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

MODULES DOCUMENT

LEVEL 5

Faculty of Humanities and Performing Arts

CONTENT

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3. **TITLE:** A world too thoroughly discovered: Aspects of Contemporary Literature
4. **TITLE:** Activism, Protest and Campaigning for Global Justice
5. **TITLE:** Alexander: Myth and Legend
6. **TITLE:** Alexander: Myth and Legend: Greek Sources
7. **TITLE:** Alexander: Myth and Legend: Latin Sources
8. **TITLE:** Amarna: Materiality of a Religious Revolution
9. **TITLE:** Ancestors, Death and Burial
10. **TITLE:** Ancient Bodies: Archaeological and Anthropological Perspectives on the Body
11. **TITLE:** Ancient Celtic Civilisations
12. **TITLE:** Ancient Civilisations: Comparative Analysis and Critical Perspectives (Independent Project)
13. **TITLE**: Ancient Erotic Poetry
14. **TITLE**: Ancient Erotic Poetry: Latin Verse
15. **TITLE:** Ancient Lives in Death
16. **TITLE**: Ancient Macedon: Kings, Conquest and Conspiracy
17. **TITLE:** Ancient Macedon: Kings, Conquest and Conspiracy: Greek prose
18. **TITLE:** Animals in Archaeology
19. **TITLE:** Anthropology Independent Project
20. **TITLE:** Applied Ethics
21. **TITLE:** Approaches to Creative Sources
22. **TITLE:** Archaeological Practice Placement
23. **TITLE:** Archaeology & Heritage of Industry
24. **TITLE:** Archives: Practice & Operation (Roderic Bowen Library & Archives)
25. **TITLE**: Armies and Navies: Studies in Ancient Warfare
26. **TITLE:** Armies and Navies: Studies in Ancient Warfare: Greek Prose
27. **TITLE:** Art and Archaeology in Early & Mediaeval Islam
28. **TITLE:** Art and Archaeology of the Ottoman Empire
29. **TITLE:** Atheism and non-Belief: from early atheists to the atheist church
30. **TITLE:** Breaking the mind forg'd manacles: Aspects of British Romanticism
31. **TITLE:** Britain and the Great War
32. **TITLE:** Britain in the Western Roman Empire
33. **TITLE:** Britain in the Western Roman Empire: Latin Prose
34. **TITLE:** Buddhism
35. **TITLE:** Carnage is thy daughter: Literature and War
36. **TITLE:** Celtic Christianity
37. **TITLE:** Chinese 1
38. **TITLE**: Chinese 2
39. **TITLE:** Chinese 3
40. **TITLE:** Chinese 4
41. **TITLE:** Chinese 5
42. **TITLE**: Chinese 6
43. **TITLE:** Chinese 7
44. **TITLE:** Chinese 8
45. **TITLE:** City of Gods: Ordinary Life and Religion in Late Antiquity

46. **TITLE:** Coketowns and Phoenix Cities: Urban Histories of Modern Britain and the United States
47. **TITLE**: Classics and Global History: Romans in the Indian Ocean
48. **TITLE**: Classics and Global History: Romans in the Indian Ocean: Greek Prose
49. **TITLE:** Confucian Ethics
50. **TITLE:** Contemporary Analytic Philosophy (Russell and Wittgenstein)
51. **TITLE:** Contemporary Issues in Comparative Politics
52. **TITLE:** Contemporary Social and Political Philosophy
53. **TITLE:** Cross Cultural Ethics: Christian and Islamic Approaches
54. **TITLE:** Culture and Psychology
55. **TITLE:** Cults, Cures and Canonisation: Saints in the Middle Ages
56. **TITLE:** Daoist Body Philosophy
57. **TITLE:** Death and Dying
58. **TITLE:** Debating Medieval Identity: The Thrown Voices of The Canterbury Tales
59. **TITLE:** Doing Education Differently
60. **TITLE:** Drama in Antiquity
61. **TITLE:** Drama in Antiquity: Greek Verse
62. **TITLE:** Dreams and Nightmares: exploring utopian and dystopian writing
63. **TITLE:** Economics for Transition
64. **TITLE:** English Independent Project
65. **TITLE:** Entanglements: Exploring Interactions between the Aegean and the Near East
66. **TITLE:** Environment, Sustainability and Philosophy
67. **TITLE:** Epic in Antiquity
68. **TITLE:** Epic in Antiquity: Greek Verse
69. **TITLE:** Epic in Antiquity: Latin Verse
70. **TITLE:** Error and Sweet Violence: Shakespeare and Renaissance Comedy and Tragedy
71. **TITLE:** Excavation and Fieldwork
72. **TITLE:** Exploring Muslim Societies in the Modern World
73. **TITLE:** Exploring Religion in Latin America
74. **TITLE:** Family, Gender and Sexuality
75. **TITLE:** Forensic Approaches to the Investigation of Crime Scenes
76. **TITLE:** Freedom, Agency and Responsibility
77. **TITLE:** From Attic to Audience: engaging with the public through residencies, festivals, performances and publication
78. **TITLE:** From Empire to Nation: Modern History of China
79. **TITLE:** From Maccabees to Masada: Jews, Christians and Romans (167 BCE – 74 CE)
80. **TITLE:** Funerary Beliefs in Ancient Egypt
81. **TITLE:** Game of Diadems
82. **TITLE:** Game of Diadems: Greek Sources
83. **TITLE:** Game of Diadems: Latin Sources
84. **TITLE:** Gender and Sexuality in the Ancient World
85. **TITLE:** Gendered Lives in Ancient Egypt
86. **TITLE:** Global Environmental Politics
87. **TITLE:** God, Death, and Sacrifice
88. **TITLE:** Great Theologians
89. **TITLE:** Greek 1
90. **TITLE:** Greek 2
91. **TITLE:** Greek 3
92. **TITLE:** 'Green' Religion? Faith and Ecology in the 21st Century

93. **TITLE:** Health & Development
94. **TITLE:** Health and Well-Being in Late Antique and Medieval Religion
95. **TITLE:** Health and Well-Being in Medieval and Modern Christian History
96. **TITLE:** Heresies
97. **TITLE:** Heritage & Archaeology of Conflict
98. **TITLE:** Heritage Practice Placement
99. **TITLE:** Herodotus and his Histories
100. **TITLE:** Herodotus and his *Histories: Greek Prose*
101. **TITLE:** Hieroglyphs – Getting you started
102. **TITLE:** History and Historians
103. **TITLE:** History Independent Project
104. **TITLE:** How Soon Is Then? Thatcher, Reagan and the Legacies of the 1980s
105. **TITLE:** Human Evolution: origins of modern human behaviour
106. **TITLE:** Humanities in Education : Becoming a Skilled Practitioner
107. **TITLE:** Identity and Myth: The Normans and their World
108. **TITLE:** 'In the beginning was Napoleon' - State, Economy, and Nation building in Europe 1815-1914
109. **TITLE:** In the Field
110. **TITLE:** Independent Classics Research Project
111. **TITLE:** Independent Creative Project
112. **TITLE:** Independent Philosophy Research Project
113. **TITLE:** Independent Project (Ethical & Political Studies)
114. **TITLE:** Independent Project: Political Ecology
115. **TITLE:** Independent Religious Studies Project
116. **TITLE:** Independent Theology Project
117. **TITLE:** International Development and Politics Independent Project
118. **TITLE:** International Development Placement
119. TITLE: International Independent Study Module (40 credit)
120. TITLE: International Independent Study Module (60 credit)
121. **TITLE:** International Political Economy
122. **TITLE:** Interrogating the Data: Comparative analysis of source materials
123. **TITLE:** Introduction to Classical Chinese
124. **TITLE:** Introduction to the Publisher's World
125. **TITLE:** Investigation and Conservation of Historic Buildings & Structures
126. **TITLE:** Islam in the West
127. **TITLE:** Issues in Metaphysics
128. **TITLE:** Jesus in Context and New Testament Interpretation
129. **TITLE:** Jews and Christians: From Conflict to Dialogue
130. **TITLE:** Judaism: From 70 CE to the Present Day
131. **TITLE:** Landscape Archaeology & Heritage
132. **TITLE:** Latin 1
133. **TITLE:** Latin 2
134. **TITLE:** Latin 3
135. **TITLE:** Law and Ethics for a Future: People and Planet
136. **TITLE:** Life of Muhammad
137. **TITLE:** Lines of Enquiry
138. **TITLE:** Living Ancestors and Talking Tree: Indigenous Religions Today
139. **TITLE:** Managing Heritage Projects

140. **TITLE:** Material Worlds: Approaches to Economic Relations
141. **TITLE:** Materialities in Anthropology
142. **TITLE:** Measuring Up? The Psychology of Difference
143. **TITLE:** Medical Anthropology
144. **TITLE:** Medieval Prose in Wales
145. **TITLE:** Mediterranean Seafaring
146. **TITLE:** Merleau-Ponty and Wittgenstein
147. **TITLE:** Metaethics
148. **TITLE:** Mind Games: Media Psychology
149. **TITLE:** Modernism and Modernisms
150. **TITLE:** Monsters, Ghosts and Revenants
151. **TITLE:** Monsters, Ghosts and Revenants: Greek Verse
152. **TITLE:** Murder, Mayhem and Megalomania: The Life and Times of the Emperor Nero
153. **TITLE:** Murder, Mayhem and Megalomania: The Life and Times of the Emperor Nero: Latin Prose
154. **TITLE:** Museums, Heritage & Representation
155. **TITLE:** Nautical Archaeology
156. **TITLE:** Origins: the Emergence of Civilisation
157. **TITLE:** Palaeoenvironmental Records: Archaeological Interpretations
158. **TITLE:** Persephone in myth
159. **TITLE:** Persephone in myth: Latin Verse
160. **TITLE:** Phenomenology and Existentialism
161. **TITLE:** Philosophy of Mind
162. **TITLE:** Philosophy of Religion
163. **TITLE:** Political Anthropology: Theorising to Power
164. **TITLE:** Political Economy of Natural Resources
165. **TITLE:** Popular Spiritualities
166. **TITLE:** Population Growth, Urbanisation and Sustainability
167. **TITLE:** Post-Colonial States and Civil Society
168. **TITLE:** Post Excavation & Analysis
169. **TITLE:** Postmodern Theology
170. **TITLE:** Psyche, Text, and Society: Critical and Cultural Theory
171. **TITLE:** Putting the Past to Work: Heritage Led Regeneration & Place Making
172. **TITLE:** Questioning Gender and Theology
173. **TITLE:** Rationalists and Empiricists
174. **TITLE:** Reading Biblical Texts: The Hebrew Bible and Apocrypha
175. **TITLE:** Reading the New Testament: Galatians and the Book of Revelation
176. **TITLE:** Readings in Literary Chinese Texts
177. **TITLE:** Regional History (Fieldtrip Module)
178. **TITLE:** Religion and Food: creations, celebrations and taboos
179. **TITLE:** Religion and the Body in Late Antiquity
180. **TITLE:** Religion and UFOs: from ancient astronauts to exotheology
181. **TITLE:** Religion, Media and Popular Culture: from manuscripts to Disney
TITLE: Religious Approaches to Theology
182. **TITLE:** (Re)presenting and (Re)constructing the Past
183. **TITLE:** Romano-Celtic Religions
184. **TITLE:** Romano-Celtic Religions: Latin Prose

185. **TITLE:** Routes and Roots of the Black Atlantic: Cultural Histories of the African Diaspora
186. **TITLE**: Sacred Sound: Faith and Music in Global Perspective
187. **TITLE:** Scriptwriting: the stage and beyond
188. **TITLE**: Seventeenth-Century Literature: Unities and Dualities
189.
190. **TITLE:** Slavery in Antiquity
191. **TITLE:** Slavery in Antiquity: Latin Prose
192. **TITLE:** Sparta: An Extraordinary City
193. **TITLE:** Sparta: An Extraordinary City: Greek Prose
194. **TITLE:** Special Collections Research : The Roderic Bowen Library and Archives
195. **TITLE:** Spiritual Healer, Shamans and Mediums: Exploring Spirituality and Wellbeing in the 21st Century
196. **TITLE:** 'Standing on the shoulders of Giants' – Understanding the Enlightenment
197. **TITLE:** Studying Religions on the Internet
198. **TITLE:** Teaching English as a Second Language: Grammar and Assessment
199. **TITLE:** The Body, Culture and Society
200. **TITLE:** The Book, the Body, and the World : Renaissance Humanism, Medicine, and Exploration
201. **TITLE:** The Cistercians and their World
202. **TITLE:** The Difference of Gender: Modernism and women
203. **TITLE:** The Ecological Self
204. **TITLE:** The Evolution of Satan: From the Hebrew Bible to Hollywood
205. **TITLE:** The Life and Times of Caesar and Cicero
206. **TITLE:** The Life and Times of Caesar and Cicero: Latin Sources
207. **TITLE:** The Modern Middle East: Religion, Culture, and Politics
208. **TITLE:** The Palaeolithic and Mesolithic of Britain
209. **TITLE:** The Political System of the People's Republic of China
210. **TITLE:** The Practice of Poetry: How To Craft Your Work
211. **TITLE:** The Rational World: Enlightenment and the Novel
212. **TITLE:** The Rise of Rome: Studies in Roman Imperialism
213. **TITLE:** The Student Journal
214. **TITLE**: The Well-Tempered Reader: Renaissance Poetics
215. **TITLE:** The Welsh Writing Wales: Narratives and Nation State
216. **TITLE:** Theology and Interreligious Encounter
217. **TITLE:** Theology and Religious Studies Study Tour I
218. **TITLE:** Theory, Methods and Practice: Critical Perspectives in Anthropology
219. **TITLE:** Thinking Through Archaeology (Independent Project)
220. **TITLE:** Thinking Through Heritage (Independent Project)
221. **TITLE:** Thinking With Things
222. **TITLE:** Trinity and Transcendence: God and the Problem of Theological Speech
223. **TITLE:** Urban Sounds and Visions: Cultural Histories of the Modern City
224. **TITLE:** Using the Past to Serve the Present: History, Historiography and Heritage in the Chinese World
225. **TITLE:** Visions, Dreams and Ghosts: Exploring Spiritual and Religious Experiences
226. **TITLE:** Wales and China: Local History Project

227. **TITLE:** West meets East: Graeco-Roman Interaction with India
228. **TITLE:** West meets East: Graeco-Roman Interaction with India: Greek Prose
229. **TITLE:** What Can the Dead Do? Deities and Demons in Chinese Everyday Life
230. **TITLE:** World Politics
231. **TITLE:** Writing fiction

MODULE CODE: **HPPH5010**
TITLE: **19th Century Continental Philosophy**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V500**

AIM(S)

- To provide students with a critical understanding of key debates and positions in 19th Century Continental philosophy.
- To engage the student in the analysis of 19th Century Continental philosophy, and assess its impact upon contemporary philosophical issues and existence.

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, concepts and ideas in 19th Century Continental philosophy.
- Demonstrate a good awareness of the nature and scope of 19th Century Continental philosophy.
- Demonstrate secure knowledge and understanding of the different perspectives, approaches or schools of thought within the secondary debates in 19th Century Continental philosophy, and the reasoning behind them.

