 4 pieces, equivalent 4,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPAN4015	
Module Title	Anthropology Today	
Classification	Reading List entry	Electronic*
Essential	Eriksen, T.H. 2015 (4th ed). <i>Small Places, Large Issues: An Introduction to Social and Cultural Anthropology</i> London: Pluto Press	☐
Essential	Weston, G and Djohari, N. 2020 <i>Anthropological Controversies: the crimes and misdemeanours that shaped a discipline</i> Taylor and Francis	☐
Essential	Wesch, M 2018. <i>The Art of Being Human: A Textbook for Cultural Anthropology</i> https://open.umn.edu/opentextbooks/textbooks/the-art-of-being-human-a-textbook-for-cultural-anthropology	☒
Essential	Elliott D., and Culhane, D. 2017 <i>A Different Kind of Ethnography: imaginative practices and creative methodologies</i> Toronto: Toronto University Press	☐

Essential	Scheper-Hughes, N. 1995 <i>The Primacy of the Ethical: Propositions for a Militant Anthropology</i> Current Anthropology, Vol. 36, No. 3 pp.409-440	☐
Essential	Kirksey, E. (ed) 2014 <i>The Multispecies Salon</i> Duke University Press	☐
Further	Douglas. M. (1978) 1996. <i>Natural Symbols: explorations in cosmology</i> , London: Routledge 291.37 DOU	☐
Further	Turner. V. 1967. <i>The Forest of Symbols: aspects of Ndembu ritual</i> , Ithaca: Cornell University Press 301.296894 TUR	☐
Further	Evans-Pritchard, E.E. 1937. <i>Witchcraft, Oracles and Magic Among The Azande</i> . Oxford: Clarendon Press. Chapters 1-4	☐
Further	Carsten, J. (ed.) 2000. <i>Cultures of Relatedness: New Approaches to the Study of Kinship</i> . Cambridge: Cambridge University Press	☐
Further	Holy, L. 1996. <i>Anthropological Perspectives on Kinship</i> . London: Pluto Press.	☐
Further	Rosaldo.M and Lamphere.L, (eds), 1974 <i>Women, Culture and Society</i> , California: Stanford University Press	☐
Further	Bowie. F, 2001. <i>The Anthropology of Religion</i> , Oxford: Blackwell	☐
Further	Mauss, M. 1954. <i>The Gift: Forms and Functions of Exchange in Archaic Societies</i> (trans.) I. Cunnison. London: Coehn & West.	☐
Further	Malinowski, B. 1922. <i>Argonauts of The Western Pacific: An Account of Native Enterprise and Adventure in The Archipelagoes of Melanesian New Guinea</i> . London: Routledge & Kegan Paul.	☐
Further	Chagnon, N. 1983 – <i>The Fierce People</i> (1 st eds); <i>Yanomami</i> (further editions)	☐
Further	Tierney, P. 2000 <i>Darkness of El Dorado: how scientists and journalists devastated the Amazon</i>	☐

Module Code	HPAN4017
Title	An Introduction to Ethics
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to key debates and positions in ethics and 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;
- apply ethical theory to moral problems.

INDICATIVE CONTENT

This module will explore the historical development of ethical theories, within both the secular and religious traditions, and examine the ideas and arguments put forward by their main proponents. Potential problems with the theories will be highlighted, and students will explore both how these problems have been addressed within the theories and how the different theories relate to one another. The theories will be applied to real-world problems in order demonstrate the practical application of ethical theory and to critically evaluate them further.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 4 items, equivalent to 4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPAN4017	
Module Title	An Introduction to Ethics	
Classification	Reading List entry	Electronic*
Essential	Rachels, James, <i>The Elements of Moral Philosophy</i> , 3rd Edition, (Boston: McGraw-Hill, 1999)	☐
Essential	Gill, Robin, <i>The Cambridge Companion to Christian Ethics</i> , (Cambridge: Cambridge University Press, 2001)	☐
Essential	Bennett, Christopher, <i>What is this Thing Called Ethics?</i> , (London: Routledge, 2010)	☒
Further	Hinman, Lawrence, M., <i>Ethics: A Pluralistic Approach to Moral Theory</i> , (Fort Worth: Harcourt, 1994)	☐
Further	Smart, J.J.C. & Williams Bernard, <i>Utilitarianism: For and Against</i> , (Cambridge: Cambridge University Press, 1973)	☐
Further	Quinton, Anthony, <i>Utilitarian Ethics</i> , (London: Macmillan, 1973)	☐
Further	Wolfe, Regina & Gudorf, Christine, <i>Ethics and World Religions</i> , (New York: Orbis Books, 1999)	☐

Module Code	HPAR4001
Title	Into the Field
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

- demonstrate a rudimentary knowledge and understanding of the relevant skills involved with field archaeology and excavation;
- understand and reflect upon standard archaeological procedures and conduct in the 'field';
- demonstrate a basic understanding and knowledge of some archaeological systems used for processing and recording data.

INDICATIVE CONTENT

- This module offers students the experience of excavation, which retains a central role within archaeological fieldwork. Students will be involved in the excavation process including the excavation of the site, recording, surveying and where possible finds processing. Students will be introduced to excavation and field techniques, including excavation strategies, planning and recording of site data, along with pre-excavation activities (survey, field walking, mapping etc.). Depending on the site, students will be exposed to and involved in a range of activities which could include the following (this is not proscriptive nor exhaustive).
 - Field walking.
 - Small scale excavation (test pitting).
 - Filling out context recording sheets from excavated areas.
 - Scale drawing in the field (such as plans and sections).
 - Site photography.
 - Finds processing.
 - Site survey.
 - Geophysical survey.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Skills Portfolio	Max 4 items, 4,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPAR4001	
Module Title	Into the Field	
Classification	Reading List Entry	Electronic*
Essential	Shafer-Elliott, C. 2016 <i>The five-minute archaeologist in the southern Levant</i> . Sheffield, UK: Equinox Publishing Ltd	☐
Essential	Greene, K. & Moore, T. 2010. <i>Archaeology an introduction</i> London: Routledge.	☒
Further	Collis, J. 2004. <i>Digging up the Past: an introduction to archaeological excavation</i> . Stroud, Gloucestershire: Sutton.	☐
Further	Drewett, P. L. 2012 <i>Field Archaeology: An introduction</i> . London: U.C.L.	☒

Further	Kipfer, B.A. 2007. <i>The archaeologist's fieldwork companion</i> . Malden, MA; Oxford: Blackwell Pub., 2007.	☐
Further	Carver, M.O.H. 2009. <i>Archaeological investigation</i> . London; New York: Routledge	☐
Further	Roskams, S. P. 2001 <i>Excavation</i> . Cambridge: Cambridge Archaeological Press.	☐
Further	Wilkinson, P. & Kent Archaeological Field School, 2007. <i>Archaeology: what it is, where it is, and how to do it</i> 2nd ed., Oxford: Archaeopress.	☒

Module Code	HPAR4002
Title	Introduction to Archaeology
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to various themes in archaeology from earliest human occupation to the modern period and to basic archaeological terms, concepts and techniques and to present the sequence of the archaeological record, and how this is dated.

LEARNING OUTCOMES

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

- demonstrate an understanding of the surviving material culture, dating and sequencing techniques and knowledge of various sites from prehistory to the modern period;
- demonstrate knowledge of how archaeologists have interpreted the archaeological record;
- link their knowledge of local archaeological sites and material culture to a wider framework of understanding.