INDICATIVE CONTENT

- The module will introduce students to some of the central themes in the tradition of Continental philosophy with a focus upon some of its most important figures in 19th Century Continental philosophy.
- It will begin with an examination of Kant's notion of the 'Copernican Revolution'. Examine post-Kantian philosophy of 19th century continental philosophy.
- Introduce the philosophical and historical development of such thinkers as Hegel, Schopenhauer, Nietzsche, Marx, and their influence on the development of the 20th century's critical thinkers.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
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
Take home exam	6 hours, 2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPPH5010**	
Module Title	**19th Century Continental Philosophy**	
Classification	**Reading List entry**	**Electronic***
Essential	Simon Critchley, *Continental Philosophy: A Very Short Introduction* (Oxford University Press, 2001)	☐
Essential	Andrew Cutrofello, *Continental Philosophy: A Contemporary Introduction* (Routledge, 2005)	☐
Essential	Peter Sedgwick . Descartes to Derrida (Blackwell, Oxford	☐
Further	Jenny Teichman and Graham White (eds.), *An Introduction to Modern European Philosophy,* (Palgrave Macmillan, 1998)	☐
Further	David West, *An Introduction to Continental Philosophy* (Polity Press, 2000)	☐
Further	Roger Scruton , *A Short History of Modern Philosophy: From Descartes to Wittgenstein* (Routledge, 2001)	☐
Further	Peter Singer, *Hegel*, (2003, OUP: Oxford)	☐
Further	Sebastion Gardner, *Kant and the Critique of Pure Reason,* (2007, Routledge: London)	☐
Further	M. Tanner, *Nietzsche: A Very Short Introduction* (1995, Oxford University Press	☐
Further	Simon Glendinning, *The idea of continental philosophy: a philosophical chronicle* (2006, Edinburgh University Press: Edinburgh)	☐

MODULE CODE:	**HPHI5016**
TITLE:	**A Sense Of Place: Wales 1870 - Present**
DATED:	**08/01/2018**
LEVEL:	**5**
CREDITS:	**20**
JACS CODE:	**V100**

AIM(S)

- To encourage students to acquire a broad knowledge and understanding of the themes and concepts that emerge from a study of Wales in the modern era, and how change and transition can be identified and evaluated through the study of communities and how they respond to major political, social, and economic developments, in periods of both conflict and peace.
- To help students acquire a broad knowledge of the historiographical developments that have influenced approaches to, and the understanding of, the history of Wales in the modern era.

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 1870, through the experience of communities during periods of major change and transition.
- An ability to recognise and evaluate the impact of change on the fabric of communities in Wales over a specific period in time.
- An ability to evaluate different historiographical interpretations relating to themes and concepts emerging from the history of Wales in the modern era.

INDICATIVE CONTENT:

The module is a broad study looking at the major historical themes and concepts that emerge from a study of Wales since 1870. The course will begin with a scrutiny of Welsh mining communities and examine 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.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
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%**

READING LIST

Module Code	**HPHI5016**	
Module Title	**A Sense of Place Wales 1870 - present**	
Classification	**Reading List entry**	**Electronic***
Essential	John Davies, *A History of Wales* (London: Penguin Books, 1994)	☐
Essential	Kenneth O. Morgan, *Rebirth of a nation: Wales 1880–1980* (Oxford:, U of Wales Press, 1981)	
Further	Dai Smith,. *A People and a Proletariat: Essays in the History of Wales, 1780-1980* (Pluto Press in association with Llafur, the Society for the Study of Welsh Labour History, 1980.)	
Further	Gwyn Alf Williams, *When Was Wales* ,(London: Penguin 1985)	
Further	John L. Williams, *Was Wales Industrialised?: Essays in Modern Welsh History* (Gomer Press, 1995).	
Further	Russell Davies. Peoples, Places, Passions in Wales, 1870-1945 (Cardiff: UWP, 2015)	
Further	D. Gareth Evans,. *A history of Wales, 1815-1906* (Cardiff:. University of Wales Press, 1989).	

MODULE CODE: **HPEN5013**
TITLE: **A world too thoroughly discovered: Aspects of Contemporary Literature**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **Q300**

AIM(S)

- To engage with a selection of texts exemplifying, and critical and theoretical perspectives upon, contemporary writing and culture, particularly those associated with 'postmodernism' and competing notions of the contemporary.

LEARNING OUTCOMES

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

- Exhibit a secure knowledge of a varied range of contemporary writing.
- Deploy a good understanding of the key concepts and theoretical debates encompassed by the term 'postmodernism'.
- Display a familiarity with the historical and socio-cultural contexts' of contemporary writing generally and individual texts in particular.

INDICATIVE CONTENT

This module will explore a selection of texts which are representative of developments in contemporary writing. Developing analyses of representative texts in prose fiction, poetry, drama, and hybrid forms, and focusing particularly upon those published since 1980, it will place a particular emphasis upon:

- The ways in which literary and cultural production in the post-war period has responded and/or reacted to the multiple legacies of (European) Modernism.
- The formal innovations and thematic preoccupations of these texts.
- Broader socio-cultural and political issues such as globalisation, devolution, multiculturalism, and mediatisation.
- The importance of popular culture.
- Post-modernity.

Some key philosophical and intellectual contexts will also be discussed, and students will be encouraged to examine some of the the ways in which much contemporary writing breaks down the disciplinary boundaries between creative and critical practice.

LEARNING AND TEACHING STRATEGY

Seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2,500 words	50%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPEN5013**	
Module Title	**A world too thoroughly discovered: Aspects of Contemporary Literature**	
Classification	**Reading List entry**	**Electronic***
Essential	Carter, A. The Magic Toyshop. London: Virago, 1981.	☐
Essential	Curchill, C. Top Girls. London: Metuen, 1992.	☐
Essential	Hulse, M. et al, eds. The New Poetry. Newcastle-upon-Tyne: Bloodaxe Books, 1997.	☐
Essential	McEwan, I. Atonement. London:Cape, 2001.	☐
Essential	Rowling, J.K. Harry Potter and the Philosopher's Stone. London: Bloomsbury, 1997.	☐
Essential	Smith, Z. White Teeth. Harmondsworth: Penguin, 2002	☐
Further	Acheson, J, & Ross, S. eds., The Contemporary British Novel. Edinburgh: Edinburgh University Press, 2005.	☐
Further	Broom, S, Contemporary British and Irish Poetry: An Introduction. Houndmills: Palgrave, 2005.	☐
Further	Connor, S, ed., The Cambridge Companion to Postmodernism. Cambridge: Cambridge University Press, 2004.	☐
Further	Corcoran, N, English Poetry Since 1940. London; New York: Longman, 1993.	☐

Further	Fiske, John. Understanding Popular Culture. London: Unwin Hyman, 1989	☐
Further	Gandhi, Leela. Postcolonial Theory : A Critical Introduction. Edinburgh: Edinburgh UP, 1998	☐
Further	Gregson, I, Postmodern Literature. London: Arnold, 2004.	☐
Further	Head, D, The Cambridge Introduction to Modern British Fiction 1950-2000. Cambridge: Cambridge University Press, 2002.	☐
Further	O'Brien, S, The Deregulated Muse: Essays on Contemporary British and Irish Poetry. Newcastle-upon-Tyne: Bloodaxe Books, 1998.	☐
Further	Journal of Contemporary Drama in English.	☒
Further	Modern Fiction Studies	☒

MODULE CODE: **HPAN5020**
TITLE: **Activism, Protest and Campaigning for Global Justice**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **L600**

AIM(S)

- To examine and compare a series of social protest and resistance movements in the modern era.
- To consider methods and approaches which are effective in advocacy, lobbying and campaigning for sustainable development and global justice.

LEARNING OUTCOMES

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

- Demonstrate a critical understanding of some of the key debates relating to political protest movements.
- Demonstrate a critical understanding of the debates relating to the relationship between political protest, the rule of law, parliamentary democracy and extra-parliamentary action.
- Demonstrate a critical appreciation of the political struggles which resulted in the demise of formal empires and the rise of a new world order.
- Demonstrate a critical awareness of different techniques and approaches used in lobbying and campaigning on issues of development and global justice.

INDICATIVE CONTENT

The module will explore the historical context and philosophical underpinnings of various political protest movements which have arisen in the modern era. It will explore the relationship between protest and activism and mainstream systems of government, such as parliamentary democracy, and it will also consider options for political protest in the absence of democratic rights. It will critically examine and compare national independence movements and their role in the demise of Imperialism. Finally, it will focus on practical measures, examples and methods for contemporary lobbying and campaigning on Global Justice issues.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPAN5020**	
Module Title	**Activism, Protest and Campaigning for Global Justice**	
Classification	**Reading List entry**	**Electronic***
Essential	Feinberg, Joel, 'Civil Disobedience in the Modern World,' in Humanities in Society, 2 (1): 37–60, 1979	☐
Essential	Green, Duncan, 'How Change Happens' (Oxford: Oxfam Publications, 2017)	☐
Essential	Smart, Brian, 'Defining Civil Disobedience,' in Civil Disobedience in Focus, Hugo A. Bedau (ed.), (London: Routledge, 1991)	☐
Essential	Storing, Herbert J., 1991. 'The Case Against Civil Disobedience,' in Civil Disobedience in Focus, Hugo A. Bedau (ed.), London: Routledge.	☐
Further	Arendt, Hannah, Crises of the Republic: Lying in Politics, Civil Disobedience, On Violence, Thoughts on Politics and Revolution, (New York: Harcourt, 1972)	☐
Further	Bedau, Hugo A., 'On Civil Disobedience,' The Journal of Philosophy, 58 (21): 653–661, 1961	☐
Further	Bilgrami, Akeel, 'Gandhi's Integrity: The Philosophy Behind the Politics,' Postcolonial Studies,, 5 (1): 79–93 , 2002	☐
Further	Brownlee, Kimberley, Conscience and Conviction: The Case for Civil Disobedience, (Oxford: Oxford University Press, 2012)	☐
Further	Caygill, Howard, On Resistance; A Philosophy of Defiance, (London: Bloomsbury, 2013)	☐
Further	Coady, Tony, and O'Keefe, Michael, eds., Terrorism and Justice: Moral Argument in a Threatened World, (Melbourne: Melbourne University Press, 2012)	☐

MODULE CODE: **HPAH5018**
TITLE: **Alexander: Myth and Legend**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V160**

AIM(S)

- To develop students' knowledge and understanding of the traditions surrounding Alexander the Great, both historical and literary.

LEARNING OUTCOMES

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

- Display an understanding and critical appreciation of key themes and diverse scholarly approaches to the legends of Alexander the Great.
- Demonstrate an understanding of literary, socio-cultural and historical contexts, and how these affect our interpretation of the tradition.

INDICATIVE CONTENT

- Alexander's Birth and Prophecy.
- Alexander and his conquests.
- Alexander in the Medieval World.
- A modern Alexander?

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
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**
Take Home exam	2,500 words, 6 hours	50%

Assessment Summary

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

READING LIST

Module Code	**HPAH5018**	
Module Title	Alexander: Myth and Legend	
Classification	**Reading List entry**	**Electronic***
Essential	Stoneman, R. 2008. Alexander the Great: A life in legend. New Haven: Yale University Press.	☐
Essential	Stoneman, R. 1991. The Greek Alexander Romance. London: Penguin Classics.	☐
Essential		☐
Further	Stoneman, R. 1991. The Greek Alexander Romance. London: Penguin Classics.	☐
Further	Cary, G. The Medieval Alexander. Cambridge: CUP. 1956.	☐
Further	Hammond, N., Arrian, A., & Plutarch, A. (1993). Sources for Alexander the Great: An analysis of Plutarch's Life and Arrian's Anabasis Alexandrou. Cambridge: CUP.	☐

MODULE CODE: **HPAH5020**
TITLE: **Alexander: Myth and Legend: Greek Sources**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q700**

AIM(S)

- To develop students' knowledge and understanding of the traditions surrounding Alexander the Great, both historical and literary with a special emphasis on a Greek version of an Alexander legend.

LEARNING OUTCOMES

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

- Display a sophisticated understanding and critical appreciation of key themes and diverse scholarly approaches to the legends of Alexander the Great.
- Demonstrate a critical understanding of literary, socio-cultural and historical contexts, and how these affect our interpretation of the tradition including material in the original Greek.

INDICATIVE CONTENT

- Alexander's Birth and Prophecy.
- Alexander and his conquests.
- Alexander in the Medieval World.
- A modern Alexander?

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
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
Take Home exam	2,500 words, 6 hours	50%

Assessment Summary

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

READING LIST

Module Code	HPAH5020	
Module Title	Alexander: Myth and Legend: Greek Sources	
Classification	**Reading List entry**	**Electronic***
Essential	Stoneman, R. 2008. Alexander the Great: A life in legend. New Haven: Yale University Press.	☐
Essential	Stoneman, R. 1991. The Greek Alexander Romance. London: Penguin Classics.	☐
Essential	Hamilton, J.R. 1999. Plutarch: Alexander. Bristol: Bristol Classical Press.	☐
Further	Stoneman, R. 1991. The Greek Alexander Romance. London: Penguin Classics.	☐
Further	Cary, G. The Medieval Alexander. Cambridge: CUP. 1956.	☐
Further	Hammond, N., Arrian, A., & Plutarch, A. (1993). Sources for Alexander the Great: An analysis of Plutarch's Life and Arrian's Anabasis Alexandrou. Cambridge: CUP.	☐

MODULE CODE: **HPAH5019**
TITLE: **Alexander: Myth and Legend: Latin Sources**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q600**

AIM(S)

- To develop students' knowledge and understanding of the traditions surrounding Alexander the Great, both historical and literary with a special emphasis on a Latin version of an Alexander legend.

LEARNING OUTCOMES

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

- Display an understanding and critical appreciation of key themes and diverse scholarly approaches to the legends of Alexander the Great.
- Demonstrate an understanding of literary, socio-cultural and historical contexts, and how these affect our interpretation of the tradition including material in the original Latin.

INDICATIVE CONTENT

- Alexander's Birth and Prophecy.
- Alexander and his conquests.
- Alexander in the Medieval World.
- A modern Alexander?

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
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
Take Home exam	2,500 words, 6 hours	50%

Assessment Summary

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

READING LIST

Module Code	**HPAH5019**	
Module Title	Alexander: Myth and Legend: Latin Sources	
Classification	**Reading List entry**	**Electronic***
Essential	Stoneman, R. 2008. Alexander the Great: A life in legend. New Haven: Yale University Press.	☐
Essential	Stoneman, R. 1991. The Greek Alexander Romance. London: Penguin Classics.	☐
Essential	Atkinson, J. 1994. *A commentary on Q. Curtius Rufus' Historiae Alexandri Magni Books 5 to 7.2* (Acta classica. Supplementum; 1). Amsterdam: A.M. Hakkert.	☐
Further	Stoneman, R. 1991. The Greek Alexander Romance. London: Penguin Classics.	☐
Further	Cary, G. The Medieval Alexander. Cambridge: CUP. 1956.	☐
Further	Hammond, N., Arrian, A., & Plutarch, A. (1993). Sources for Alexander the Great: An analysis of Plutarch's Life and Arrian's Anabasis Alexandrou. Cambridge: CUP.	☐

MODULE CODE: **HPAH5003**
TITLE: **Amarna: Materiality of a Religious Revolution**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V410**

AIM(S)

- To develop independent critical and informed thinking and interpretation of a problematic historical period which needs an interdisciplinary approach to be understood.
- To endow the students with the relevant tools to deal with Egyptological theories in the wider and comparative subject of ancient religions.

LEARNING OUTCOMES

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

- Demonstrate a thorough and advanced knowledge of the religious changes during the Amarna Period in the historical context of the Egyptian New Kingdom as presented in the material culture from this period.
- Be aware of the modern biases and see the difficulties of reaching a balanced reconstruction on the base of fragmented and distorted historical sources.
- Critically evaluate modern presentation and interpretation of data from this period.