INDICATIVE CONTENT

- This module will provide an introductory outline to archaeology, with particular reference to the archaeology of Britain, from the earliest evidence for human occupation to the modern period.
- The module will introduce methodologies archaeologists use to find, record, analyse and date sites.
- Key themes covered in the module include the prehistoric occupation of Britain (Palaeolithic, humans in the Ice Age, upper Palaeolithic caves and art, Mesolithic adaptation to climate change, the Neolithic, ritual landscapes, hillforts and power).
- Themes within historic Archaeology include Roman Britain, early Middle Ages, the emergence of early states, the medieval landscape, modernity, industrial heritage of Britain 1600-1900; and Britain's modern heritage.
- Case studies include nautical archaeology, forensic archaeology, environmental archaeology.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	18%

Independent learning	164	82%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐	Written exam	☒	Coursework	☐	Practical
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Mode of assessment	Volume	Weighting
Essay	2,000 words	50%

Assessment Component 2

☐	Written exam	☒	Coursework	☐	Practical
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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	HPAR4002	
Module Title	Introduction to Archaeology	
Classification	Reading List Entry	Electronic*
Essential	Hunter, J. & Ralston, I. (eds) 2002 <i>The Archaeology of Britain: An introduction from the Upper Palaeolithic to the Industrial Revolution</i> . London: Routledge.	☒
Essential	Scarre, C. 2018 <i>The Human Past: World prehistory & the development of human societies</i> . London: Thames & Hudson.	☒
Essential	Renfrew, C., & Bahn, P. G. 2020 <i>Archaeology: Theories, methods, and practice</i> . New York: Thames and Hudson.	☒

Further	Bintliff, J. L. 2004 <i>A Companion to Archaeology</i> . Malden MA: Blackwell	☒
Further	Bradley, R. 2013 <i>An Archaeology of Natural Places</i> . London: Routledge.	☐
Further	Bahn, P. G. & Renfrew, C. 2005 <i>Archaeology: the key concepts</i> . London: Routledge.	☒
Further	Hodder, I., & Hutson, S. 2003 <i>Reading the Past: Current approaches to interpretation in archaeology</i> . Cambridge: Cambridge University Press.	☒
Further	Holtorf, C. 2007 <i>Archaeology is a Brand!: The meaning of archaeology in contemporary popular culture</i> . Oxford: Archaeopress.	☒
Further	Garrow, D. and Yarrow, T. 2010 <i>Archaeology and anthropology</i> . Oxford: Oxbow Books.	☒
Further	McGuire, R. H. 2008 <i>Archaeology as Political Action</i> . Berkeley: University of California Press.	☒

Module Code	HPAR4010
Title	What makes civilisation?
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce the terms *civilisation*, *society* and *culture* and to explore how these are used in different subjects of the Humanities, to identify the key characteristics of civilisation and to apply the characteristics in case studies from various civilisations of the ancient world.

LEARNING OUTCOMES

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

- demonstrate a basic knowledge and understanding of the terminologies;
- show an awareness of and evaluate the distinctions and similarities of particular cultures and societies.

INDICATIVE CONTENT

- Early civilisations and complex societies – definitions, evidence and interpretations.
- The emergence and collapse of civilizations.
- The materiality of civilisations.
- Discussion of particular characteristics of early civilisations as given by Trigger (2003) with applied case studies: Socio-political organisation, economy, cognitive and symbolic aspects.
- Field trip to museum.
- Ancient civilisations and their relevance for modern lives.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 4 items, equivalent to 4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPAR4010	
Module Title	What makes civilisation?	
Classification	Reading List entry	Electronic*
Essential	Ross, J.C. and S.R. Steadman. 2017. <i>Ancient Complex Societies</i> . Abingdon: Routledge.	☐
Essential	Trigger, B.G. 2003. <i>Understanding Early Civilizations: A Comparative Study</i> . Cambridge: CUP.	☐
Essential	Wengrow, D. 2010. <i>What Makes Civilization? The Ancient Near East and the Future of the West</i> . Oxford: OUP.	☐
Essential	Wenke, R.F.; Olszewski, D.J. 2007 (5 th edition). <i>Patterns in Prehistory: Humankind's First Three Million Years</i> . Oxford: OUP.	☐
Further	Brewer, D.J. 2012. A Cultural Transformation: Explaining or Describing the Past. In: Brewer, D.J. <i>The Archaeology of Ancient Egypt beyond Pharaohs</i> . Cambridge: CUP. pp. 54-78.	☒
Further	Charvát, P. 2013. <i>The Birth of the State: Ancient Egypt, Mesopotamia, India and China</i> . Prague: Karolinum.	☐
Further	Harris, W.H. 2005. <i>Rethinking the Mediterranean</i> . Oxford: OUP.	☐
Further	Renfrew, C.; Bahn, P. 1991 (or any other edition). How Were Societies Organized? Social Archaeology. In: Renfrew, C.; Bahn, P. <i>Archaeology: Theories, Methods and Practice</i> . New York: Thames and Hudson. 153-194	☒
Further	Shaughnessy, E.L. 2005. <i>China: Empire and Civilization</i> . Oxford: OUP	☐
Further	Johnson, M. 1999. Culture as a System. In: Johnson, M. <i>Archaeological Theory: An Introduction</i> . Oxford: Blackwell. 64-84.	☒
Further	Steel, L. 2013. <i>Materiality and Consumption in the Bronze Age Mediterranean</i> . Abingdon: Routledge.	☐

Further	Zinn, K. 2017. Object Biographies and Political Expectations: Egyptian Artefacts, Welsh Heritage and the Regional Community Museum. In: <i>Proceedings of the 11th International Congress of Egyptologists, Florence, Italy 23-30 August 2015</i> . Oxford: Archaeopress, 693-700	☒
Further	Brewer, D.J. 2005. <i>Ancient Egypt: Foundations of a Civilization</i> . Harlow: Pierson.	☐

Module Code	HPAR4011
Title	Doing Archaeology: The Past in Practice
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To ensure students have a clear appreciation and insight into the role and activities of practitioners of archaeology and more broadly the heritage industry relating particularly to museums, archives, heritage centres and local sites and monuments and to encourage students in the acquisition of new skills in engaging with and interpreting varied source materials.

LEARNING OUTCOMES

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

- have a firm knowledge and understanding of practices and methodologies used in archaeology and heritage-based industries;
- identify and interpret a broad range of source material and how this is practised, managed, analysed, packaged, and presented by various institutions;
- demonstrate an appreciation and first-hand knowledge of the issues surrounding the assemblage, storage, and preservation of source material and data;
- demonstrate an awareness and understanding of the wider heritage and heritage-management based issues associated with the study of archaeology and heritage related disciplines.

INDICATIVE CONTENT

- Introduces students to the variety of methodologies that are at the core of the discipline of archaeology and heritage related disciplines.
- Students gain experience of seeing and working with practitioners in the field. This involves fieldtrips and active engagement with local and national practitioners, as exemplars, the National Library of Wales, county museums and archive offices etc.
- Students will be introduced to the circumstances and issues involved with the assemblage, storage, conservation, and interpretation of such material and data and its dissemination to the wider public.
- Encourage students to think about how archaeology is 'done' by different institutions and practitioners.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 4 elements, Equivalent to 4,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPAR4011	
Module Title	Doing Archaeology: The Past in Practice	
Classification	Reading List entry	Electronic*
Essential	Moshenska, G. (2017) <i>Key concepts in public archaeology</i> . London, England: UCL Press.	☒
Essential	Corsane, G. (2005) <i>Heritage, museums and galleries : an introductory reader</i> . London ;: Routledge	☒
Essential	Schofield, J., Carmen, J. and Belford, P. (2011) <i>Archaeological Practice in Great Britain A Heritage Handbook</i> . 1st ed. 2011. New York, NY: Springer New York.	☒
Further	Hill, K. (2012) <i>Museums and biographies : stories, objects, identities</i> . Suffolk: Boydell & Brewer.	☒

Further	Merriman, N. (2004) <i>Public archaeology</i> . London ;: Routledge.	☒
Further	Schlanger, N. and Nordbladh, J. (2008) 'Archives, ancestors, practices archaeology in the light of its history', in. New York: Berghahn Books.	☒
Further	Stevenson, A. (2019) <i>Scattered Finds: Archaeology, Egyptology and Museums</i> . London: UCL Press	☒

Module Code	HPEN4009
Title	Historicising Texts
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to the importance of the cultural contexts of literary production and the inter-relationship between history and literature.

LEARNING OUTCOMES

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

- demonstrate a basic understanding and knowledge of a range of literary texts;
- through academic and/or creative responses, exhibit a basic understanding of some aspects of the relationship between historical cultural contexts and literary production;
- demonstrate the ability to display competence in using the scholarly and/or creative conventions in the presentation and documentation of assessment.

INDICATIVE CONTENT

This module will introduce students to the study of literature at a higher education level, and its particular focus will be on the relationship(s) between texts and different kinds of historical and/or cultural context.

Seminars will pay particular attention to all or some of the following:

- what a reader might bring to a text to be able to make sense of it;
- the historical context(s) of the chosen texts;
- ways in which texts reflect their cultural and historical context;
- ways of understanding the inter-relationship(s) between texts and (historical) context;
- the shifting meanings read into texts across time.

The indicative reading list assumes a focus on Welsh Writing.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 4 items. To the equivalent of 4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPEN4009	
Module Title	Historicising Texts	
Classification	Reading List entry	Electronic*
Essential	Azzopardi, T. <i>The Hiding Place</i> (London: Picador, 2001)	☐
Essential	Davies, S. <i>The Element of Water</i> (London: Women's Press, 2001)	☐
Essential	Meredith, C. <i>Shifts</i> (Bridgend: Seren, 1988)	☐
Essential	Gwynn, R. <i>The Pterodactyl's Wing</i> (Cardigan: Parthian, 2003)	☐
Further	Conran, A. <i>Pigeon</i> (Cardigan: Parthian, 2017)	☐
Further	Dafydd, Ff. <i>Twenty Thousand Saints</i> (Tal-y-bont: Alcemi, 2008)	☐
Further	Evans, M. <i>Country Dance</i> (Cardigan: Parthian, 2006)	☐

Further	Aaron, Jane and Williams, Chris, eds., <i>Postcolonial Wales</i> (Cardiff: University of Wales Press, 2005)	☐
Further	Anderson, Benedict, <i>Imagined Communities</i> (London and New York: Verso, 1991)	☐
Further	Bohata, Kirsti, <i>Postcolonialism Revisited: Writing Wales in English</i> (Cardiff: University of Wales Press 2004)	☐
Further	Entwistle, <u>Alice</u> , <i>Poetry, Geography, Gender: Women Rewriting Contemporary Wales</i> (Cardiff: University of Wales Press - Gender Studies in Wales 2013)	☐
Further	Knight Stephen, <i>A Hundred Years of Fiction</i> (Cardiff: University of Wales Press, 2004)	☐
Further	Peach, Linden, <i>Contemporary Irish and Welsh Women's Fiction: Gender, Desire and Power</i> (Cardiff: University of Wales Press, 2007)	☐

Module Code	HPEN4010
Title	Introduction to the Craft of Writing
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop students' awareness and appreciation of a variety of aspects of writing craft, through close reading, analysis and reflective creative practice.

LEARNING OUTCOMES

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

- display knowledge and understanding, through reading and their own creative practice, of key elements of writing craft;
- demonstrate an ability to reflect critically on the nature of a variety of different aspects of writing craft, through discussion of both published texts, their own work, and that of their peers;
- articulate a nuanced critical awareness of the context in which writing is produced and how individual practice relates to that of predecessors and contemporaries and the conventions of the discipline;
- use the views of others in the development and enhancement of creative practice while developing a generous yet rigorous critical scrutiny in peer review and workshop activities.

INDICATIVE CONTENT

- Each session will involve theoretical reflection and advanced critical analysis and discussion of texts with a focus upon elements of writing craft, but the main emphasis will be on practical writing activities designed to facilitate an understanding of those elements.
- Students will be encouraged to develop their skills as critical readers and creative writers through studying authors' creative choices and processes, and undertaking creative writing exercises.
- A typical session will concentrate on specific elements of writing craft and will be divided roughly into three parts:

An introduction to the topic by the tutor;

Reading, analysis and discussion of texts to explore the techniques of craft that writers use in order to create impactful work;

Writing activities designed to facilitate and embed an understanding of formal or technical elements of writing craft such as: editing and redrafting; narrative

voice and point of view; characterisation and dialogue; figurative and sensory language; rhythm and pace; plot and structure, and the balance between showing and telling.

- Students will be introduced to:

the writer's workshop as a safe space to share formative writing and develop skills in constructive criticism and peer reviewing;

the concept of creative reflective practice and the way in which critical reflection and creative practice inform one another as part of an ongoing writing process;

the critical commentary.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 items. Equivalent to 3000 words	75%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Critical Commentary	Equivalent to 1000 words	25%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPEN4010	
Module Title	Introduction to the Craft of Writing	
Classification	Reading List entry	Electronic*
Essential	Oliver, Mary, <i>A Poetry Handbook</i> , 1 st edn. (San Diego: Harcourt Brace & Co., 1994)	☐
Essential	Storr, Will, <i>The Science of Storytelling</i> (London: William Collins, 2019)	☒
Essential	Candy, Linda, <i>The Creative Reflective Practitioner: Research Through Making and Practice</i> (Abingdon: Routledge, 2020)	☒
Further	Chisholm, Alison, <i>The Craft of Writing Poetry</i> , 2 nd edn. (London: Allison & Busby, 1997)	☐
Further	Burroway, Janet, <i>Writing Fiction: A Guide to Narrative Craft</i> (New York: Addison Wesley, Longman, 2000)	☐
Further	King, Stephen, <i>On Writing: a Memoir of the Craft</i> (London: Hodder and Stoughton, 2001)	☐
Further	Earnshaw, Steven, <i>The Handbook of Creative Writing</i> , ed. by Steven Earnshaw, Second edition. (Edinburgh: Edinburgh University Press, 2014)	☒

Module Code	HPEN4011
Title	Popular Fiction
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop students' awareness and appreciation of the characteristics of a variety of different genres of popular fiction, through close reading, analysis and reflective creative practice and to develop practical competence in the application of creative writing skills with a focus on elements of genre including: style; genre tropes; worldbuilding; language and imagery; character and dialogue; plot and structure; narrative voice and point of view.

LEARNING OUTCOMES

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

- demonstrate knowledge and understanding of the characteristics, tropes and conventions of a variety of different genres of popular fiction;
- demonstrate, in both creative and evaluative writing, an increased command of a variety of techniques for crafting genre-specific writing, an awareness of their own writing process and an ability to evaluate their work;
- demonstrate an ability to reflect critically on the nature of a variety of different genres of popular fiction, through discussion of both published texts, their own work, and that of their peers;
- demonstrate an ability to improve their writing craft through reflective practice, redrafting and editing.

INDICATIVE CONTENT

- The focus of the module, in keeping with the generally practical nature of the programme, will be on the formal or technical elements of a variety of different genres of popular fiction such as crime, mystery, science fiction, thriller, horror, YA and children's literature.
- Each session will involve theoretical reflection and advanced critical analysis and discussion of texts, but the main emphasis will be on practical writing activities designed to facilitate an understanding of those elements.
- A typical session will concentrate on the features of a specific genre of popular fiction and will be divided roughly into three parts:

An introduction to the topic by the tutor, followed by reading, analysis and discussion of texts to explore genre through elements such as style, character tropes, language and dialogue, plot and structure, worldbuilding and a sense of place.

Writing activities designed to facilitate creative experimentation whilst embedding an understanding of the tropes and conventions of a variety of popular fiction genres.

Creative workshoping in which students hone their reflective practice and feedback skills.