INDICATIVE CONTENT

- Setting the stage: Amarna within the 18th Dynasty.
- Amenhotep III; historical and religious foundations of the Amarna period.
- The Aten cult: Theology of Atenism and its historiography.
- All new? The material culture of the Amarna Period.
    - Artistic representations.
    - Architecture: Religious, Palatial and Urban.
    - The City of Amarna as a Paradigm: Royal and Private Buildings.
- Kingship in the shadow of the sun god Aten.
- Powerful Amarna women.
- Private Life in Amarna.
- Military, diplomacy and foreigners in the Amarna Period: the god Aten and the outside world.
- The aftermath of the Amarna period: The Egyptian Counter-Reformation.
- Interpretations of Amarna: Akhenaten, Nefertiti, Tutankhamun and their fascination today.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPAH5003**	
Module Title	Amarna: Materiality of a Religious Revolution	
Classification	**Reading List entry**	**Electronic***
Essential	Seyfried, F. 2012. In the Light of Amarna: 100 years of the Nefertiti discovery. Berlin: Staatliches Museum.	☐
Essential	Kemp, B. 2012. The city of Akhenaten and Nefertiti: Amarna and its People. London: Thames & Hudson.	☐
Essential	Montserrat, D. 2000. Akhenaten: History, Fantasy and Ancient Egypt. London: Routledge.	☐
Further	Silverman,David, Wegner, Joseph and Wegner, Jennifer. (2006). Akhenaten and Tutankhamun: Revolution and Restoration. Philadelphia: University of Pennsylvania Museum of Archaeology & Anthropology.	☐
Further	Stevens, A. 2006. Private Religion at Amarna: the material evidence. Oxford: Archaeopress.	☐
Further	Krauss, R. 2000. Akhenaten: Monotheist? Polytheist? *BACE* 11, 93–101.	☒
Further	Arnold, D. (Hg.). 1996. *The royal women of Amarna: images of beauty from ancient Egypt*, New York: Abrams.	☐
Further	Zinn, K. 2016. Women in Amarna. In: S. Budin, J. Turfa (eds.). *Women in antiquity: Real women across the Ancient World*. London: Routledge, 2016, 255-275.	☐
Further	Zinn, K. 2015. Nofretete – eine Königin ihrer Zeit? In Eldamaty, M.; Hoffmann, F.; Minas-Nerpel, M. (Eds.) *Königinnen in Ägypten*, Vaterstetten: Brose, 27–67.	☒

Further	Hawass, Z. et.al. 2010. Ancestry and pathology in king Tutankhamun's family. *JAMA* 303(2010)7, 638-647.	☒
Further	Schoske, S. 2008. At the Centre of Power: Tiye, Ahhotep and Hatshepsut. In Ziegler, C. (Ed.). *Queens of Egypt: From Hetepheres to Cleopatra*. Monaco: Grimaldi Forum, 188–199.	☒
Further	Cohen, R. & R. Westbrook. 2002. Amarna Diplomacy: The Beginnings of International Relations. Baltimore: The John Hopkins Univ. Pr.	☐
Further	Williamson, J. 2016. Nefertiti's Sun Temple (2 Vols.): A New Cult Complex at Tell El-Amarna. Leiden: Brill.	☐

MODULE CODE: **HPAH5004**
TITLE: **Ancestors, Death and Burial**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V430**

AIM(S)

- To examine a range of theoretical approaches to the ancestors, death and burial.
- To reflect upon the application of these approaches to case studies drawn from ethnographies and from the archaeological record of the Aegean and Near East.

LEARNING OUTCOMES

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

- Demonstrate knowledge and understanding of how archaeologists and anthropologists explore death and burial in a variety of cultural contexts.
- Demonstrate understanding of current theories and approaches to ancestors, death and burial, and their application to the specific case studies.
- To explore the interpretations and narratives of death, funerary ritual and the ancestors constructed with reference to theoretical concepts and debates.
- Develop skills in presenting theoretically informed discussions using a variety of media.

INDICATIVE CONTENT

This module explores how death is not a single event separating the living and the dead, but instead should be through of a gradual social process. Specifically, it examines how very different experiences of death are rooted in social and cultural worlds. It engages with a variety of ethnographies and archaeological examples to illustrate the complex relationships between the living and the dead and how these are ritually negotiated. The primary focus is on the material world of the ancient Near East (including Cyprus) and the Aegean, but supplemented with reference to rich anthropological ethnographies drawn from across multiple global cultural settings. Sessions will draw upon the following areas:

- Archaeological approaches to death and burial; the ancestors; commemoration.
- Ethnographies of death.
- Death and burial in the Near East and Cyprus.
- Death and burial in the Aegean.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:
This comprises lectures, workshops and interactive seminars.

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPAH5004**	
Module Title	**Ancestors, Death and Burial**	
Classification	**Reading List entry**	**Electronic***
Essential	Baker, J.L. 2012. *The Funeral Kit: Mortuary Practices in the Archaeological Record*. London: Routledge.	☐
Essential	Branigan, K. (ed.) 1998. *Cemetery and Society in the Aegean Bronze Age*. Sheffiled: Sheffield Academic Press.	☐
Essential	Croucher, K., 2012. *Death and Dying in the Neolithic Near East*. Oxford: Oxford University Press.	☒
Essential	Gallou, Ch, 2005. *The Mycenaean Cult of the Dead*. Archaeopress, Oxford. BAR-IS 1372.	☐
Essential	Gonen, R. 1992. *Burial Patterns and Cultural Diversity in Late Bronze Age Canaan*. Winona Lake: Eisenbrauns.	☐
Essential	Keswani, P. S. 2004. *Mortuary Ritual and Society in Bronze Age Cyprus*. London: Equinox.	☐
Essential	Laneri, N. (ed.) *Performing Death: Social Analyses of Funerary Traditions in the Ancient Near East and Mediterranean.* Chicago, Oriental Institute.	☐
Essential	Metcalf, P. and Huntingdon, R. (eds) 1991. *Celebrations of Death: the Anthropology of Mortuary Ritual*. Cambridge: CUP.	☐
Essential	Murphy, J.M. (ed.) 2011. *Prehistoric Crete: Regional and Diachronic Studies on Mortuary Systems*. Philadelphia: INSTAP Academic Press.	☐
Essential	Pfälzner, P. (ed.) 2012. *(Re-)constructing funerary rituals in the ancient Near East : proceedings of the first international symposium of the Tübingen Post-Graduate School "Symbols of the Dead" in May 2009*. Wiesbaden: Harrassowitz.	☐
Essential	Robben, A. 2004. *Death, mourning, and burial: a cross-cultural reader*. Malden, M; Oxford: Blackwell.	☐
Essential	Stutz, L.N. 2003. *Embodied rituals & ritualized bodies : tracing ritual practices in late mesolithic burials*. Lund and Stockholm: Wallin & Dahlholm; Almqvist & Wiksell.	☐

Essential	Tarlow, S. 1999. *Bereavement and commemoration: an archaeology of mortality*. Oxford : Blackwell.	☐
Further	Bloch, M. 1985. Almost eating the ancestors. *Man* (n.s.) 20: 631–46.	☐
Further	Boyd, M.J. 2014. The materiality of performance in Mycenaean funerary practices. *World Archaeology* 46(2): 192-205.	☐
Further	Branigan, K. 1993. *Dancing with Death. Life and Death in Southern Crete c. 3000-2000 BC*. Amsterdam: Adolf M. Hakkert	☐
Further	Herrero, B.J. 2009. The Minoan fallacy: cultural diversity and mortuary behaviour on Crete at the beginning of the Bronze Age. *Oxford Journal of Archaeology* 28(1): 29-57	☐
Further	Keswani, P. S. 2005. Death, prestige, and copper in Bronze Age Cyprus. American Journal of Archaeology 109: 341-401.	☐
Further	Porter, A. 2002. The dynamics of death: ancestors, pastoralism, and the origins of a third-millennium city in Syria. *Bulletin of the American Schools of Oriental Research* 325: 1-36.	☒
Further	Schwartz, G.M. 2013. Memory and its demolition: ancestors, animals and sacrifice at Umm el-Marra, Syria. *Cambridge Archaeological Journal* 23(3): 495-522.	☐
Further	Tarlow, S. and Stutz, L.N. 2013. *The Oxford handbook of the archaeology of death and burial.* Oxford: Oxford University Press 2013.	☐

MODULE CODE: **HPAN5014**
TITLE: **Ancient Bodies: Archaeological and Anthropological Perspectives on the Body**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V600**

AIM(S)

- To explore how the human body has been represented in archaeological studies.
- To reflect upon various ontologies of the human body and how these are significant to understanding 'past bodies'.

LEARNING OUTCOMES

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

- Discuss different theoretical approaches for interpreting and understanding the human body.
- Examine how the body was represented and/or treated as material culture in difference ancient societies.
- Engage with notions of embodiment and the archaeology of the senses.
- Apply these approaches to diverse archaeological case studies.

INDICATIVE CONTENT

This module examines the human body from a variety of theoretical perspectives: social and cultural bodies; representations of bodies; phenomenology and embodiment; the body as material culture; the body as matter. The primary focus is on the ancient Near East, Cyprus and the Aegean, but case studies for assignments can be drawn from other parts of the world.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:
This comprises lectures, workshops and interactive seminars, and a field trip to the Ashmolean Museum.

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning	0	0
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Poster presentation	6 minutes	20%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 4,000 words	80%

Assessment Summary

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

READING LIST

Module Code	**HPAN5014**	
Module Title	**Ancient Bodies: Archaeological and Anthropological Perspectives on the Body**	
Classification	**Reading List entry**	**Electronic***
Essential	**Attala, L. and Steel, L. (eds). In press. *Body Matters: Exploring the Materiality of the Human Body*. University of wales Press**	☒
Essential	**Boric, D. and Robb, J. (eds) 2008. *Past Bodies: Body-Centered Research in Archaeology*. Oxford: Oxbow.**	☐
Essential	**Csordas, T., 1994. *Embodiment and Experience. The Existential Ground of Culture and Self*. Cambridge: Cambridge University Press**.	☐
Essential	Hamilakis, Y., Pluciennik, M. and Tarlow, S. (eds). *Thinking Through the Body: Archaeologies of Corporeality*. New York: Kluwer Academic/Plenum Publishers.	☐
Essential	Mina, M. Triantaphyllou, S. and Papadatos, Y. 2016. *An Archaeology of Prehistoric Bodies and Embodied Identities in the Eastern Mediterranean*. Oxford: Oxbow.	☐
Essential	**Robb, J. and Harris, O.J.T. (eds). 2013. *The Body in History: Europe from the Palaeolithic to the Future*. Cambridge: Cambridge University Press.**	☐
Essential	Sofaer, J.R. 2006. *The Body as Material Culture: A Theoretical Osteoarchaeology*. Cambridge: CUP.	
Further	Barad, K. 2003. Posthumanist Performativity: Toward an Understanding of How Matter Comes to Matter. *Signs* 28(3): 801-31.	☐
Further	Crossland, Z. 2010. Materiality & Embodiment. *Oxford Handbook of Material Culture Studies*. 386-405. Oxford: OUP	☐
Further	**Hamilakis, Y. 2013. *Archaeology and the Senses, Human Experience, Memory, and Affect*. Cambridge: Cambridge University Press**	☐
Further	**Malafouris,** L. 2013. *How Things Shape the Mind: A Theory of Material Engagement.* MIT Press.	☐

Further	Marshall, Y. and Alberti, B. 2014. A Matter of Difference: Karen Barad, Ontology and Archaeological Bodies. *Cambridge Archaeological Journal* 24(1), 19-36.	☐
Further	**Merleau-Ponty, M. 1945. *The Phenomenology of Perception*, trans. Colin Smith (1962). London: Routledge.**	

MODULE CODE: **HPAH5005**
TITLE: **Ancient Celtic Civilisations**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V160**

AIM(S)

- To acquire core knowledge of 'Celtic civilisations', their societies, literature, material culture, art and religion, from the 5th century BC to the 1st century AD.
- To enable students to understand and analyse the evidence for Celtic civilisations and to enable them to critically engage with important scholarly debates, notably on themes, like 'Celticity', identity, ethnicity, and interconnectivity.

LEARNING OUTCOMES

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

- Engage critically with key scholarly debates regarding the Celts in Antiquity and be familiar with interdisciplinary approaches to ancient civilisations.
- Be familiar with Greek and Roman literary sources on the Celts and be able to engage critically in a comparative analysis of these texts.
- Display an understanding of, and critically analyse, the diverse types of archaeological evidence for Celtic culture, such as settlement evidence, material culture, iconography, sculpture, coinage, and funerary evidence.
- Demonstrate a coherent and detailed knowledge of a range of theoretical approaches, for example regarding issues of recognizing identity, ethnicity and ethnogenesis in the archaeological record.

INDICATIVE CONTENT

- This module engages the students with a number of current debates regarding Celtic civilisations in the ancient world from their origins to the Roman conquest.
- This module consists of two major areas of research:
    - First, an examination of the various diverging definitions of 'Celticity' in different disciplines. This needs to be complemented by in-depth studies of the available ancient linguistic, literary, epigraphic and archaeological evidence. This will also lead to important scholarly debates, like the controversies relating to the use of archaeological evidence to identify 'Celtic' peoples and 'Celtic' culture(s) in throughout the pre-Roman period.
    - The second section of this module will provide in-depth studies of regional 'Celtic' cultures, rituals, practises, languages, and their development and interconnectivity.
- Among others, this module will focus on (1) the Celts in North Italy from the Bronze Age to the late Iron Age (Canegrate, Golasecca and La Tène cultures, early Celtic writing systems), (2) Celts in Central Europe and their oppida culture, (3) Celts in Southern Gaul and in the *Tres Galliae* (down to Caesar's Gallic war), and finally Celts and Celtiberians on the Iberian peninsula. It will also be necessary to critically re-think the spread of cultural expressions and the conventionally assumed migrations of Celtic peoples across Europe and to Asia Minor.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPAH5005**	
Module Title	**Ancient Celtic Civilisations**	
Classification	**Reading List entry**	**Electronic***
Essential	Cunliffe, Barry W., *The Celtic World*, London 1992.	☐
Further	Cunliffe, Barry W.: The ancient Celts, Oxford 1997.	☐
Further	James, Simon: Exploring the World of the Celts, London 1993.	☐
Further	Moscati, Sabatino (ed.), *The Celts. The Origins of Europe*, London 1991.	☐
Further	Farlez ,Julia (ed.), *Celts: art and identity.* London: British Museum Press 2015.	☐

MODULE CODE: **HPAH5006**
TITLE: **Ancient Civilisations: Comparative Analysis and Critical Perspectives (Independent Project)**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V430**

AIM(S)

- To examine in detail the concept(s) of civilisation, culture and society with reference to ancient world civilisations.
- To evaluate key methodological and theoretical approaches for the comparative analysis of ancient world civilisations.

LEARNING OUTCOMES

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

- Demonstrate knowledge and understanding of an ancient civilisation of their choice.
- Demonstrate knowledge and understanding of theoretical approaches and analytical methods appropriate to the study of ancient civilisations and the application of these to a specific civilisation of their choice.
- Develop independent research and presentation skills.

INDICATIVE CONTENT

This module develops comparative analytical and research skills in preparation for the dissertation at Level 6. It explores the concepts of civilisation, society and culture as theoretical constructs and their application to specific examples drawn from a range of ancient world civilisation. Students examine a number of research themes and methodologies that are key to the study of ancient civilisations, which they will apply to a specific aspect (art, religion, mythology, economy for example) of an ancient civilisation of their choice (including ancient Egypt, China, the Classical World, Mesoamerica, Mesopotamia the pre-and proto-historic civilisations of the East Mediterranean). These methodologies and theoretical perspective may draw upon the following:

- Critical analysis of concepts of culture, society and civilisation.
- Orientalism and Postcolonialism.
- Art and Image.
- Reading texts.
- Materiality and agency.
- Gendered pasts.
- Semiotics and structuralism.
- Cultural memory and ancient civilisations.
- Ancient civilisations in the present.