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 items. Equivalent to 3000 words	75%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective Essay	Equivalent to 1000 words	25%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPEN4011	
Module Title	Popular Fiction	
Classification	Reading List entry	Electronic*
Essential	Essential texts will be provided by the tutor.	☐

Further	Booker, Christopher, <i>The Seven Basic Plots : Why We Tell Stories</i> (London: Continuum, 2004)	☐
Further	Candy, Linda, <i>The Creative Reflective Practitioner : Research Through Making and Practice</i> (Abingdon: Routledge, 2020)	☒
Further	Le Guin, Ursula, <i>Steering the Craft</i> 3 rd edn. (New York: Harper Perennial, 2015)	☐
Further	Burroway, Janet, <i>Writing Fiction: A Guide to Narrative Craft</i> (New York: Addison Wesley, Longman, 2000)	☐
Further	King, Stephen, <i>On Writing: a Memoir of the Craft</i> (London: Hodder and Stoughton, 2001)	☐
Further	Earnshaw, Steven, <i>The Handbook of Creative Writing</i> , ed. by Steven Earnshaw, Second edition. (Edinburgh: Edinburgh University Press, 2014)	☒
Further	Cleeves, Anne, <i>Thin Air</i> (London: Pan Macmillian, 2021)	☐
Further	Christie, Agatha, <i>And The There Were None</i> (New York: St Martin's Press, 2004)	☐
Further	Cart, Michael Ed., <i>How Beautiful the Ordinary: Twelve Stories of Identity</i> (New York: HarperTeen, 2009)	☐
Further	Carty-Williams, Candice, <i>Queenie</i> (London: Orion, 2019)	☐
Further	Flynn, Gillian, <i>Gone Girl</i> (New York: Crown Publishing Group, 2012)	☐
Further	Blackman, Malorie, <i>Noughts and Crosses</i> (New York: Random House, 2001)	☐
Further	Butler, Octavia, <i>Kindred</i> (Boston: Beacon Press, 1997)	☐
Further	King, Stephen, <i>Bag of Bones</i> (Lugano: Pocket Books, 1998)	☐

Module Code	HPEN4012
Title	The Study of Literature: Text and Theory
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To promote strategies of attentive critical reading of literary texts and to enable students to begin to think critically and reflexively about literature, its creation, its genres, its stylistic, formal and rhetorical properties, and the reading and interpretation of it; as well as to learn about some of the various critical approaches and methodologies that generate and construct interpretations of literature and the literary and critical theories by which they are informed.

LEARNING OUTCOMES

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

- demonstrate knowledge and understanding of the relationship between kinds, modes, styles, and forms of literary writing, critical interpretation, and critical and literary theory;
- demonstrate knowledge and understanding of two or three critical methodologies or approaches to literature that are theoretically informed, and a sound awareness of how relevant theoretical and analytical concepts may be applied to the critical analysis of literary texts.

INDICATIVE CONTENT

- An introduction to the study of literature in terms of text, language, discourse, creativity, kind (genre), voice or mode (of speaking or narrating), form and content, style and influence, prosody, metre, and the experience of reading and understanding (others) through literature.
- An introduction to a range of considerations intrinsic to various critical approaches and methodologies, such as biographical knowledge of the author, the concept of the implied author, and the actual, ideal, intended, or implied readership.
- A focus in particular on two or three key areas of literary or critical theory and a demonstration of ways in which these may be practically applied to the critical analysis of literary texts.
- Typically, one of these areas would be theory of narrative, in which case the module would explore the integral and interdependent aspects of narrative fiction: story; text; and narration. It would also consider the ways in which narrative fiction is intelligible to readers, how ideal readers are implied by works of narrative fiction, and how such works create or relate to real or imagined communities of readers. Lectures and seminars would compare contrasting theoretical approaches in this field: 'classical' and structuralist

narratology, and cultural and historical narratology. Particular attention would be paid to the relationship of narrative to time and to history, especially the writing of history and the story-telling about our own lives in which we all engage.

- Typically, another area upon which the module might focus is theory of metaphor, its structure and signification, the question of whether it creates similarity and meaning, and the debates surrounding its cognitive content, its truth or falsity, its innovativeness and its ubiquity in ordinary, and even so-called 'literal', language. Lectures and seminars would compare contrasting theoretical models or views of metaphor – 'abstractionist'; 'substitution'; 'comparison'; 'interaction' – and illustrate historical changes in understanding. Whereas narrative prose, especially if realist, might be said to foreground the referential function of language, metaphor and other forms of figurative language might be said to draw attention to the process whereby language actually produces meaning at all or produces multiple, sometimes divergent meanings; and figurative forms of language are often foregrounded in non-narrative poetry or extended through the unfolding structure of narrative in allegory.
- Another area upon which the module may focus is subjectivity, which relates in literary analysis to the author, the implied author, the 'speaker' or narrator, the focaliser, fictional characters, the narratee, the implied reader, and the actual reader. Subjectivity relates more generally to notions of personal identity, selfhood, mind and body, (self-) consciousness, memory, language, and narrative and to notions of literary expression and interpretation, and is central to the way in which readers are moved and encouraged by literature to think differently and to imagine and see from another's point of view. The module would introduce some of the ways in which the theory of subjectivity in literary studies draws upon the following areas: psychoanalysis, cognitive theory, structuralism, feminism, ideological theory, materialism and historicism.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
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Essay or Creative written exercise	2000 words	50%
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Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay or Creative written exercise	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPEN4012	
Module Title	The Study of Literature: Text and Theory	
Classification	Reading List entry	Electronic*
Essential	Chinua Achebe, <i>Things Fall Apart</i> (Harmondsworth: Penguin, 2013)	☐
Essential	Javier Marias, <i>Tomorrow in the Battle Think on Me</i> (Harmondsworth: Penguin, 2012)	☐
Essential	Shlomith Rimmon-Kenan, <i>Narrative Fiction: Contemporary Poetics</i> , New Accents series, 2nd edn (London: Routledge, 2002)	☒
Essential	David Punter, <i>Metaphor</i> , New Critical Idiom series (London: Routledge, 2007)	☒
Essential	George Lakoff and Mark Johnson, <i>Metaphors We Live By</i> (Chicago and London: Chicago University Press, 1980)	☐
Essential	Donald E. Hall, <i>Subjectivity</i> , New Critical Idiom series (London: Routledge, 2004)	☐
Essential	Frank Lentricchia and Thomas McLaughlin, eds, <i>Critical Terms for Literary Study</i> , 2nd edn (Chicago: Chicago University Press, 1995)	☒
Further	Catherine Belsey, <i>Critical Practice</i> , New Accents series (London: Routledge, 2002)	☐
Further	Terry Eagleton, <i>Literary Theory: An Introduction</i> (Oxford: Blackwell, 2008)	☐

Further	Peter Barry, <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> (Manchester: Manchester University Press, 2009)	☐
Further	Keith Green and Jill LeBihan, <i>Critical Theory and Practice: A Coursebook</i> (London: Routledge, 1996)	☐
Further	Bennett, Andrew & Nicholas Royle, <i>An Introduction to Literature, Criticism and Theory</i> , 5th edn. London: Routledge, 2016.	☒
Further	Mack, Peter. <i>Rhetoric's Questions, Reading and Interpretation</i> . London: Palgrave Macmillan, 2017.	☒
Further	Max Black, 'Metaphor', <i>Proceedings of the Aristotelian Society</i> , n.s. 55 (1954-1955), 273-94	☒
Further	Max Black, <i>Models and Metaphors: Studies in Language and Philosophy</i> (Ithaca, NY and London: Cornell University Press, 1962)	☐
Further	Terence Hawkes, <i>Metaphor</i> , Critical Idiom series, 25 (London: Routledge, 1972; repr. with revised bibliography, 1989)	☒
Further	Benedict Anderson, <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i> (London: Verso, 1996)	☒
Further	Chris Baldick, <i>The Concise Oxford Dictionary of Literary Terms</i> (Oxford: Oxford University Press, 1991)	☐
Further	Roland Barthes, 'Introduction to the Structural Analysis of Narratives', in <i>Image, Music, Text</i> , ed. by Stephen Heath (London: Fontana, 1977)	☐
Further	Walter Benjamin, 'The Storyteller: Reflections on the Works of Nikolai Leskov', in <i>Illuminations</i> (London, 1973)	☐
Further	Wayne Booth, <i>The Rhetoric of Fiction</i> (Chicago: University of Chicago Press, 1980)	☐
Further	Robert Eaglestone, <i>Doing English: A Guide for Literature Students</i> , 4th edn (London: Routledge, 2018)	☒
Further	N. McEwan, <i>Africa and the Novel</i> (Atlantic Highlands, NJ: Humanities Press, 1983)	☐
Further	Louis Mink, 'Narrative Form as a Cognitive Instrument', in <i>The Writing of History: Literary Form and Historical Understanding</i> , ed. by Robert H. Canary & Henry Kozicki (Madison, Wisconsin: University of Wisconsin Press, 1978)	☐
Further	J. Morrison, <i>The Fiction of Chinua Achebe: A Reader's Guide to Essential Criticism</i> (Basingstoke: Palgrave Macmillan, 2007)	☐

Further	Vladimir Propp, <i>Morphology of the Folktale</i> (Austin, Texas, and London: University of Texas Press, 1968)	☐
Further	Haydn White, 'The Historical Text as Literary Artifact', in <i>The Writing of History: Literary Form and Historical Understanding</i> , ed. by Robert H. Canary & Henry Kozicki (Madison, Wisconsin: University of Wisconsin Press, 1978)	☐
Further	D. Akers-Rhoads, 'Culture in Chinua Achebe's <i>Things Fall Apart</i> ', <i>African Studies Review</i> , 36 (1993), 61-72	☒
Further	Chukwuma Azuonye, 'Morphology of the Igbo Folktale: Ethnographic, Historiographic and Aesthetic Implications', <i>Folklore</i> , 101 (1990), 36-46	☒
Further	David Herman, Manfred Jahn and Marie-Laure Ryan, eds, <i>Routledge Encyclopedia of Narrative Theory</i> (London: Routledge, 2005)	☒
Further	Nick Mansfield, <i>Subjectivity: Theories of the Self from Freud to Haraway</i> , Cultural Studies series (St Leonards NSW: Allen & Unwin, 2000)	☒
Further	David K. Herzberger, <i>A Companion to Javier Marias</i> (Woodbridge: Tamesis, 2011)	☐

Module Code	HPHI4007
Title	The Medieval World
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	n/a

AIM(S)

- To introduce students to various aspects and ideas of the medieval period, to different historical opinions and arguments surrounding the medieval period and to various historical, archaeological, literary and art-historical sources and resources from the medieval period.

LEARNING OUTCOMES

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

- demonstrate a knowledge of the medieval period;
- show awareness of various concepts and ideas of relevance to the study of the medieval period;
- demonstrate a knowledge of the interdisciplinary nature of Medieval Studies;
- use primary and secondary historical material effectively.

INDICATIVE CONTENT

- '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 students 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.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	2 elements, 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

Module Code	HPHI4007	
Module Title	The Medieval World	
Classification	Reading List entry	Electronic*
Essential	Previté-Orton, C. W. (Charles William), <i>The Shorter Cambridge Medieval History</i> , First edition / repr. with corrections. (Cambridge: Cambridge University Press, 1962)	☒
Essential	Burton, Janet, and Karen. Stöber, <i>Monasteries and Society in the British Isles in the Later Middle Ages</i> (Woodbridge: Boydell Press, 2008)	☒
Essential	Barber, Malcolm, <i>The Two Cities : Medieval Europe, 1050-1320</i> , 2nd ed. (London: Routledge, 2004)	☐
Further	Brooke, C. N. L., <i>The Structure of Medieval Society</i> (London: Thames and Hudson, 1971).	☒

Further	Brooke, R.B. & C.N.L., Popular Religion in the Middle Ages (London, 1984).	☐
Further	De Hamel, Christopher, A History of Illuminated Manuscripts (London: Phaidon, 1986).	☐
Further	Brooke, C., The Twelfth Century Renaissance (London, 1986).	☐
Further	Given-Wilson, C., Chronicles: the writing of history in Medieval England (London, 2004).	☐
Further	Barber, R., The Knight and Chivalry (Woodbridge, 2000).	☐
Further	Asbridge, T., The Crusades: The War for the Holy Land (New York, 2013).	☐

Module Code	HPHI4011
Title	Doing History: Past in Practice
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To ensure students gain a clear appreciation of and insight into the role and experience of practitioners of history or history-related disciplines, particularly as pertaining to the interpretation of historic research data and archival-based material and to encourage students in acquiring an initial experience and knowledge about the significance of source material and how such material can be analysed and interpreted as part of the process of writing and formulating historic accounts.

LEARNING OUTCOMES

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

- demonstrate a firm knowledge and understanding of the practices and methodologies used in history and history-based disciplines;
- demonstrate an ability to identify and interpret a broad range of source material and other research data and how such material can be analysed and utilised in the formulation of historic writing and accounts;
- demonstrate an awareness of the issues surrounding the assemblage, storage, and preservation of source material and data;
- demonstrate an awareness and understanding of the wider heritage and heritage-management based issues associated with the study of history and history related disciplines;
- demonstrate an appreciation and first-hand knowledge of the issues surrounding the assemblage, storage, and preservation of source material and data and of how history is practiced, packaged and presented by various institutions.

INDICATIVE CONTENT

- This module introduces students to the variety of methodologies that are at the core of the discipline of history. Students will gain experience of the work of practitioners in the field, and this will include visits to relevant sites and institutions related to the discipline of history. The research potential around a variety of source material will be examined and students will be made aware of the circumstances and issues involved with the assemblage, storage, conservation, and interpretation of such material and data. The research material will be introduced to students through a series of formal teaching sessions, enabling students to discuss and become familiar with a variety of

themes and concepts. This will lead towards the completion of assessed work based on interpreting source material and relating to the student's experience in the field. This will also act as a preparatory exercise to more advanced study and research work at level 5 and level 6. As well as seminar work, students will have the opportunity of experiencing history-related source and data work in the field, through visits to the Roderic Bowen Library, and external institutions, such as the National Library of Wales or Ceredigion Museum. All of this services the intention of encouraging students to think about how history is 'done' by different institutions as about how they themselves might 'do' history over the course of their degree.

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-based exercise based upon a Primary Source(s) evaluation	2000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Field Report or Journal	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI4011	
Module Title	Doing History: Past in Practice	
Classification	Reading List entry	Electronic*
Essential	Jordanova, Ludmilla, <i>History in Practice</i> (London: Arnold, 2000)	☐
Essential	Evans, R.J. <i>In Defence of History</i> (London: Granta, 1997)	☐
Essential	Benjamin, Jules, R. <i>A Student's Guide to History</i> (NY: St Martin's Press, 2009)	☐
Further	Tosh, John, <i>The Pursuit of History</i> . (London: Routledge, 2006).	☐
Further	Kelleher Storey, William, <i>Writing History: A Guide for Students</i> ; (London: OUP, 2004).	☐
Further	Carr, E.H, <i>What is History?..</i> (London: Penguin, 2018 [2 nd Edn])	☐

Module Code	HPHI4013
Title	The Modern World
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To demonstrate, through modern historical case studies, how theoretical ideas about history work in practice, and to illustrate some of the varieties of history practised within the discipline at large and how History as a subject constantly evolves in terms of understandings and interpretations. The aims of the classes are to help students to acquire the basic skills of historical criticism, to demonstrate the logical and structured presentation of historical arguments, to foster effective listening and note-taking skills, and to encourage a critical awareness of historical traces.

LEARNING OUTCOMES

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

- demonstrate they have developed basic skills of historical criticism, and in particular an understanding of how the theory and methodologies of the study of history may be applied in practice to modern historical topics;
- show they can use secondary material confidently and carefully, and present a clear analysis of key issues.

INDICATIVE CONTENT

Select Case Studies

- **The French Revolution**

The French Revolution of 1789 is still one of the most discussed and debated topics in modern history. Unleashed from the revolution were forces which still reverberate around the world today. What was so special and unique about the events which followed the storming of the Bastille? Why were these events so debated both then and now? Why did Edmund Burke and Thomas Paine see the Revolution from such radically different perspectives? Why did such events break out in Paris at that time, and why did Britain go to war with revolutionary France? What impact did the forces of republicanism and nationalism have upon the future of Europe and what parallels can be seen with later revolutions? These are some of the themes that will be explored in these sessions, as students are invited to consider the historical reverberations of these revolutionary events.