LEARNING AND TEACHING STRATEGY

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

All assessment components are part of the same project and components 1 and 2 are leading towards the final project dissertation.

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Project abstract	500 words	10%

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
presentation	3 minutes	10%

Assessment Component 3 (to be submitted at the end of the academic year)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Project dissertation	4,000 words	80%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	90%
Practical	10%
TOTAL	**100%**

READING LIST

Module Code	**HPAH5006**	
Module Title	Ancient Civilisations: Comparative Analysis and Critical Perspectives (Independent Project)	
Classification	**Reading List entry**	**Electronic ***
Essential	Trigger, B.G. 2003. *Understanding Early Civilizations*. Cambridge: CUP.	☐

Essential	Carrithers, M. 1992. Why Humans Have Cultures: Explaining Anthropology and Social Diversity. Oxford: OUP.	☐
Essential	Appadurai, A. (ed.) 1986. *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge: CUP.	☐
Essential	Knappett, C. & Malafouris, L. 2008. *Material Agency: Towards a Non-Anthropocentric Approach*. Berlin: Springer.	☐
Essential	Assmann, J. 2011. *Cultural Memory and Early Civilization.* Cambridge: CUP.	☐
Further	Bussmann, R. 2015. *Egyptian archaeology and social anthropology*. In: Oxford Handbooks Online. Available online: http://dx.doi.org/**10.1093/oxfordhb/9780199935413.013.24**	☒
Further	Englehardt, J. (ed). 2013. *Agency in Ancient Writin*g. Boulder, Col.: Univ. Pr. Of Colorado.	☐
Further	Wilkinson, R.H. (ed.) 2008. *Egyptology Today*. Cambridge: CUP.	☐
Further	Carruthers, W. (ed.). 2015. *Histories of Egyptology: Interdisciplinary Measures*. New York: Routledge.	☐
Further	Shafer-Elliott, C. (ed.) 2016. The Five-Minute Archaeologist in the Southern Levant. Sheffield: Equinox.	☐
Further	Harris, W.V. 2007. *Rethinking the Mediterranean*. Oxford: OUP.	☐
Further	Chapman, R. 2003. *Archaeologies of Complexity*. London: Routledge.	☐
Further	DeMarrais, E. Gosden, C. and Renfrew, C. 2004. *Rethinking Materiality: the Engagement of Mind with the Material World*. Cambridge: McDonald Institute for Archaeological Research.	☐

MODULE CODE: **HPAH5032**
TITLE: **Ancient Erotic Poetry**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q800**

AIM(S)

- To enable students to explore critically a range of texts relating to love poetry in antiquity individually and within a peer group.
- To establish the literary, social, and historical contexts of the ancient world to which the ancient love poetry both refers and responds.

LEARNING OUTCOMES

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

- A coherent and detailed knowledge of types of love poetry in antiquity and of individual texts in particular.
- A thorough knowledge of the literary, historical and socio-cultural contexts of types of love poetry in antiquity generally and individual texts in particular.
- The ability to systematically present their own theoretically and critically informed close textual analyses of texts within types of love poetry in antiquity.

INDICATIVE CONTENT

This module surveys the history and background of love poetry in antiquity. A selection of authors of love poetry will be studied in depth; authors may include writers of Hellenistic epigram and Roman love elegy poets like Propertius, Tibullus and Ovid. Emphasis is placed on the development of love poetry and its relationship to the contemporary, literary and historical-political landscapes of the ancient world. Overarching themes of the course include inter- and intratextuality (e.g. book structure) as well as poetological issues. The module also affords students an opportunity to explore critically the relationship between poetry, power and patronage, and attitudes to gender and sex as conveyed through the studied texts.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment will be carried out using a portfolio of pieces, such as abstract, gobbets, essay.

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	A range of assessments equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPAH5032**	
Module Title	**Ancient Erotic Poetry**	
Classification	**Reading List entry**	**Electronic***
Essential	Fulkerson, L. 2005. The Ovidian heroine as author reading, writing, and community in the Heroides (Cambridge)	☒
Essential	The Greek Anthology. Volume 5: Books 13-16. ed. W. R. Paton (loeb Classical library)	☐
Essential	Lee, G. *Tibullus. Elegies*, Liverpool, 1990.	☐
Essential	Lee, G. *Propertius. The Poems*, Oxford (Oxford World Classics Series) 1999.	☐
Further	Keith, A. *Propertius. Poet of Love and Leisure*, London (Classical Literature and Society Series) 2008.	☐
Further	Armstrong R. *Ovid and His Love Poetry,* London (Classical Literature and Society Series) 2005.	☐
Further	Hinds, S. *Allusion and Intertext. Dynamics of Appropriation in Roman Poetry,*Cambridge, 1998.	☐
Further	James, S. L. *Learned Girls and Male Persuasion. Gender and Reading in Roman Love Elegy*, Berkeley, 2003.	☐
Further	Galinsky, K. *Augustan Culture: An Interpretive Introduction*, Princeton, 1997.	☐
Further	Janan, M. *The Politics of Desire. Propertius Book 4*, Berkeley and Los Angeles, 2001.	☐
Further	Liveley, G. (ed.) *Latin Elegy and Narratology: Fragments of a Story*, Ohio, 2008.	☐

MODULE CODE: **HPAH5033**
TITLE: **Ancient Erotic Poetry: Latin Verse**
DATED **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q600**

AIM(S)

- To enable students to explore critically a range of texts relating to love poetry in antiquity individually and within a peer group.
- To establish the literary, social, and historical contexts of the ancient world to which the ancient love poetry both refers and responds.
- To engage with some of the key texts in their original Latin.

LEARNING OUTCOMES

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

- A coherent and detailed knowledge of types of love poetry in antiquity and of individual texts in particular.
- A thorough knowledge of the literary, historical and socio-cultural contexts of types of love poetry in antiquity generally and individual texts in particular.
- The ability to systematically present their own theoretically and critically informed close textual analyses of texts within types of love poetry in antiquity.
- The ability to translate some of the key texts from Latin to English.

INDICATIVE CONTENT

This module surveys the history and background of love poetry in antiquity. A selection of authors of love poetry will be studied in depth; authors may include writers of Hellenistic epigram and Roman love elegy poets like Propertius, Tibullus and Ovid. Emphasis is placed on the development of love poetry and its relationship to the contemporary, literary and historical-political landscapes of the ancient world. Overarching themes of the course include inter- and intratextuality (e.g. book structure) as well as poetological issues. The module also affords students an opportunity to explore critically the relationship between poetry, power and patronage, and attitudes to gender and sex as conveyed through the studied texts.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPAH5033**	
Module Title	**Ancient Erotic Poetry: Latin Verse**	
Classification	**Reading List entry**	**Electronic***
Essential	P.E. Knox. 1995. *Ovid Heroides : Select Epistles* (Cambridge)	☐
Essential	Fulkerson, L. 2005. The Ovidian heroine as author reading, writing, and community in the Heroides (Cambridge)	☒
Essential	Lee, G. *Tibullus. Elegies*, Liverpool, 1990.	☐
Essential	Lee, G. *Propertius. The Poems*, Oxford (Oxford World Classics Series) 1999.	☐
Further	The Greek Anthology. Volume 5: Books 13-16. ed. W. R. Paton (loeb Classical library)	☒
Further	Keith, A. *Propertius. Poet of Love and Leisure*, London (Classical Literature and Society Series) 2008.	☐
Further	Armstrong R. *Ovid and His Love Poetry,* London (Classical Literature and Society Series) 2005.	☐
Further	Hinds, S. *Allusion and Intertext. Dynamics of Appropriation in Roman Poetry,*Cambridge, 1998.	☐
Further	James, S. L. *Learned Girls and Male Persuasion. Gender and Reading in Roman Love Elegy*, Berkeley, 2003.	☐
Further	Galinsky, K. *Augustan Culture: An Interpretive Introduction*, Princeton, 1997.	☐
Further	Janan, M. *The Politics of Desire. Propertius Book 4*, Berkeley and Los Angeles, 2001.	☐
Further	Liveley, G. (ed.) *Latin Elegy and Narratology: Fragments of a Story*, Ohio, 2008.	☐

MODULE CODE: **HPAH5007**
TITLE: **Ancient Lives in Death**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V410**

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- The view on and practicalities of death in Egyptological research: archaeology, forensics, religion and culture.
- The materiality of death.
- The eternal human body:
  - Skeletal remains.
  - Forensic methods.
- Mummification.
  - Mummification process.
  - Assessing mummies: unwrapping, CT scans and computer visualisations.
  - Modern attempts of mummification.
  - Popular reception of ancient mummies.
- Ethical issues of lives in death.
- The eternal body of animals: Burial and mummification of animals.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPAH5007**	
Module Title	**Ancient Lives in Death**	
Classification	**Reading List entry**	**Electronic***
Essential	Loynes, R. 2015. Prepared for Eternity: A study of human embalming techniques in ancient Egypt using computerised tomography scans of mummies. Oxford: Archaeopr.	☐
Essential	Taylor, J. 2014. *Ancient lives : new discoveries : eight mummies, eight stories.* London : The British Museum, 2014.	☐
Essential	Taylor, J. 2001 (or any other edition). *Death and Afterlife in Ancient Egypt*. London: British Museum Pr..	☐
Essential	David, R. (ed.). 2008. Egyptian Mummies and Modern Science. Cambridge: CUP.	☐
Further	Ikram, S. 2015. *Death and Burial in Ancient Egypt.* Cairo: American Univ. Pr.	☐
Further	Taylor, J. 1995. Unwrapping a Mummy. London: British University Pr.	☐
Further	Ikram, S. 2015. Divine Creatures: Animal Mummies in Ancient Egypt. Cairo: American Univ. Pr.	☐
Further	Sugg, R. 2011. Mummies, Cannibals and Vampires: The History of Corpse Medicine from the Renaissance to the Victorians. Abingdon: Routledge.	☐
Further	Smith, M. 2017. *Following Osiris: Perspectives on the Osirian Afterlife from Four Millennia*. Oxford: Oxford Univ. Pr.	☐
Further	Grajetzki, W. 2003. *Burial customs in ancient Egypt: life in death for rich and poor*. London; Duckworth.	☐
Further	Hawass. Z.A. & S. Saleem. 2015. Scanning the Pharaohs: CT Imaging of the New Kingdom Royal Mummies. Cairo: American Univ. Pr.	☒
Further	Price, C. et al (eds.). 2016. Mummies, Magic and Medicine in Ancient Egypt: Multidisciplinary Essays for Rosalie David. Manchester: Manchester Univ. Pr.	☐

Further	David, R. 2007. The Two Brothers: Death and the Afterlife in Middle Kingdom Egypt. London: Rutherford Pr.	☐

MODULE CODE: **HPAH5034**
TITLE: **Ancient Macedon: Kings, Conquest and Conspiracy**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V160**

AIM(S)

- To investigate the changes and evolutions of Macedonian society and politics over time, as well as their cultural relationship with the Greeks and non-Greeks throughout the period.

LEARNING OUTCOMES

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

- Demonstrate a secure understanding and knowledge of the main aspects of the history of the Macedonian kingdom.
- Evaluate and analyse the ancient sources and evidence on political, military and society developments in Macedonia.
- Evaluate critically the main debated issues regarding the political, social and cultural developments in the Macedonian kingdom.
- Present written work in a manner appropriate for different audiences.

INDICATIVE CONTENT

- Macedon is one of the most important Greek states and is the main bridge of the classical and Hellenistic periods.
- This module explores the history of the Macedonian kingdom from the middle archaic period to the Hellenistic, with particular focus on Philip II and Alexander III.
- The module further investigates the changes and evolutions of Macedonian society and politics over time, as well as their cultural relationship with the Greeks and non-Greeks throughout the period.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
A review of a scholarly article or book	2,500 words	50%

Assessment Component 2

☒ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Take home exam	2,500 words, 6 hours	50%

Assessment Summary

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

READING LIST

Module Code	**HPAH5034**	
Module Title	**Ancient Macedon: Kings, Conquest and Conspiracy**	
Classification	**Reading List entry**	**Electronic***
Essential	Barr-Sharrar, B., & Borza, E. N. (1982). *Macedonia and Greece in late classical and early Hellenistic times*. Washington: National Gallery of Art.	☐
Essential	Roisman, J. and Worthington, I. (eds.), *A Companion to Ancient Macedonia*. London: Wiley-Blackwell	☐
Essential	Troncoso, V. A. and Anson, E. M. (eds.), *After Alexander: The Time of the Diadochi (323-281 BC)*. Oxford: Oxbow Books.	☐
Further	Archibald –Brock, Z. 'Space, hierarchy, and community in archaic and classical Macedonia, Thessaly, and Thrace in Hodkinson, S. (2000). *Alternatives to Athens: Varieties of political organization and community in ancient Greece*. Oxford: Oxford University Press.	☐
Further	Badian, E., Wallace, R. W., & Harris, E. M. (1996). *Transitions to empire: Essays in Greco-Roman history, 360-146 B.C. in honor of E. Badian.* Norman: University of Oklahoma Press.	☐
Further	Bintliff, J. L., Sbonias, K., & POPULUS Project. (1999). *Reconstructing past population trends in Mediterranean Europe (3000 BC-AD 1800)*. Oxford: Oxbow Books.	☐
Further	Carney, E. (1992). 'The Politics of Polygamy: Olympias, Alexander and the Murder of Philip', *Historia* 41.2: 169-189.	☐
Further	Kosmin, P. J. (2014). *The Land of the Elephant Kings: Space, Territory, and Ideology in the Seleucid Empire*. Cambridge, Massachusetts: Harvard University Press.	☐
Further	Scullard, H. H. (1974). *The Elephant in the Greek and Roman World*. London: Thames & Hudson	☐
Further	Worthington, I. (2003). *Alexander the Great: A Reader*. London: Routledge.	☐
Further	Worthington, I. (2008). *Philip II of Macedonia*. New Haven: Yale University Press	☐

MODULE CODE: **HPAH5050**
TITLE: **Ancient Macedon: Kings, Conquest and Conspiracy: Greek prose**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q700**

AIM(S)

- To investigate the changes and evolutions of Macedonian society and politics over time, as well as their cultural relationship with the Greeks and non-Greeks throughout the period.
- To explore some key historical and literary texts in their original Greek.

LEARNING OUTCOMES

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

- Demonstrate a secure understanding and knowledge of the main aspects of the history of the Macedonian kingdom.
- Evaluate and analyse the ancient sources and evidence on political, military and society developments in Macedonia.
- Evaluate critically the main debated issues regarding the political, social and cultural developments in the Macedonian kingdom.
- Translate and Comment upon some key texts.