- **Origins of World War One**

In this section students will be looking at the multitude of reasons behind the outbreak of the 'Great War' (1914-1918). Here, students will be invited to consider the various factors which led the world into a conflict, the like of which had never been seen before and on a scale and ferocity which could not be envisaged. There

will be a consideration of the changing shape of Europe as well as a solid overview of the competing claims of empire, one of the main sparks towards the march towards war. Both short-term and long-term causes will be considered, alongside controversies over German war guilt (looking at Fischer and post-Fischer interpretations). A variety of competing historical interpretations will be addressed and students will have the opportunity to assess a number of competing viewpoints from authors such as A.J.P. Taylor and M.R. Gordon to more modern perspectives from authors such as Niall Ferguson and Talbot Imlay. From this students will be able to gain a solid grasp of the complex issues surrounding the backdrop to World War One.

- **The German Trauma**

The Nazi attempt to exterminate the Jews of Europe during the Second World War was the most unspeakable crime of the twentieth century, its peculiar horror lying in the way that the methods of modern industrialised civilisation were employed in a project of mystifying barbarity and irrationalism. Historians attempting to explain and interpret the Holocaust face a huge range of practical and moral challenges, and it is these that this unit will explore. Can we ever hope to understand the Holocaust using traditional techniques of historical inquiry, or do we simply have to accept that, in the words of Nora Levin, "the world of Auschwitz was, in truth, another planet"? A wide range of traces and representations of the Holocaust will be examined, from academic histories through survivor testimonies and film accounts to Holocaust museums, memorials and the material remains of the death camps themselves. The unit will also engage with the phenomenon of Holocaust denial, and thus reiterate the broad point that problems of ethics and politics are inescapable in historical explanation and interpretation.

The first lecture will narrate the main events of the Holocaust and explain its significance in twentieth century history. The second will focus on the historiography of the Holocaust, and the debate between the two main schools of interpretation, the "intentionalists" and the "functionalists". What is at stake in this dispute, and on how many different levels can the Holocaust be interpreted? The third lecture will examine the political implications of particular interpretations and representations of the Holocaust. It will deal with the problem of Holocaust denial, and attempt to refute the charge that relativism in history destroys our foundation for opposing the political projects of Holocaust deniers.

The final lecture will consider the place of Holocaust remembrance and representation in society at large. Is survivor testimony the only acceptable way to represent the Holocaust to subsequent generations? Are there dangers in attempting to transform the Holocaust into filmed narratives for popular consumption? The session will look at the growing phenomenon of Holocaust heritage, in the shape of Holocaust museums and memorials. Are these a vital resource for keeping the memory of genocide alive, or is there a danger that "once we assign monumental form to memory, we have to some degree divested ourselves of the obligation to remember" (James Young)? Even greater problems are posed by the physical remains of the extermination camps themselves - should these be preserved as sacred spaces for future generations or is there something macabre about conserving sites of mass murder?

- **Historiography exercise and debate** - a discussion on how historians have approached salient events in history, and how different interpretations have changed and evolved in recent years. This will involve examining both the works of leading historians and the emergence of differing schools of thought. The case studies above will form the backdrop for this debate

- **Defence of History debate** – an analysis of the ‘History of History’ over the last 200 years culminating in a debate on recent challenges faced by the discipline emanating from post-modernist academics who have asked ‘is it possible to do history?’, and the response from Historians.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Book/Article Review	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI4013	
Module Title	The Modern World	
Classification	Reading List entry	Electronic*

Essential	Furet, F., <i>The French Revolution</i> (Oxford: Blackwell Press, 1996).	☐
Essential	Browning. C.R., <i>The Origins of the Final Solution</i> (Arrow, 2005).	☐
Essential	Joll, James, and Martel, Gordon, <i>The Origins of The First World War</i> , (London: Longman, 2006, [3rd Edition]).	☐
Essential	Evans, R.J. <i>In Defence of History</i> (London: Granta, 1997)	☐
Further	Roberts, J.M.. <i>The French Revolution</i> (New York: Oxford University Press, 1978)	☐
Further	A. Berghölm, <i>Understanding Celtic Religion Revisiting the Pagan Past</i> (Cardiff: university of Wales Press, 2015)	☐
Further	Schama, Simon <i>Citizens</i> (London: Penguin, 1989)	☐
Further	Campbell, P.R.C. <i>The Origins of the French Revolution</i> . (Basingstoke: Macmillan, 2006)	☐
Further	Lewis, G., <i>The French Revolution: Rethinking the Debate</i> (London: Routledge, 1993).	☐
Further	Ferguson, Niall, 'Germany and the Origins of the First World War', <i>Historical Journal</i> , vol 35, (1992), pp.725-752. OR:- Ferguson, Niall, <i>The Pity Of War</i> , (London: Penguin, 1999).	☐
Further	Martel, Gordon, <i>The Origins of The First World War</i> , (London: Longman, 1996, [2nd Edition]).	☐
Further	Evans. R.J., <i>The Third Reich in Power</i> (Penguin, 2006).	☐
Further	Gilbert. M., <i>The Holocaust</i> (Harper Collins, 1989	☐
Further	Lipstadt, D., <i>Denying the Holocaust : the growing assault on truth and memory</i> (Free Press, 1993)	☐

Module Code	HHPH4006
Title	Myths and Mythology: How Stories Shape the World
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To make students aware of a range of myths from ancient and modern cultures, as well as sources available for the study of and response to myth and mythology in various cultural contexts.

LEARNING OUTCOMES

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

- demonstrate a good knowledge of mythological traditions studied;
- demonstrate a good knowledge of comparative approaches to myth and mythology;
- respond analytically or creatively to discourses of myth and mythology.

INDICATIVE CONTENT

- Basic definitions of 'myth' and 'mythology'.
- Comparative and theoretical approaches to the study of myth.
- Transmission of myths and mythology, esp. storytelling (oral, literary, visual).
- Myths on creation, end of the world, death, conquest, and heroes.
- Use of myths and mythology in cultural, historical, and political contexts.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 4 items, Equivalent of 4,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HHPH4006	
Module Title	Myths and Mythology: How Stories Shape the World	
Classification	Reading List entry	Electronic*
Essential	Apollodorus, The Library, Volumes I-II, Harvard University Press.	☒
Essential	Morford, M.P.O. & Lenardon, R.J., 2007. Classical mythology 8th ed., New York ; Oxford: Oxford University Press.	☐
Essential	Pinch, G. & Harris, G., 2004. Egyptian myth a very short introduction, Oxford ; New York: Oxford University Press.	☒
Essential	Yang et al., 2005. Handbook Of Chinese Mythology., New York: Oxford University Press.	☐
Further	Baines, J., 1991. Egyptian Myth and Discourse: Myth, Gods, and the Early Written and Iconographic Record. Journal of Near Eastern Studies, 50(2), pp.81–105.	☒
Further	Barber, R.W., 1986. King Arthur : hero and legend 3rd ed. rev. and extended., Woodbridge: Boydell.	☐
Further	Burgess et al., 1999. The lais of Marie de France 2nd ed. / with two further lais in the original Old French., London: Penguin. [or alternative translation on linked website]	☐
Further	Csapo, E., 2005. Theories of mythology, Malden, Mass. ; Oxford: Blackwell.	☐
Further	Goebs, K., 2002. A Functional Approach to Egyptian Myth and Mythemes. Journal of Ancient Near Eastern Religions, 2(1), pp.27–59.	☒

Further	Higham, N.J., 2009. King Arthur : myth-making and history, London: Routledge.	☒
Further	Parker, W., 2005. The four branches of the Mabinogi, Oregon House, CA: Bardic Press. [linked website]	☒
Further	Stafford, E., 2012. Herakles, Abingdon, Oxon ; New York: Routledge.	☐
Further	Storr, W., 2019. The science of storytelling.	☒

Module Code	HHP4013
Title	From Egypt to the Near East: phenomena of the Mediterranean
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to the complex societies in the ancient Mediterranean (especially ancient Egypt Mesopotamia, but also other) and the different interdisciplinary methodology to study them.

LEARNING OUTCOMES

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

- demonstrate a well-founded knowledge and understanding of a variety of phenomena of these cultures;
- show an awareness of and evaluate the distinctions of this particular civilisations in an interdisciplinary and transdisciplinary setting.

INDICATIVE CONTENT

The following phenomena will be delivered by focusing on a variety of case studies:

- Mapping the ancient Mediterranean: environment, structure, ethnicity
- Life-cycles of civilisations: history and chronology
- Shared methodologies and approaches
- From Macrocosm to Microcosm: cities, households and private sphere
- Material, visual and written culture
- Us and the others: politics, interconnections and migrations in the Mediterranean
- Religion in the Mediterranean
- Decolonising the Mediterranean: orientalism, colonialism and contemporary reactions
- Aspects of heritage: politics, emotions, objects
- Receptions, stories, poetry and alternative narratives

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 4 items, Equivalent to 4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HHPH4013	
Module Title	From Egypt to the Near East: phenomena of the Mediterranean	
Classification	Reading List entry	Electronic*
Essential	Lloyd, A. (ed). 2010. A companion to Ancient Egypt. 2vols. Oxford: Blackwell.	☐
Essential	Van De Mierop, M. 2007. A history of the Ancient Near East: ca. 3000-323BC. Oxford: Blackwell.	☐
Essential	Van De Mierop, M. 2011. A history of Ancient Egypt. Oxford: Blackwell.	☐
Essential	Aruz, J. et al (eds.) 2013. Cultures in contact: From Mesopotamia to the Mediterranean in the second millennium B.C. New York: Metropolitan Museum of Art.	☐
Essential	Adel Guemar, S. 2007. <i>State of emergency</i> . Todmorden: Arc Publ.	☒

Essential	Capponi, L. 2011. <i>Roman Egypt</i> . Bristol: Bristol Classical Pr.	☒
Essential	Crouch, C.L. 2014. <i>The Making of Israel: Cultural Diversity in the Southern Levant and the Formation of Ethnic Identity in Deuteronomy</i> . Leiden: Brill.	☒
Further	Kemp, B. 2018. <i>Ancient Egypt: anatomy of a civilization</i> . London: Routledge. 3 rd ed.	☒
Further	Fleischhack, M. 2015. <i>Narrating Ancient Egypt: The representation of Ancient Egypt in Nineteenth-Century and Early-Twentieth-Century Fantastic Fiction</i> . Frankfurt am Main: Peter Lang.	☒
Further	Knapp, A.B. 2013. <i>The Archaeology of Cyprus: From Earliest Prehistory through the Bronze Age</i> . Cambridge: CUP.	☐
Further	Wilkinson, R.H. (ed.). 2008. <i>Egyptology today</i> . Cambridge: CUP.	☐
Further	Coogan, M.D. 2013. <i>A reader of Ancient Near Eastern texts</i> . Oxford: OUP.	☐
Further	Teeter, E.; Brewer, D. 1999. <i>Egypt and the Egyptians</i> . Cambridge: CUP	☒
Further	Smith, J.S. 2009. <i>Art and Society in Cyprus from the Bronze Age into the Iron Age</i> . Cambridge: CUP.	☒
Further	Fitzgerald, E.; Decker, C. 2008. <i>Rubaiyat of Omar Khayyam: A Critical Edition</i> . Charlottesville: Univ. of Virginia Pr.	☐
Further	Steiner, M.L.; Killebrew, A.E. 2014. <i>The Oxford Handbook of the Archaeology of the Levant, c. 8000-332 BCE</i> . Oxford: OUP.	☐
Further	Sidebotham, S.E. 2011. <i>Berenike and the Ancient Maritime Spice Route</i> . Berkeley: Univ. of California Pr.	☐
Further	Bowersock, G. 2013. <i>The Throne of Adulis. Red Sea Wars on the Eve of Islam</i> . Oxford: OUP.	☐
Further	Bard, Kathryn A. 2015. <i>An introduction to the archaeology of Ancient Egypt</i> . Chichester: Wiley. 2 nd ed.	☐
Further	Schlude, J..M. 2020. <i>Rome, Parthia and the Politics of Peace: The Origins of War in the Ancient Middle East</i> . London: Routledge.	☐

Module Code	HPPH4018
Title	Exploring the Humanities
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to the study of humanities disciplines.

LEARNING OUTCOMES

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

- demonstrate knowledge and understanding of the main methodologies and evidence related to humanities disciplines;
- demonstrate a clear understanding of the main elements and scholarly considerations related to the humanities.

INDICATIVE CONTENT

- Exploring the sources and evidence.
- Scholarship and theoretical backgrounds.
- First steps in research.

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	Equivalent to 4000 words. Maximum 4 items.	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HHP4018	
Module Title	Exploring the Humanities	
Classification	Reading List entry	Electronic*
Essential	Bod, R., 2013. New history of the humanities : the search for principles and patterns from antiquity to the present First.,	☐
Essential	Bate, J., 2010. The public value of the humanities,	☐
Essential	University of Louisiana at Lafayette, 2005. Interdisciplinary humanities.	☐
Further	Bod, Rens, Maat, Jaap & Weststeijn, Thijs, 2014. The making of the humanities, volume III, Amsterdam: Amsterdam University Press.	☐
Further	Foley, Richard, 2018. The Geography of Insight, New York: Oxford University Press.	☐

Module Code	HHPH4020
Title	Everyday Life in Athens and Rome
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students within an understanding of various aspects of socio-economic, cultural and political life in Ancient Athens and Rome (primarily focusing on fifth to fourth century BC Athens, and 200 BC to AD 200 Rome).

LEARNING OUTCOMES

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

- demonstrate an elementary knowledge of the various aspects of cultural and social history relating to Athens and Rome, including topics like entertainment, religion, slavery and education;
- demonstrate a basic knowledge of the ancient sources and evidence relating to the society and culture of Classical Athens and mid-late Republican and Imperial Rome, as well as an understanding of their problems and limitations;
- demonstrate an ability to engage with relevant modern scholarship in the fields of Athens and Roman social history;
- present written and oral work in a manner appropriate for a relevant/professional audience.

INDICATIVE CONTENT

- This module provides a wide-ranging discussion of the social, cultural and economic life of the cities of Athens and Rome, placed within the context of the wider Mediterranean (and global) world.
- The main periods of focus will be the fifth and fourth centuries BC for Athens, and ca. 200 BC to AD 200 for Rome.
- Students will have the opportunity to learn about a range of issues that impacted on the everyday life of ordinary people. Potential topics include work, domestic life, death, entertainment, religion, disease, medicine, slavery and art.
- During the course of this module students will be introduced to a range of key literary, epigraphic, and archaeological evidence for both Athenian and Roman societies.
- During the course of this module students will be introduced to a key range of modern scholarship pertaining to Ancient Athens and Rome.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 4 items, equivalent to 4,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HHPH4020	
Module Title	Everyday Life in Athens and Rome	
Classification	Reading List entry	Electronic*
Essential	Gibbs, M. and M. Nikolic (eds.), 2020. <i>Themes in Roman Society and Culture: An Introduction to Ancient Rome</i> . OUP Canada, 2nd edition.	☐
Essential	Osborn, R. 2014. <i>Greek History: The Basics</i> . Routledge.	☐
Essential	Parkin, T. and A. Pomeroy. 2007. <i>Roman Social History: A Sourcebook</i> (Routledge Sourcebooks for the Ancient World). Routledge.	☐
Essential	Pomeroy, S., S. M. Burstein, and W. Donlan. 2012. <i>Ancient Greece: A Political, Social, and Cultural History</i> . OUP USA; 3rd Edition.	☐
Further	Barringer, J. 2015. <i>The Art and Archaeology of Ancient Greece</i> . CUP.	☐
Further	Casson, L. 1999. <i>Everyday Life in Ancient Rome</i> . John Hopkins University Press.	☐

Further	Garnsey, P. and R. Saller 2014. <i>The Roman Empire: Economy, Society and Culture</i> . Bloomsbury Academic; 2nd edition.	☐
Further	Laurin, J. R. 2013. <i>The Life of Women in Ancient Athens</i> . AuthorHouse.	☐

Module Code	HPLA4004
Title	Latin 1
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- This module introduces the study of Latin to students with no or very little prior knowledge of the language.
- The module introduces students to basic key grammatical patterns and structures, and a basic core vocabulary, so that they can identify the function performed by the individual words in a Latin sentence and so translate short adapted passages of Latin.
- This module also introduces the student to 'dictionary skills': how to work back to the form of a Latin word to be looked up, from its form in a text; how to take into account the range of meanings and connotations many Latin words carry.
- Students will work on a variety of grammatical exercises and on the reading and translation of specially adapted texts.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 4 elements, Equivalent to 4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPLA4004	
Module Title	Latin 1	
Classification	Reading List entry	Electronic*
Essential	JACT. 2007. <i>Reading Latin: Text and Vocabulary</i>	☐
Essential	JACT. 2007. <i>Reading Latin: Grammar and Exercises</i>	☐
Further	N. R. R. Oulton. 2000. <i>So You Really Want to Learn Latin Book 1</i> . Galore Park, UK edition	☐

Module Code	HPPH4016
Title	Ancient Philosophy
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to core terms and concepts in ancient philosophy and to key debates and positions in ancient philosophy and to engage the student in the analysis of ancient philosophy and assess its influence on contemporary philosophical issues and society.