INDICATIVE CONTENT

- Macedon is one of the most important Greek states and is the main bridge of the classical and Hellenistic periods.
- This module explores the history of the Macedonian kingdom from the middle archaic period to the Hellenistic, with particular focus on Philip II and Alexander III.
- The module further investigates the changes and evolutions of Macedonian society and politics over time, as well as their cultural relationship with the Greeks and non-Greeks throughout the period.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
A review of a scholarly article or book	2,500 words	50%

Assessment Component 2

☒ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Take home exam	2,500 words, 6 hours	50%

Assessment Summary

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

READING LIST

Module Code	**HPAH5050**	
Module Title	**Ancient Macedon: Kings, Conquest and Conspiracy: Greek Prose**	
Classification	**Reading List entry**	**Electronic***
Essential	Barr-Sharrar, B., & Borza, E. N. (1982). *Macedonia and Greece in late classical and early Hellenistic times*. Washington: National Gallery of Art.	☐
Essential	Roisman, J. and Worthington, I. (eds.), *A Companion to Ancient Macedonia*. London: Wiley-Blackwell	☐
Essential	E.I. MCQUEEN, DIODORUS SICULUS: THE REIGN OF PHILIP II. The Greek and Macedonian Narrative from Book XVI. London, Bristol Classical Press, 1995.	☐
Further	Archibald –Brock, Z. 'Space, hierarchy, and community in archaic and classical Macedonia, Thessaly, and Thrace in Hodkinson, S. (2000). *Alternatives to Athens: Varieties of political organization and community in ancient Greece*. Oxford: Oxford University Press.	☐
Further	Badian, E., Wallace, R. W., & Harris, E. M. (1996). *Transitions to empire: Essays in Greco-Roman history, 360-146 B.C. in honor of E. Badian.* Norman: University of Oklahoma Press.	☐
Further	Bintliff, J. L., Sbonias, K., & POPULUS Project. (1999). *Reconstructing past population trends in Mediterranean Europe (3000 BC-AD 1800)*. Oxford: Oxbow Books.	☐
Further	Carney, E. (1992). 'The Politics of Polygamy: Olympias, Alexander and the Murder of Philip', *Historia* 41.2: 169-189.	☐
Further	Kosmin, P. J. (2014). *The Land of the Elephant Kings: Space, Territory, and Ideology in the Seleucid Empire*. Cambridge, Massachusetts: Harvard University Press.	☐
Further	Scullard, H. H. (1974). *The Elephant in the Greek and Roman World*. London: Thames & Hudson	☐
Further	Worthington, I. (2003). *Alexander the Great: A Reader*. London: Routledge.	☐
Further	Worthington, I. (2008). *Philip II of Macedonia*. New Haven: Yale University Press	☐

MODULE CODE: HPAR5002

TITLE: **Animals in Archaeology**
DATED: **08/01/2018**
LEVEL: 5
CREDITS: 20
JACS CODE: **V400**

AIM(S)

- To provide students with a broad understanding of key debates in Zooarchaeology/Archaeozoology.
- To engage students in the in-depth analysis of the nature, scope, and/or relationship between humans, non-human animals and their environments as understood from studying animal remains.

LEARNING OUTCOMES

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

- Discuss, interpret and evaluate complex information, concepts and ideas in archaeological approaches to studying animal remains.
- Reflect upon the context in which techniques and methods for analysis and interpretation are used within a zooarchaeological context.
- Place knowledge within a cultural and environmental context.
- Develop independent research and presentation skills.

INDICATIVE CONTENT

Lectures, practical sessions and/or workshops will introduce students to the concepts, principles and practices within the study of non-human animal skeletal remains as a key archaeological resource. Targeted sessions will introduce practical and working examples which will be used to support the application, discussion, and critical evaluation of techniques learned as well as engage with the discourses used within the discipline. Students may identify, record, analyse, and interpret their findings from direct engagement with a data set from an archaeological context, as well as engage with key debates centring on human and non-human animal relationships.

Students will be at liberty to engage in a wide range of areas, concepts or ideas depending on their interests.

LEARNING AND TEACHING STRATEGY

Teaching will be organised into lectures, interactive workshops and practical sessions. Students will work through archaeological material in a supported environment.

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning	0	0
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Commentary	1,000 words	20%

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Practical Portfolio	Equivalent to 4,000 words	80%

Assessment Summary

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

READING LIST

Module Code	**HPAR5002**	
Module Title	**Animals in Archaeology**	
Classification	**Reading List entry**	**Electronic***
Essential	Davies, S. J. 2005 *The Archaeology of Animals.* London: Batsford.	☐
Essential	Lyman, R. L. 1994 *Vertebrate Taphonomy.* Cambridge: C.U.P.	☐
Essential	O'Connor, T. 2000 The Archaeology of Animal Bones UK: Sutton	☐
Essential	Reitz. E. J. & Wing, E. S. 1999 *Zooarchaeology* Cambridge: C.U.P.	☒
Further	Watts, C. 2014 *Relational Archaeologies humans, animals, things*. Hoboken: Taylor and Francis.	☒
Further	Haglund, W., & Sorg, M. 2002 *Advances in Forensic Taphonomy: Method, theory, and archaeological perspectives*. Boca Raton, Fla.; London: CRC Press.	☐
Further	Albarella, U. & Trentacoste, A., 2011 *Ethnozooarchaeology : the present and past of human-animal relationships*, Oxford : Oakville, CT: Oxbow Books ; David Brown Book Co.	☐
Further	Willis, R. 1994 *Signifying Animals: Human meaning in the natural world* (1st pbk ed., One world archaeology; 16). London: Routledge.	☐
Further	Lyman, R. 2008 *Quantitative Paleozoology* (Cambridge manuals in archaeology). Cambridge: Cambridge University Press.	☐
Further	Bekoff, M., 2007. *Encyclopedia of Human-Animal Relationships: a global exploration of our connections with animals*, Westport, Conn.; London: Greenwood Press.	☐

MODULE CODE: **HPAN5030**
TITLE: Anthropology Independent Project
DATED: 08/01/2018

LEVEL: 5
CREDITS: 20
JACS CODE: **L600**

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 demonstrate the ability to:

- Identify a suitable area and question for in-depth research.
- Construct and manage a body of raw data drawn from research amongst source materials, and 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 format, be that a dissertation or extended report.

INDICATIVE CONTENT

This is a piece of independent personal research, often based upon a topic of personal interest to the student. The focus of study is identified by the student. The aim is for the student to identify a body of material to study, to develop an appropriate and meaningful research question, to develop appropriate methodological and theoretical approaches to answer this research question, and to situate their work within the wider academic literature of their chosen discipline.

LEARNING AND TEACHING STRATEGY

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	100%

Assessment Summary

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

READING LIST

MODULE CODE: **HPPH5019**
TITLE: **Applied Ethics**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V500**

AIM(S)

- To provide students with a critical understanding of key debates in the field of Applied Ethics.

LEARNING OUTCOMES

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

- Demonstrate a detailed knowledge of key debates in the field of Applied Ethics.
- Interpret and evaluate information, concepts and ideas in the field of Applied Ethics.

INDICATIVE CONTENT

- The ethics of abortion.
- The ethics of euthanasia.
- Our ethical relationship to animals.
- The ethical implications of poverty.
- The Ethics of War

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Individual Presentation	15 Minutes	50%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	HPPH5019	
Module Title	**Applied Ethics**	
Classification	**Reading List entry**	**Electronic***
Essential	Hursthouse, Rosalind, Beginning Lives, (Oxford: Wiley, Blackwell, 1987)	☐
Essential	Singer, Peter, Practical Ethics, 3rd edition, (Cambridge: Cambridge University Press, 2011)	☒
Essential	Rachels, James, 'Active and Passive Euthanasia', Applied Ethics, edited by Peter Singer, (Oxford: Oxford University Press, 1986)	☒
Further	Steinbock, Bonnie, Life Before Birth (New York: Oxford University Press, 2011)	☐
Further	Thomson, Judith Jarvis, 'A Defense of Abortion' Philosophy & Public Affairs, Vol.1, No.1 (Autumn, 1971)	☒
Further	Tooley, Michael, 'Abortion and Infanticide', Philosophy & Public Affairs, Vol.2, No.1 (Autumn, 1972)	☒
Further	Rachels, James, 'Active and Passive Euthanasia', Applied Ethics, edited by Peter Singer, (Oxford: Oxford University Press, 1986)	☐
Further	Glover, Jonathan, Causing Death and Saving Lives, (London: Penguin, 1990)	☐
Further	Rachels, J., The End of Life: Euthanasia and Morality, (Oxford: Oxford University Press, 1986)	☐
Further	Singer, Peter, Animal Liberation, (Pimlico, 1985)	☐
Further	Regan, Tom, The Case for Animal Rights, (California: University of California Press, 2004)	☐
Further	Walzer's, Michael, Just and Unjust Wars, (Oxford: Clarendon Press, 2009)	☒
Further	Nagel, Thomas, 'War and Massacre', Philosophy & Public Affairs, Vol. 1, No. 2, (Winter, 1972)	☒

MODULE CODE: **HPEN5023**
TITLE: **Approaches to Creative Sources**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **W800**

AIM(S)

- To provide a sound introduction to the resources research methodologies available to the creative writer.
- To provide an introduction to the importance to creative practice of researching the work and processes of notable writers and historical events both contemporary and historical and contextualisation of their achievement and consequences respectively.

LEARNING OUTCOMES

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

- Deploy a critically sound understanding of the importance to creative practice of researching important events both contemporary and historical.
- Show a good understanding of the relationship between this research and development and the production of work of a publishable or near publishable standard.
- Show a sound critically informed understanding of the importance of wide reading to the creative writer.
- Show a sound understanding of the importance of, and ability to, draft, redraft and edit creative material to produce work of a publishable, or near publishable standard.

INDICATIVE CONTENT

In a series of workshops, this module will explore approaches to research useful and necessary to the serious creative writer aiming to produce work of a near publishable standard. Each session will involve some theoretical work in the form of critical analysis and discussion of texts, but the main emphasis will be on practical writing activities designed to facilitate an understanding of the importance of research in a variety of senses to the creative writer.
A typical session will concentrate on a specific topic or topics and will be divided roughly into:

- An introduction to the topic by the tutor followed by group discussion and analysis of a key textual example from a published writer or contextual analysis of the event.
- A writing activity (or activities) devised by the tutor to enable students to explore not only the nature of the writing under consideration but also to trigger independent research activity developed from the work under consideration.
- Feedback and discussion of the results of the writing activity.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPEN5023**	
Module Title	**Approaches to Creative Sources**	
Classification	**Reading List entry**	**Electronic***
Essential	Morley, David, The Cambridge Introduction to Creative Writing. Cambridge: CUP, 2007.	☐
Further	Anderson, L. Creative Writing: A Workbook. London: Routledge, 2006.	☐
Further	Catron, L. E. The Elements of Playwriting. Basingstoke: Macmillan, 1993.	☐
Further	Chisolm, A. The Craft of Writing Poetry. London: Allison & Bushby, 1997.	☐
Further	Cox, A. Writing Short Stories. London: Routledge, 2005.	☐
Further	Leech, H. Everything you need to know about Creative Writing. London: Continuum, 2007.	☐
Further	McKee, R. Story Structure. London: Methuen, 1988.	☐
Further	Singleton, J. & Luckhurst, M. The Creative Writing Handbook. Basingstoke: Macmillan, 2000.	☐

MODULE CODE: **HPAR5003**
TITLE: **Archaeological Practice Placement**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V400**

AIM(S)
This module aims to:

- Embed students within an archaeological organisation for an extended period in order to gain experience of the working environment and its challenges.
- Enable the student to undertake work which will make a contribution to the mission or outcomes of the organisation and which will also support their professional and career goals.
- Develop an understanding of work related issues and an awareness of professional standards within an archaeological work place context.
- Gain an insight into the issues relating to the sector in which the placement organisation sits – namely the charitable, private or governmental sectors.
- Appreciate the relationship between archaeological organisations, communities, government, local government and the private sector; especially the place of archaeology in construction, development and consultancy.

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

- Demonstrate and illustrate an understanding of the mission/objectives of the host archaeological organisation; how it is structured and operates.
- Evaluate the relationship between the archaeological organisation and communities, government, local government and the private sector.
- Be able to show how they personally have contributed to the mission, objectives, activities and outputs of the host archaeological organisation and critically reflect upon their experience as part of their own personal and professional development.
- Exhibit professional standards of work and transferable work-place skills such as team work, independent working and formal communication with peers.

INDICATIVE CONTENT
Students will participate in the operations and work of a host archaeological organisation over the course of a minimum of 20 working days (or parts of a day equivalent to 20 full days) which can be consecutive, clustered or spread over Blocks 1 to 6.
Students will contribute to the objectives of the host archaeological organisation by undertaking a short project the subject of which will be agreed between the organisation and the University at the outset of the placement. The final project report will also be the major unit of assessment.
While with the archaeological organisation students are expected to work hard and to get the most out of the experience, always remembering that they are there to make a positive contribution however brief and small. Students will be required to understand the objectives of the organisation they are with and to understand the methods they use to achieve these goals and the issues and challenges which arise as a result. To that end students will be required to keep a daily diary or workbook of what they are doing and reflecting on their experience. This diary/workbook is not formally examined but will be seen by tutors and will form the basis for the short assessed presentation.

LEARNING AND TEACHING STRATEGY

Workshops and Tutorials will prepare the student for the placement. Support will be given the student during the placement by visits to the organisation and off-site tutorials.
Placement will allow students to further their independent learning skills.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** x **Practical**

Mode of assessment	Volume	Weighting
Oral presentation	5 minutes	25%

Assessment Component 2

☐ **Written exam** x **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Report	4,000 words	75%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75%
Practical	25%
TOTAL	**100%**

READING LIST

Module Code	**HPAR5003**	
Module Title	**Archaeological Practice Placement**	
Classification	**Reading List Entry**	**Electronic***
Essential	Hunter, J. & Ralston, I. (eds) 2006, *Archaeological Resource Management: an introduction,* 2nd edition, Stroud: Alan Sutton.	☐
Essential	Bintliff, J. L. 2004**. A Companion to Archaeology** Blackwell Companion to Archaeology Malden: Blackwell Publishing. (Also available electronically at www.netlibrary.com)	x
Essential	Merriman, N. 2004 **Public Archaeology** London:Taylor & Francis. (Also available electronically at www.netlibrary.com)	x

Further	Cottrell, S. **Critical Thinking Skills. Developing Effective Analysis and Argument** (Basingstoke, Palgrave MacMillan, 2005).	☐
Further	Cottrell, S. (2008) **The Study Skills Handbook**, (3rd edition). Palgrave Macmillan.	☐
Further	http://www.unesco.org.uk http://www.cadw.wales.gov.uk http://english-heritage.org.uk	☐
Further	http://www.museumwales.ac.uk http://www.historic-scotland.gov.uk http://www.communities.gov.uk	☐

MODULE CODE: **HPHE5001**
TITLE: **Archaeology & Heritage of Industry**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V700**

AIM(S)

- To develop participants knowledge of the landscapes, archaeological sites, monuments, artefacts and intangible cultural heritage which collectively comprise the industrial heritage of Britain.
- To enable students to "read" industrial landscapes and sites and how these can be understood in technological, economic, social and cultural terms.
- To grow students understanding of the complexity of the economic and social factors which created, drove and shaped the industrial revolution.
- To encourage students to place industrial heritage into a broader historical context and to understand its wider cultural significance.

LEARNING OUTCOMES

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

- Demonstrate understanding of the diverse landscapes, sites, monuments, artefacts and intangible heritage which make up the industrial heritage of Britain.
- Illustrate knowledge of how landscapes, sites and artefacts bear witness to the complexity of the economic and social factors which shaped the industrial revolution.
- Place in a broad historical context and be able to evaluate the cultural significance of industrial heritage.

INDICATIVE CONTENT

The scope of Industrial Archaeology & Heritage – An introduction which explores the range and diversity of evidence, material and records available for study.

A Landscape of Busy-ness - The Making of an Industrial Revolution – A brief exploration of the interlinked social, economic and technological factors which led to the industrial revolution and the emergence of Britain (possibly an unlikely candidate) as the world's first industrial nation.

Landscapes and Monuments – A series of case studies exploring the landscapes, sites, monuments and artefacts associated with the key industrial sectors across Britain: Their origins, development and decline. To place the sector in context comparisons will be made with contemporary developments in Europe and North America. Case studies will be selected from:-

- Spinning, Weaving & Textiles – the first factory revolution?
- Coal
- Mining & Quarrying (Stone, Slate, etc.)
- Iron & Steel
- Copper & Tin
- Chemicals & Glass
- Pottery & Ceramics
- Light Engineering & "Toy" manufacture
- Heavy Engineering & Shipbuilding

A Transport Revolution? – An exploration of how the development of roads, canals and railways transformed land transport and the relationship between people, time and distance.

The growth of a national road, canal and railway network was a significant factor in accelerating the pace of industrial change as it permitted access to both raw-materials and new markets, enabled the movement of goods, services and people and, arguably more importantly, permitted the ever more rapid exchange of information.
A Maritime Revolution? – The forgotten revolution – How changes in ships, shipping, navigation and harbours were driven by the demands of trade and how these changes in turn enabled economic growth, expansion and ultimately led to the globalisation of trade and commerce.
An Urban Revolution? A Food Revolution? – An exploration of how growing urban populations were housed, fed and watered leading to the industrialisation of housing, farming, fishing and food processing. It also looks at the heroic feats of engineering undertaken to both supply growing cities with water and, eventually, to dispose of the waste they produced.
Will the Real Industrial Revolution please stand up? – A debate on causes, mechanisms and unintended consequences.

LEARNING AND TEACHING STRATEGY
Lectures provide a theoretical spine for the module. **Seminars** promote discussion and exploration of key concepts. Both prepare the participants for **field excursions** to sites of relevant interest. **Workshops** will examine the observations made during the field excursions and support participants preparation for the assessment.
Guided Independent Study allows students to further their independent learning skills with appropriate support provided by the module tutor(s).

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
Written exam x **Coursework** **Practical**

Mode of assessment	**Volume**	**Weighting**
Report	2,000 words	40%

Assessment Component 2
☐ **Written exam** x **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPHE5001**	
Module Title	**Archaeology & Heritage of Industry**	
Classification	**Reading List Entry**	**Electronic***
Essential	Trinder, B. (2013) **Britain's Industrial Revolution – the Making of a Manufacturing People 1700-1870**. Carnegie Publishing, Lancaster.	☐
Essential	Neaverson, P. & Palmer, M. (2002) **Industry in the Landscape, 1700-1900.** Routledge, London. 228pp.	x
Essential	Griffin, E. (2010) **A Short History of the British Industrial Revolution.** Palgrave Macmillan, Basingstoke.	☐
Further	Hudson, K., (2003) **World Industrial Archaeology.** Cambridge: Cambridge University Press.	☐
Further	Palmer, M., Nevell, M. & Sissons, M. (2012) **Industrial Archaeology: A Handbook.** CBA Practical Handbook No.21, 326pp Council for British Archaeology, York. ISBN 978-1-902771-92-2	☐
Further	Palmer, M. and Neaverson P., (2010) **Industrial archaeology; principles and practice**. ISBN 0203022998 E-book.	☐
Further	Blair, J. and Ramsey, N., (1991). **English Medieval Industries**. London: Hambledon & London.	☐
Further	Clark, K. (2007). "The Workshop of the World: The Industrial Revolution" in Hunter, J. & Ralston, I 2007 **The archaeology of Britain; an introduction from the Upper Palaeolithic to the Industrial Revolution** ISBN 0203029461 (chapter 16, pages 280- on Industry only)	x
Further	Wilson, C., (1965). **England's Apprenticeship 1603-1763**. London: Longmans, Green & Co.	☐
Further	Watts, M. (2002). **The Archaeology of Mills and Milling. Tempus**. Stroud.	☐
Further	Williams, M. with Farnie, D.A. (1992). **Cotton Mills in Greater Manchester**. The Alden Press, Oxford.	☐
Further	Hayman, R. (2005). **Ironmaking – the History & Archaeology of the Iron Industry**. Stroud: Tempus Publishing.	☐
Further	Hughes, S., (2000). **Copperpolis -- Landscapes of the Early Industrial Period in Swansea.** Aberystwyth: Royal Commission on the Ancient and Historical Monuments of Wales.	☐
Further	Ransom, P.J.G. (1984) **The Archaeology of the Transport Revolution.** Guild Publishing, London	☐
Further	Crowe, N. (1994) **Canals**. English Heritage Series, Batsford Books, London.	☐

Further	Stammers, M. (2007) The **industrial archaeology of docks and harbours**. Tempus, Stroud. ISBN 9780752439006	☐
Further	Morriss, R.K. (1999) **The Archaeology of Railways**. Tempus, Stroud.	☐
Further	Harvey, Nigel (1980) **The Industrial Archaeology of Farming in England and Wales**. Batsford, London. ISBN 10: 0713418451 / ISBN 13: 9780713418453	☐
Further	Trinder, B., (1993). 'The archaeology of the British food industry 1660–1966: a preliminary survey'. **Industrial Archaeology Review** 15:2, 119–139.	☐

MODULE CODE: **HPHE5002**
TITLE: **Archives: Practice & Operation (Roderic Bowen Library & Archives)**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V700**

AIM(S)
This module provides a broad introduction to archival practice and operations. It aims to develop in participants:

- An appreciation of the breadth of archive records – including documents, plans, drawings images, photographs, films, sound recordings, etc. – as repositories of information from the past.
- Understanding of the record life-cycle and core principles of archive creation and management.
- Knowledge and understanding of archival operation and practice across a range of different types and purpose of archive.
- Appreciation of the role and importance of archives to primary research and scholarship across the humanities.
- Skills to access and use archives for historical, archaeological and heritage research.

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

- Demonstrate an understanding of the role and importance of archives to research and scholarship across the humanities.
- Discuss and reflect on the role archives play in society.
- Illustrate and be able to evaluate the methods and practice of archive management.

INDICATIVE CONTENT
The module will introduce students to various issues and practices surrounding archives. Through seminars the module will explore:

- The Importance of Archives and the Challenge of Selectivity.
- Archival Organisation – Fit for purpose.
- Resources: People, Facilities, Money.
- Bringing Material into Archives: Acquiring, Appraising, and Accessioning.
- Organising Archival Material.
- Describing Archival Material.
- Conservation and Security.
- Textual Records: Documents and Books.
- Photographs and Other Visual Records.
- Maps, Plans, and Architectural Drawings.
- Sound Recordings and Oral History.
- Other Archival Holdings.

The module will explore these issues through use of the University's own Archives and the Resources of Roderic Bowen Library & Archive held at UWTSD Lampeter. Here they will assist the curator of the special collections in a range of activities that might include indexing, repair work, collections management, records storage, scanning and imaging, and public display and inspection. Students will learn behind the scenes what goes on in archives and

with the process of archiving, gaining valuable experience and insights into the practice and operation of archives.
This will be supplemented by field trips to the Ceredigion Archive and the National Library and the Royal Commission on Ancient and Historical Monuments (Wales) at Aberystwyth.
During the course of the module students will explore the use of archives for research through undertaking an archive-based research project.

LEARNING AND TEACHING STRATEGY
Lectures will introduce the students to the concepts, principles and practices of the topics studied for the module. Case studies may be used to provide examples and will be used to develop further understanding of what has been learned.
Workshops / Practicals are immersive experiences intended to support the discussion and evaluation of what has been learned.
Guided Independent Study allows students to further their independent learning skills with appropriate support provided by the module tutor(s).

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT
Assessment Component 1

Written exam **Coursework** x **Practical**

Mode of assessment	Volume	Weighting
Archival Record	Equivalent to 2,000 words	40%

Assessment Component 2

☐ **Written exam** x **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPHE5002**	
Module Title	**Archives: Practice & Operation (Roderic Bowen Library & Archives)**	
Classification	**Reading List Entry**	**Electronic***

Essential	Williams, C. (2006) **Managing Archives: Foundations, Principals and Practice.** Chandos Publishing, Oxford.	☐
Essential	Anon (National Archives) (2011) **Archive Principles and Practice: An introduction to archives for non-archivists.** National Archives, Kew. Can be downloaded via http://www.nationalarchives.gov.uk/information-management/browse-guidance-standards/	x
Essential	Millar, L. A. (2017). **Archives: Principles and Practices** (Principles and Practice in Records Management and Archives). Facet Publishing, London. 304 pages. (2nd Revised Edition).	☐
Further	Bastian, J.A., & Alexander, B. (eds.) (2009) **Community Archives: The Shaping of Memory: Creating and Sustaining Memory** (Principles and Practice in Records Management and Archives). Facet Publishing, London. 320 pages. ISBN-10: 1856046397	☐
Further	Forde, H. & Rhys-Lewis, J. (2017) **Preserving Archives** (Principles and Practice in Records Management and Archives). Facet Publishing, London. 288 pages (2nd Edition).	☐
Further	Lidman, T. 2012 **Libraries and Archives: A Comparative Study**. Oxford.	☐
Further	Brown, C. (ed.). (2013) **Archives and Recordkeeping: Theory into Practice** (Facet Books for Archivists and Records Managers). Facet Publishing, London. 224 pages.	☐
Further	Richards, J. & Robinson, D. (eds.). (2000) **Digital Archives from Excavation and Fieldwork: A Guide to Good Practice** (Archaeology Data Service & Digital Antiquity Guides to Good Practice). Oxbow Books. 2nd edition.	☐
Further	Matassa, F. (2017). **Valuing Your Collection: A practical guide for museums, libraries and archives**. Facet Publishing, London. 240 pages.	☐

MODULE CODE: **HPAH5044**
TITLE: **Armies and Navies: Studies in Ancient Warfare**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V160**

AIM(S)

- To enable students to identify and discuss the changes and evolution in tactics, armour, weapons and ships and its influence upon warfare in the ancient world.

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 critically and evaluate in depth the main debates regarding either Greek or Roman warfare.
- Systematically present their critically 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

- 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.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☒ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPAH5044**	
Module Title	**Armies and Navies: Studies in Ancient Warfare**	
Classification	**Reading List entry**	**Electronic***
Essential	Van Wees, H. 2004. *Greek Warfare: Myths and Realities.* London: Duckworth.	☐
Essential	Hanson, V. D. 1991*. Hoplites : the Classical Greek Battle Experience.* London: Routledge.	☒
Essential	Morrison, J. S. 1986. *The Athenian Trireme.* Cambridge: Cambridge University Press.	☐
Further	Goldsworthy, A. K. 1996. *The Roman army at war*: 100 BC-AD 200 . Oxford: Clarendon Press.	☐
Further	Anderson, J.K. 1991. 'Hoplite Weapons and Offensive Arms' in Hanson, V. D. *Hoplites : the Classical Greek Battle Experience.* London: Routledge. pp.13-37.	☐
Further	Gaebel, R. E. 2002. *Cavalry Operations in the Ancient Greek World. Norman:* University of Oklahoma Press	☐
Further	De Ste. Croix, G., Harvey, D., & Parker, R. (2004). *Athenian Democratic Origins And Other Essays*. Oxford: Oxford University Press.	☒
Further	Kallet, L. 1993. *Money, Expense, and Naval Power in Thucydides' History 1-5.24.* Berkeley: University of California Press.	☐
Further	Munn, M. 1993. *The Defense of Attica: The Dema Wall and the Boiotian War of 378-375 B.C.* Berkeley: University of California Press.	☐
Further	Rosen, R. M. and Sluiter, I.2003. *Andreia : Studies in Manliness and Courage in Classical Antiquity.* Leiden: Brill.	☐

MODULE CODE: **HPAH5051**
TITLE: **Armies and Navies: Studies in Ancient Warfare: Greek Prose**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q700**

AIM(S)

- To enable students to identify and discuss the changes and evolution in tactics, armour, weapons and ships and its influence upon warfare in the ancient world.
- To explore some key historical and literary texts in their original Greek.

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 critically and evaluate in depth the main debates regarding either Greek or Roman warfare.
- Systematically present their critically informed opinion of the reasons and consequences of the main changes and evolutions in either Greek or Roman tactics, weapons, armour and ships.
- Translate and Comment upon some key texts.

INDICATIVE CONTENT

- 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.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☒ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPAH5051**	
Module Title	**Armies and Navies: Studies in Ancient Warfare: Greek prose**	
Classification	**Reading List entry**	**Electronic***
Essential	Van Wees, H. 2004. *Greek Warfare: Myths and Realities.* London: Duckworth.	☐
Essential	Hanson, V. D. 1991*. Hoplites : the Classical Greek Battle Experience.* London: Routledge.	☒
Essential	Whitehead, and Whitehead, David. *Aineias the Tactician : How to Survive under Siege : A Historical Commentary, with Translation and Introduction*. 2nd ed. London: Bristol Classical, 2001. Print. Classical Studies Ser.	☐
Further	Goldsworthy, A. K. 1996. *The Roman army at war*: 100 BC-AD 200 . Oxford: Clarendon Press.	☐
Further	Anderson, J.K. 1991. 'Hoplite Weapons and Offensive Arms' in Hanson, V. D. *Hoplites : the Classical Greek Battle Experience.* London: Routledge. pp.13-37.	☐
Further	Gaebel, R. E. 2002. *Cavalry Operations in the Ancient Greek World. Norman:* University of Oklahoma Press	☐
Further	De Ste. Croix, G., Harvey, D., & Parker, R. (2004). *Athenian Democratic Origins And Other Essays*. Oxford: Oxford University Press.	☒
Further	Kallet, L. 1993. *Money, Expense, and Naval Power in Thucydides' History 1-5.24.* Berkeley: University of California Press.	☐
Further	Munn, M. 1993. *The Defense of Attica: The Dema Wall and the Boiotian War of 378-375 B.C.* Berkeley: University of California Press.	☐
Further	Rosen, R. M. and Sluiter, I.2003. *Andreia : Studies in Manliness and Courage in Classical Antiquity.* Leiden: Brill.	☐
Further	Sabin, Wees, Hans Van, Whitby, Michael, and Sabin, Philip A. G. *The Cambridge History of Greek and Roman Warfare. Vol. 1, Greece, the Hellenistic World and the Rise of Rome*. New York: Cambridge UP, 2007. Print.	
Further	Konijnendijk, Roel. *Classical Greek Tactics a Cultural History*. 2017. Print. Mnemosyne, Bibliotheca Classica Batava. Supplementum ; v. 409.	

Further	Crowley, Jason. *The Psychology of the Athenian Hoplite the Culture of Combat in Classical Athens*. Cambridge ; New York: Cambridge UP, 2012. Print.	

MODULE CODE: **HPAH5008**
TITLE: Art and Archaeology in Early & Mediaeval Islam
DATED: 08/01/2018

LEVEL: 5
CREDITS: 20
JACS CODE: V400

AIM(S)

- To explore the art, culture and archaeology of the Islamic Middle East, from approximately 650 CE through to the C16th.
- To study the political, religious and cultural growth and impact of Islam through the long Middle Ages.

LEARNING OUTCOMES

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

- Demonstrate a broad knowledge and understanding of aspects of the archaeology, culture and art of the Islamic world from 650 through to 1566.
- Demonstrate a knowledge and understanding of the dynamics behind the expansion of Islam as a political, religious and economic force from 650 through to the C16th.
- Demonstrate a critical knowledge of some of the theoretical approaches and academic interpretations appropriate to the study of ancient Islam.
- Demonstrate a knowledge of various cultural materials of ancient Islam, applying the relevant contextual insight and interpretation so as to unlock meaning, significance and relevance.