LEARNING OUTCOMES

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

- the ability to analyse, interpret and evaluate relevant information and ideas in ancient philosophy;
- an awareness of the nature and approximate scope of the context in which the work of ancient philosophers is located;
- an informed awareness of different perspectives or approaches within the work of ancient philosophers;
- the ability to identify, adapt and use appropriate methods in the assessment of the work of ancient philosophers.

INDICATIVE CONTENT

- The module begins by introducing ancient philosophy as a philosophy which emerges from an older tradition of cosmology represented in the mythological thought of the ancient Greek poets, Homer and Hesiod. This mythological thought is compared and contrasted with the thought of the Pre-Socratic philosophers. Fragments from a range of different Pre-Socratic philosophers will be interpreted, with a focus on the thought of Heraclitus, Parmenides and Zeno.
- The module will also introduce students to the ideas and arguments of Plato and Aristotle. Students will closely examine some of main themes in Plato's *Republic* (with a focus on Plato's use of allegory), as well as some of the main themes in Aristotle's work (including the nature of the good life and man as a political animal). Students will also assess the influence of debates and arguments in ancient philosophy on contemporary issues.
- The module as a whole will address many of the main issues, questions, and subject matters with which ancient Greek philosophers were concerned,

including, for example, questions about the underlying principles of the universe, questions about things which cannot be perceived by the senses, the problem of obtaining knowledge in a changing world, types of reasoning and argument, and the nature of the good life.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual presentation	10 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH4016
Module Title	Ancient Philosophy

Classification	Reading List entry	Electronic*
Essential	Aristotle, <i>The Politics</i> , trans. T.A. Sinclair, revised and re-presented by Trevor J. Saunders (Harmondsworth, UK: Penguin Books, 1992), selected sections.	☒
Essential	Aristotle, <i>The Nicomachean Ethics</i> , trans. J.A.K. Thomson, revised with notes and appendices by High Tredennick, and introduction and bibliography by Jonathan Barnes (Harmondsworth, UK: Penguin Books, 1976), selected sections.	☒
Essential	Taylor, C.W. (ed.), <i>From the Beginning to Plato: Routledge History of Philosophy, Vol. 1</i> (London & New York: Routledge, 2003), selected chapters.	☒
Essential	Plato, <i>The Republic</i> , trans. Desmond Lee, second edn., revised (Harmondsworth, UK: Penguin Books, 1987), selected sections.	☒
Further	Kirk, G.S., J.E. Raven, & M. Schofield (eds.), <i>The Presocratic Philosophers</i> , second edn. (Cambridge: Cambridge University Press, 1983).	☐
Further	Kahn, Charles, <i>The Art and Thought of Heraclitus</i> (Cambridge: Cambridge University Press, 1987).	☐
Further	Pappas, Nickolas, <i>Plato and the Republic</i> (London: Routledge, 1995).	☒
Further	Keyt, David, and Fred D. Miller, Jr. (eds.), <i>A Companion to Aristotle's Politics</i> (Oxford: Blackwell, 1991).	☐
Further	Dodds, E. R., 'Parmenides and the Origins of the Neoplatonic 'One'', <i>Classical Quarterly</i> , 22, 1928, 129-42.	☒
Further	Copleston, Frederick, <i>A History of Philosophy, Vol. 1: Greece and Rome</i> (London: Burns Oates and Washbourne, 1946), selected sections.	☒

Module Code	HPPH4018
Title	Freedom, Equality and Justice: An Introduction to Political Philosophy
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

- demonstrate an informed awareness of different perspectives or approaches within political philosophy;
- demonstrate the ability to analyse, interpret and evaluate relevant information and ideas in political philosophy;
- demonstrate the ability to apply political philosophy to 'real-world' political problems.

INDICATIVE CONTENT

- This module will introduce the student to the key ideas and concepts within political philosophy by exploring how these ideas and concepts have been addressed by key figures within the history of the discipline. The kinds of question considered include: Is the existence of the state justified? Are there such things as natural rights? What obligations do citizens have towards their state? Is democracy the only legitimate form of government? Are there areas of life in which the state should not interfere? Should the institution of private property be retained? Is the market economy morally justifiable? How should goods be distributed in society?

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	10 minutes	50%

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH4018	
Module Title	Freedom, Equality and Justice: An Introduction to Political Philosophy	
Classification	Reading List entry	Electronic*
Essential	Wolff, Jonathan, <i>An Introduction to Political Philosophy</i> , (Oxford: Oxford University Press, 2015)	☒
Further	Hobbes, Thomas, <i>Leviathan</i>	☒
Further	Locke, John, <i>Two Treatises of Government</i>	☒
Further	Rousseau, Jean-Jacques, <i>Discourse on the Origins of Inequality</i>	☒
Further	Mill, John Stuart, <i>On Liberty</i>	☒
Further	Rousseau, Jean-Jacques, <i>The Social Contract</i>	☒
Further	Nozick, Robert, <i>Anarchy, State and Utopia</i> [1974], in Chan, S, <i>Political Philosophy: The Essential Texts</i> (OUP 2005)	☐

Further	Rawls, John, 'Theory of Justice' [1971], in Chan, S, <i>Political Philosophy: The Essential Texts</i> (Oxford: Oxford University Press, 2005)	☐
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Module Code	HPPH4019
Title	The Big Questions
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to key debates in philosophy and religion.

LEARNING OUTCOMES

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

- demonstrate an informed awareness of key debates philosophy and religion;
- analyse and evaluate arguments related to the debates that are explored.

INDICATIVE CONTENT

- The module will address major questions and topics in philosophy and religion such as:

What is the nature of reality?
 What we can know?
 Is there a God?
 What is the nature of religious belief?
 What is the meaning of life?
 Miracles
 Heaven and hell
 God and divine agents

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 4 elements, equivalent to 4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH4019	
Module TITLE	The Big Questions	
Classification	Reading List entry	Electronic*
Essential	Davies, Brian, <i>An Introduction to the Philosophy of Religion</i> , 3 rd edition (Oxford: Oxford University Press, 2004)	☐
Essential	Metz, Thaddeus, <i>Meaning in life: an analytic study</i> , (Oxford: Oxford University Press, 2014)	☒
Essential	Rescher, Nicholas, <i>Epistemology: An Introduction to the Theory of Knowledge</i> (NY: State University of New York Press, 2003).	☐
Further	Steve Moyise, <i>Introduction to Biblical Studies</i> (London: T&T Clark, 2013).	☐
Further	Davies, B., ed., <i>Philosophy of Religion: A Guide and Anthology</i> (Oxford: OUP, 2000)	☐
Further	Moyise, Steve, <i>Introduction to Biblical Studies</i> (London: T&T Clark, 2013).	☐
Further	Aune, David (ed.), <i>The Blackwell Companion to the New Testament</i> (Oxford: Blackwell, 2010)	☐
Further	Barton, John, <i>A History of the Bible: The Book and its Faiths</i> (London: Penguin, 2020).	☒