INDICATIVE CONTENT

The module will explore the art, culture and archaeology of the Islamic Middle East, from approximately 650 through to the C16th. The module will introduce students to the origins of Islamic art, culture and society in the early the C7th, and its vibrant and flourishing scientific, economic, and cultural environment. It will then trace expansion through the Near East, Central Asia and Spain during the Middle Ages, and the growing threat to this world from Mongul and Crusader invasions. In so doing the module will explore a variety of archaeological issues of the Islamic Middle East, as will various trans-regional topics that extend beyond the Middle East, such as the illumination of the Qur'an, and cultural and artistic relationships between the Islamic Middle East and Europe.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**

Written Assignment	2,500 words	50%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment	2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPAH5008**	
Module Title	**Art and Archaeology in Early & Mediaeval Islam**	
Classification	**Reading List Entry**	**Electronic***
Essential	Lewis, Bernard (1994). **Islam and the West.**.	☐
Essential	Hillenbrand, Robert. (1999). **Islamic Art and Architecture**,	☐
Essential	Roxburgh, David, (2014) **Envisioning Islamic Art and Architecture : Arts and Archaeology of the Islamic World**.	☐
Essential	Hoyland, Robert, (2015) **In God's Path: The Arab Conquests and the Creation of an Islamic Empire**.	☐
Essential	Allen, Tim, (2017) **A Road through the Past.**	☐
Essential	Barkey, Karen. (2008) **Empire of Difference: The Ottomans in Comparative Perspective**.	☐
Essential	Finkel, Caroline. (2005) **Osman's Dream: The Story of the Ottoman Empire, 1300–1923**.	☐
Further	Rosan-Ayalon, Miryam, (2006) **Islamic Art and Archaeology of Palestine**.	☐
Websites	http://archnet.org/library/ http://www.mia.org.qa/en/ http://www.muslimheritage.com/virtual_civilization/default.cfm	☐

MODULE CODE: **HPAH5009**
TITLE: Art and Archaeology of the Ottoman Empire
DATED: 08/01/2018

LEVEL: 5
CREDITS: 20

JACS CODE: V400

AIM(S)

- To explore the art, culture and archaeology of the Ottoman Empire.
- To study the political, religious and cultural growth and impact of the Ottoman Empire.

LEARNING OUTCOMES

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

- Demonstrate a broad knowledge and understanding of aspects of the archaeology, culture and art of the Ottoman Empire from is origins to its demise.
- Demonstrate a knowledge and understanding of the dynamics behind the expansion of the Ottoman Empire as a political, religious and economic force from the 13th to the 20th Century (CE).
- Demonstrate a critical knowledge of some of the theoretical approaches and academic interpretations appropriate to the study of the Ottoman Empire.
- Demonstrate a knowledge of various cultural materials of Islam in the Ottoman Empire, applying the relevant contextual insight and interpretation so as to unlock meaning, significance and relevance.

The module will introduce students to the origins of Ottoman art, culture and society in the early the C13th, and its vibrant and flourishing scientific, economic, and cultural environment.

INDICATIVE CONTENT

The module will explore the art, culture and archaeology of the Ottoman Empire, from approximately 13th to the 20th Century (CE). The module will look at the rise of the Ottoman Empire from its earliest days in the C13th under Osman through to its apogee in the C16th. In examining this region, the module will focus on the economic and political expansion of Islam, and the rich artistic, cultural and religious legacy it has left behind. In particular the module will explore Fatimid art and architecture, Arab, Persian, and Turkish painting, Mamluk architecture, and applied arts and architecture of Ottoman Empire. Moreover a variety of archaeological issues of the Islamic Middle East will be explored, as will various trans-regional topics that extend beyond the Middle East, such as the illumination of the Qur'an, and cultural and artistic relationships between the Islamic Middle East and Europe.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the range of concepts, principles and methodologies. Seminars and hands-on workshops will be used to support the application, discussion, and critical evaluation of these approaches. Through directed reading and direct self-learning, the students will research a case study of their own choice, apply the comparative analyses covered in the lectures, to develop understanding and application of the techniques.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76

Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT
Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Component 2

☒ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPAH5009**	
Module Title	**Art and Archaeology of the Ottoman Empire**	
Classification	**Reading List Entry**	**Electronic***
Essential	Lewis, Bernard (1994). **Islam and the West.**.	☐
Essential	Hillenbrand, Robert. (1999). **Islamic Art and Architecture**,	☐
Essential	Roxburgh, David, (2014) **Envisioning Islamic Art and Architecture : Arts and Archaeology of the Islamic World**.	☐
Essential	Hoyland, Robert, (2015) **In God's Path: The Arab Conquests and the Creation of an Islamic Empire**.	☐
Essential	Allen, Tim, (2017) **A Road through the Past.**	☐
Essential	Barkey, Karen. (2008) **Empire of Difference: The Ottomans in Comparative Perspective**.	☐
Essential	Finkel, Caroline. (2005) **Osman's Dream: The Story of the Ottoman Empire, 1300–1923**.	☐
Essential	Imber, Colin. (2002) **The Ottoman Empire, 1300–1650: The Structure of Power.**	☐
Essential	Levey, Michael; (1975) **The World of Ottoman Art**.	☐

Further	Rosan-Ayalon, Miryam, (2006) **Islamic Art and Archaeology of Palestine**.	☐
Websites	http://archnet.org/library/ http://www.mia.org.qa/en/ http://www.muslimheritage.com/virtual_civilization/default.cfm	☐

MODULE CODE: **HPRS5003**
TITLE: **Atheism and non-Belief: from early atheists to the atheist church**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: V622

AIM(S)

- To enable students to understand the nature of 'Atheisms'.
- To help students understand both the historical and contemporary relevance of Atheisms.

LEARNING OUTCOMES

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

- Understand the variety of world-views that might be categorised as 'Atheism'.
- Appreciate the history of Atheism and its impact on popular culture.
- Engage with the concept of Atheism as religion.

INDICATIVE CONTENT

- An overview of terminology: 'Atheism', 'Anti-Theism', 'Non-Theism', 'Agnosticism', 'Skepticism', 'Humanism', 'non-Belief'.
- A history of Atheism from the Classical period to the Enlightenment.
- Nineteenth century developments in Atheism.
- The role of science in the development of Atheism.
- The New Atheism: people and writings.
- Atheism within religions and atheistic religions.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Report	1,000 words	30%

Assessment Component 2

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Take home exam	6 hours, 3,500 words	70%

Assessment Summary

Activity type	Percentage
Written exam	70%
Coursework	30%
Practical	
TOTAL	**100%**

READING LIST

Module Code	**HPRS5003**	
Module Title	**Atheism and non-Belief: from early atheists to the atheist church**	
Classification	**Reading List entry**	**Electronic***
Essential	Baggini, Julian *Atheism: A Very Short Introduction* (Oxford: OUP, 2003)	☐
Essential	Billington, Ray *Religion Without God* (Abingdon: Routledge, 2002)	☒
Essential	Carroll, Anthony & Richard Norman (eds) *Religion and Atheism: Beyond the Divide,* London: Routledge, 2016	☐
Essential	Cotter, Christopher, R, Philip Andrew Quadrio & Jonathan Tuckett (eds) *New Atheism: Critical Perspectives and Contemporary Debates*, (New York: Springer International Publishing, 2017).	☐
Further	Berman, David *A History of Atheism in Britain from Hobbes to Russell* (London: Croom Helm, 1988)	☐
Further	Dawkins, Richard (2016 [2006]) *The God Delusion*, London: Transworld Publishers.	☐
Further	Comte-Sponville, Andre *The Little Book of Atheist Spirituality*, (London: Transworld, 2009)	☒
Further	Cotter, Christopher R *New Atheism, Open-Mindedness, and Critical Thinking*, (New York: Springer International Publishing, 2017).	☐
Further	De Botton, Alain, *Religion for Atheists*, (London: Hamish Hamilton, 2012).	☒
Further	Hyman, Gavin *A Short History of Atheism,* London: IB Taurus, 2010)	☐
Further	Lee, Lois & Stephen Bullivant (eds) *Oxford Dictionary of Atheism, (*Oxford: Oxford University Press, 2016)	☒
Further	Martin, Michael(ed.) *The Cambridge Companion to Atheism* (Cambridge: CUP, 2007)	☐
Further	McGrath, Alister *The Dawkins Delusion* (London: SPCL, 2007).	☐
Further	Walters, Kerry *Atheism: A Guide for the Perplexed,* (London: Continuum, 2010).	☐

MODULE CODE:	**HPEN5007**
TITLE:	**Breaking the mind forg'd manacles: Aspects of British Romanticism**
DATED:	08/01/2018
LEVEL:	**5**
CREDITS:	**20**
JACS CODE:	**Q300**

AIM(S)

- To engage with a variety of Romantic texts and critical perspectives upon Romanticism as a literary and wider cultural phenomenon.

LEARNING OUTCOMES

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

- Exhibit a secure knowledge of a range of Romantic texts.
- Deploy a secure understanding of the key concepts and theoretical debates generated by Romanticism.
- Display some familiarity with the historical and socio-cultural contexts' of Romantic literature generally and individual texts in particular.

INDICATIVE CONTENT

This module will explore a diverse selection of texts which are representative of (British) Romanticism. It will focus this exploration in relation to the representation of significant cultural pressures, especially those generated by the processes of revolutionary change in social, economic and political organisation and the growth of scientific and technological knowledge. It will consider some or all of the following:

- The emergence of Romanticism as both a reaction to and a continuation of Enlightenment ideas.
- The importance of the French and Industrial Revolutions.
- The Romantics manifesto.
- The forming of the Romantic canon and counter voices.
- Romanticism and gender.
- The Romantic ideology and the legacies of Romanticism: subjectivity, nature, and memory.

LEARNING AND TEACHING STRATEGY

Seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 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%**

READING LIST

Module Code	**HPEN5007**	
Module Title	**Breaking the mind forg'd manacles: Aspects of British Romanticism**	
Classification	**Reading List entry**	**Electronic***
Essential	Shelley, M. Frankenstein Harmondsworth Penguin Classics, 2007	☒
Essential	Wollstonecraft, M. Vindications of Rights of Man and Rights of Women ed. Janet Todd Oxford: Oxford University Press, 2003.	☒
Essential	Wu, Duncan ed. Romanticism an Anthology Oxford: Blackwell, 2012	☐
Further	Abrams, M. H. The Mirror and the Lamp. Oxford: Oxford University Press, 1960.	☐
Further	Barrell, J. The Idea of Landscape and the Sense of Place: 1730-1840. Cambridge: Cambridge University Press, 1972.	☐
Further	Bate, J. The Song of the Earth. Cambridge, Mass: Harvard University Press, 2002.	☐
Further	Bloom, and Bloom, Harold. English Romantic Poetry. New York: Chelsea House, 2004	☐

Further	Curran, S. ed. The Cambridge Companion to British Romanticism. Cambridge: Cambridge University Press, 1993.	☐
Further	Ferguson, F. Solitude and the Sublime. London: Routledge, 1992	☐
Further	Wu, and Wu, Duncan. A Companion to Romanticism. Oxford: Blackwell, 1999	☐
Further	Studies in Romanticism	☒

MODULE CODE: **HPHI5004**
TITLE: **Britain and the Great War**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V100**

AIM(S):

- To encourage students to acquire a broad knowledge of various aspects of the Great War, particularly various social and cultural developments and how it was commemorated afterwards.
- To develop a detailed appreciation of the various historiographical issues and debates surrounding aspects of the Great War.

LEARNING OUTCOMES:

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

- A critical understanding of the impact the Great War had upon various political, economic and cultural aspects of Britain.
- A critical understanding and knowledge of how the Great War was remembered particularly through commemorative events such as the Armistice.
- Advanced skills in the handling and evaluation of various primary source materials dealing with the Great War.
- The ability to critically evaluate various historiographical debates and interpretations surrounding aspects of the Great War.

INDICATIVE CONTENT:

The module is a broad-ranging study of the many ways in which the Great War affected Britain, and of how historians' and popular commentators' interpretations of pre-war, wartime and post-war Britain have changed in the decades since. As such it will not follow a straight chronological path nor will it focus on the events in the trenches of the Western (or other) fronts. Rather it will consider the impact the War had at home across a range of areas. It will include discussion of such topics as: The soldiers' war, the civilians' war, Gender and the war, Literature and art, Popular culture and the war, Political change and the Great War and modern memory. In discussing these themes the module will introduce students to a variety of different source materials, encouraging them to reflect upon these sources to produce their ideas and understandings.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPHI5004**	
Module Title	**Britain and the Great War**	
Classification	**Reading List entry**	**Electronic***
Essential	The Last Great War, Adrian Gregory, (CUP, 2008)	☐
Essential	The Long Shadow, David Reynolds (Simon and Schuster, 2013)	☐
Essential	Blighty, Gerard Degroot (Longman, 1996)	☐
Further	Winter, J.M. The Great War and the British People (Macmillan, 1985)	☐
Further	Turner, J. ed., Britain and the First World War (Routledge, 1988)	☐
Further	Marwick, A. The Deluge: British Society and the First World War 2nd ed. (Palgrave Macmillan, 1991)	☐
Further	Turner, J. ed., Britain and the First World War (Routledge,1988) Wilson	☐
Further	Fussell, P. The Great War and Modern Memory. (Oxford: Oxford Unviersity Press, 1977).	☐
Further	Constantine, S., Kirby, M. and Rose, M. eds, The First World War in British History (London: Edward Arnold, 1995	☐

MODULE CODE: **HPAH5021**
TITLE: **Britain in the Western Roman Empire**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q800**

AIM(S)

- To introduce students to the history and archaeology of Roman Britain from the Roman invasion down to c. A.D. 400.
- To explore and assess the degree of societal, cultural and religious change in Roman Britain between the 1st century B.C. and the early 5th century A.D.
- To familiarise students with archaeological evidence and controversial issues surrounding, for example, the origins of Roman urbanism, the religious changes in Britain, the defence of the Roman province, and reconstructing social and economic models for Roman Britain based on archaeological evidence.
- To develop students' ability to critically engage with a variety of ancient sources: literary, epigraphic, numismatic and archaeological.

LEARNING OUTCOMES

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

- A knowledge of the geography of Britain in the Roman period and of key personalities, events and historical processes regarding the Roman province of *Britanni* and an understanding of the sociocultural, religious and economic development of Roman Britain.
- An understanding of the available documentary and archaeological evidence and how they can be critically employed to understand the society, culture and economy of Roman Britain.
- An ability to apply visual and spatial skills to the analysis of artefacts, architectural and archaeological plans.
- An ability to engage with theoretical approaches, through major scholarly debates, regarding specific cultural and historic problems when studying an area on the periphery of the Roman Empire;

INDICATIVE CONTENT

- This module covers the history and archaeology of Roman Britain from Caesar's invasion down to c. A.D. 400. It provides a case-study on how Roman imperialism affected the lives of people in a Roman province.
- Apart from an introduction to the material culture of the Roman empire, the main topics considered in this module are:
    - The history, character and motives of the Roman conquest of Britain.
    - Revolts and the creation of 'frontiers'.
    - The introduction of the Roman provincial system.
    - The impact of incorporation into the Roman Empire on the culture, religion, society, economy and landscape.
- Particular emphasis is put on the rich archaeological and artistic evidence, much of which students can see today in Wales. Developments in Roman Britain can only be adequately understood when inserting them into a wider framework; hence the importance to compare local developments with those in other Roman provinces.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
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
Poster exhibition	Equivalent to 2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPAH5021**	
Module Title	**Britain in the Western Roman Empire**	
Classification	**Reading List entry**	**Electronic***
Essential	G. de la Bedoyere, *Roman Britain: a new history.* 2nd revised edition, London: Thames & Hudson 2014.	☐
Further	R. Hobbs and R. Jackson, *Roman Britain* (2010).	☐
Further	P. Salway *A History of Roman Britain.* Cambridge: CUP (2001).	☐
Further	M. Millett, *The Romanization of Britain.* Cambridge: CUP (1990).	☐
Further	D. Mattingly, *An Imperial Possession. Britain in the Roman Empire*. London: Pinguin (2006).	☐
Further	M. Todd, *Roman Britain (55BC - AD400)* (3rd ed.). Harvester Press(1999).	☐
Further	R. Hobbs and R. Jackson, *Roman Britain* (2010).	☐

MODULE CODE: **HPAH5022**
TITLE: **Britain in the Western Roman Empire: Latin Prose**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **Q600**

AIM(S)

- To introduce students to the history and archaeology of Roman Britain from the Roman invasion down to c. A.D. 400.
- To explore and assess the degree of societal, cultural and religious change in Roman Britain between the 1st century B.C. and the early 5th century A.D.
- To familiarise students with archaeological evidence and controversial issues surrounding, for example, the origins of Roman urbanism, the religious changes in Britain, the defence of the Roman province, and reconstructing social and economic models for Roman Britain based on archaeological evidence.
- To develop students' ability to critically engage with a variety of ancient sources: literary, epigraphic, numismatic and archaeological.
- To examine some key texts in their original Latin.

LEARNING OUTCOMES

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

- A knowledge of the geography of Britain in the Roman period and of key personalities, events and historical processes regarding the Roman province of *Britanni* and an understanding of the sociocultural, religious and economic development of Roman Britain.
- An understanding of the available documentary and archaeological evidence and how they can be critically employed to understand the society, culture and economy of Roman Britain and be able to translate some key texts from Latin to English.
- An ability to apply visual and spatial skills to the analysis of artefacts, architectural and archaeological plans.
- An ability to engage with theoretical approaches, through major scholarly debates, regarding specific cultural and historic problems when studying an area on the periphery of the Roman Empire.

INDICATIVE CONTENT

- This module covers the history and archaeology of Roman Britain from Caesar's invasion down to c. A.D. 400. It provides a case-study on how Roman imperialism affected the lives of people in a Roman province.
- Apart from an introduction to the material culture of the Roman empire, the main topics considered in this module are:
    - The history, character and motives of the Roman conquest of Britain.
    - Revolts and the creation of 'frontiers'.
    - The introduction of the Roman provincial system.
    - The impact of incorporation into the Roman Empire on the culture, religion, society, economy and landscape.
- Particular emphasis is put on the rich archaeological and artistic evidence, much of which students can see today in Wales. Developments in Roman Britain can only be adequately understood when inserting them into a wider framework; hence the importance to compare local developments with those in other Roman provinces.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPAH5022**	
Module Title	**Britain in the Western Roman Empire: Latin Prose**	
Classification	**Reading List entry**	**Electronic***
Essential	G. de la Bedoyere, *Roman Britain: a new history.* 2nd revised edition, London: Thames & Hudson 2014.	☐
Further	R. Hobbs and R. Jackson, *Roman Britain* (2010).	☐
Further	P. Salway *A History of Roman Britain.* Cambridge: CUP (2001).	☐
Further	M. Millett, *The Romanization of Britain.* Cambridge: CUP (1990).	☐
Further	D. Mattingly, *An Imperial Possession. Britain in the Roman Empire*. London: Pinguin (2006).	☐
Further	M. Todd, *Roman Britain (55BC - AD400)* (3rd ed.). Harvester Press(1999).	☐
Further	R. Hobbs and R. Jackson, *Roman Britain* (2010).	☐

MODULE CODE: HPPH5024
TITLE: **Buddhism**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V500**

AIM(S)

- To develop a critical understanding key debates and positions in the various aspects and doctrines of Buddhist Philosophical traditions.
- To engage the student in the critical analysis of the nature and the scope of the relationship between philosophy and the religious traditions of Buddhism.

LEARNING OUTCOMES

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

- Demonstrate a knowledge of traditional debates in the context of historical development of Buddhism.
- Demonstrate the ability to summarise, interpret and analyse the traditions of Buddhist Philosophy and demonstrate how doctrines and concepts have developed out of its internal debates and critiques.
- Demonstrate the ability to summarise, interpret and analyse the value systems underlying Buddhist texts.
- Demonstrate the ability to engage in effective philosophical reflection of the academic debates in relation to the study of Buddhism.

INDICATIVE CONTENT

- This module addresses the philosophical issues raised by the religious teachings and practices of Buddhism.
- It will focus on some of the ethical, metaphysical and epistemological issues raised by Buddhist teachings and practices.
- In additions the modle introduce students to the field of Buddhist philosophy, drawing attention to the some of the difficulties it involves. The following themes will be covered:
    - Suffering.
    - Not-self.
    - Ethics.
    - Abhidharma.
    - Madhyamaka.
    - Yogacara.
- It will examine Buddhist philosophy in the Theravāda and Mahāyāna traditions, but mainly the latter, and offers an opportunity for students to understand some of the key concepts and ideas by reading select extracts of the Buddhist texts in English from both schools and traditions.

- It also allows them to understand the changes in doctrine. The course we focus on some of the main thinkers in early Buddist philosophy, Nagarjuna and Candrakirti and on Madhyamika ontology, for example on Dharkamirti and key texts in Yogacara.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
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
Take home exam	2,500 words 6 hours	50%

Assessment Summary

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

READING LIST

Module Code	HPPH5024	
Module Title	**Buddhism**	
Classification	**Reading List entry**	**Electronic***
Essential	Rupert Gethin, The Foundations of Buddhism. (OUP:Oxford, 1998)	☒
Essential	Peter Harvey , An introduction to Buddhism, (CUP:Cambridge, 1990)	☒
Essential	David J. Kalupahana, A History of Buddhist Philosophy (Motilal Banarsidass Publishers: Delhi, 1994),	☐
Further	Amber Carpenter, *Indian Buddhist Philosophy* (Acumen Pub Ltd: Durham, 2013)	☐
Further	Jay Garfield, William Edelgass (Eds), *Buddhist Philosophy: Essential Readings* (OUP:Oxford, 2009)	☐
Further	Keown, Damien A Very Short Introduction to Buddhism, (Oxford University Press: Oxford 1996)	☐

Further	John S. Strong, The Experience of Buddhism Sources and Interpretations, (Wadsworth Publishing Company: Belmont, 1994)	☐
Further	Walpola Rahula, *What the Buddha taught*. (Gordon Fraser: Bedford, 1967)	☐
Further	Paul Williams, Mahayana Buddhism, (Routledge, London, 1990)	☐

MODULE CODE: HPEN5011
TITLE: **Carnage is thy daughter: Literature and War**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q300**

AIM(S)

- To provide students with an opportunity to study some of the wide variety of literary texts, their contexts and critical reception, produced in response to war.

LEARNING OUTCOMES

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

- Show a secure understanding of the interplay between the politics and social ideologies and writing, particularly as this relates to the themes of war and conflict.
- Exhibit a secure understanding of key concerns and themes in literary texts particularly as they relate to representation(s) of war and conflict.
- Explore the interrelationship between history and literary representation.

INDICATIVE CONTENT

Drawing upon a range of literary texts from different historical periods, the module will examine writers' responses to war and conflict as participants on various fronts and/or as observers. It will pay close attention not only to the various formal strategies and techniques employed in literary response(s) to conflict but also the historical, social, and political contexts out of which they have developed. Issues to be explored will include some or all of the following:

- Literature and/as satire.
- The writer as state spokesperson.
- Literature and/as propaganda.
- Literature and the possibility of the just war.
- War and gender in literary response.
- The writer as (anti)hero.
- The political limitations of literary response.

In any given year representative texts for discussion will be selected, which may be drawn from any period falling between the Renaissance and the present. The exemplary bibliography below focuses upon texts ranging from the Revolutionary and Napoleonic Wars of the late eighteenth and early nineteenth centuries, through to the thoroughly modern conflicts which have so marked the twentieth and twenty-first centuries.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 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%**

READING LIST

Module Code	**HPEN5011**	
Module Title	**Carnage is thy daughter: Literature and War**	
Classification	**Reading List entry**	**Electronic***
Essential	Byron, G. *The Selected Poems of Lord Byron*. Ware: Wordsworth Editions, 2012.	☐
Essential	Heller, J. *Catch-22.* London: Vintage, 2005.	☐
Essential	Reilly, C. ed. *Scars Upon the My Heart.* London: Virago, 2006	☐
Essential	Swofford, A. *Jarhead.* New York: Scribner, 2006.	☐
Essential	Crofts, T. Cavalier Poetry. New York: Dover, 2003	x
Essential	Walter, G. ed., *The Penguin Book of First World War Poetry.* Harmondsworth: Penguin, 2006.	☐
Further	Bergonzi, B. Heroes' Twilight: A Study of the Literature of the Great War. London: Macmillan, 1980.	☐
Further	Bevan, D. ed., Literature and War. Amsterdam: Rodopi, 1990.	☐
Further	Cardinal, A. et al, eds. Women's Writing on the First World War. Oxford: Clarendon, 1999.	☐

Further	Eksteins, M. Rites of Spring: The Great War and the Birth of the Modern Age. New York: Houghton Mifflin, 2000.	☐
Further	Fussell, P. The Great War and Modern Memory. Oxford: Oxford University Press, 2000.	☐
Further	Hilfer, A. American Fiction Since 1940. London; New York: Longman, 1992.	☐
Further	McLoughlin, K. ed.,The Cambridge Companion to War Writing Cambridge: Cambridge University press, 2009.	☒
Further	Piette, A. Imagination at War: British Fiction and Poetry 1939-1945. London: Papermac, 1995.	☐
Further	Rawlinson, M. British Writing of the Second World War. Oxford: Oxford University Press, 2000.	☐

MODULE CODE: **HPAH5023**
TITLE: **Celtic Christianity**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V620**

AIM(S)

- Using methods taught in the class for critical reading and thinking, identify in oral and written forms key theological claims and religious practices of Celtic Christian communities.
- To demonstrate comprehension of historical events in the development of Christianity in an area initially exterior to the Roman Empire.

LEARNING OUTCOMES

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

- Work creatively, respectfully and effectively with each other and course content.
- Demonstrate charitable and thoughtful reflection of values held by others and the implications of those values (cause and effect), and explore links that our contemporary values have with the past (change and continuity).
- Engage in appropriate work in the advanced study of religion, 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 from the texts.

INDICATIVE CONTENT

This course is an historical study of the theology, monastic practices and hagiography produced and developed by particular forms of Christianity among inhabitants of Celtic Britain and Ireland from the fourth century CE until the Viking raids of the late eighth-ninth centuries CE. In addition to examining select theological themes, charismatic figures, sacred sites and religious conflict, this course considers the historical backdrop and cultural context against which Celtic Christianity developed, thrived and suffered.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☒ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	5,000 words equivalent	100%

Assessment Summary

Activity type	Percentage
Written Exam	
Coursework	100%
Practical	
TOTAL	**100%**

READING LIST

Module Code	**HPAH5023**	
Module Title	Celtic Christianity	
Classification	**Reading List entry**	**Electronic***
Essential	Michael W. Herren, Shirley Ann Brown, *Christ in Celtic Christianity: Britain and Ireland from the Fifth to the Tenth Century* (Boydell & Brewer, Suffolk, 2002).	☐
Essential	*Celtic Spirituality*, Oliver Davies, trans. (Paulist Press, New York, 1999).	☐
Essential	Additional primary sources as determined.	☒
Further	Brendan Lehane, *Early Celtic Christianity*. London: Continuum (2005).	☐

MODULE CODE: **HPCL5001**

TITLE: **Chinese 1**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **T110**

AIM(S)

- To build up a foundation of Standard Mandarin (*putonghua*) for *ab initio* learners through attention to the spoken forms and the written system of simplified Chinese, and to demonstrate the differential thinking logic in Chinese from other European languages.

LEARNING OUTCOMES

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

- Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

INDICATIVE CONTENT

- Introduction to Simplified Chinese writing system.
- The pronunciation of Standard Chinese: *pinyin.*
- 300 basic vocabulary.
- 11 grammatical patterns.
- Communication based topics, covering numbers, time, colours, food and drink, possession, health, weather and location, etc.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**

Portfolio	400 characters	40%

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Oral presentation	5 minutes	30%

Assessment Component 3

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written exam	2 hours	30%

Assessment Summary

Activity type	Percentage
Written exam	30%
Coursework	40%
Practical	30%
TOTAL	**100%**

READING LIST

Module Code	**HPCL5001**	
Module Title	**Chinese 1**	
Classification	**Reading List entry**	**Electronic***
Essential	Oxford Chinese Dictionary, OUP Oxford, 2010	☐
Further	YIP, P. and DON, R. (2009) *Basic Chinese: A Grammar and Workbook*. London: Routledge.	☐
Further	JIANG, L. (2014) *HSK Standard Course 2 – Workbook*. Beijing: Beijing Language and Culture University Press.	☐

MODULE CODE: **HPCL5002**

TITLE: **Chinese 2**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **T110**

AIM(S)

- To develop basic proficiency of Standard Chinese through attention to four skills (listening, speaking, reading and writing) as well as language-related cultural knowledge, sensitivity and awareness.

PREREQUISTIES

- Or successfully completed module *Chinese 1.*

LEARNING OUTCOMES

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

- Understand sentences and frequently used expressions related to areas of most immediate relevance.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

INDICATIVE CONTENT

- 600 basic vocabulary.
- 10 grammatical patterns.
- Communication based topics, covering basic personal and family information, description, money, comparison, direction, local geography, transport, employment etc.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**

Portfolio	800 characters	40%

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Portfolio of oral assessments	Equivalent to 25 minutes	30%

Assessment Component 3

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
In class test	2 hours	30%

Assessment Summary

Activity type	Percentage
Written exam	30%
Coursework	40%
Practical	30%
TOTAL	**100%**

READING LIST

Module Code	**HPCL5002**	
Module Title	**Chinese 2**	
Classification	**Reading List entry**	**Electronic***
Essential	Oxford Chinese Dictionary, OUP Oxford, 2010	☐
Further	YIP, P. and DON, R. (2009) *Basic Chinese: A Grammar and Workbook*. London: Routledge.	☐
Further	JIANG, L. (2014) *HSK Standard Course 2 – Workbook*. Beijing: Beijing Language and Culture University Press.	☐
Further	JIANG, L. (2014) *HSK Standard Course 3 – Workbook*. Beijing: Beijing Language and Culture University Press.	☐

MODULE CODE: **HPCL5003**
TITLE: **Chinese 3**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **T110**

AIM(S)

- To develop basic proficiency of Standard Chinese through attention to four skills (listening, speaking, reading and writing) as well as language-related cultural knowledge, sensitivity and awareness.

PREREQUISTIES

This module is designed for those learners with:

- GCSE Chinese (i.e. approx. 300 characters) level.
- Or HSK 2 certificate.
- Or successfully completed module *Chinese 2.*

LEARNING OUTCOMES

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

- Understand sentences and frequently used expressions related to areas of most immediate relevance.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

INDICATIVE CONTENT

- 600 basic vocabulary.
- 10 grammatical patterns.
- Communication based topics, covering basic personal and family information, description, money, comparison, direction, local geography, transport, employment etc.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	1,200 characters	40%

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Oral test	20 minutes	30%

Assessment Component 3

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written exam	2 hours	30%

Assessment Summary

Activity type	Percentage
Written exam	30%
Coursework	40%
Practical	30%
TOTAL	**100%**

READING LIST

Module Code	HPCL5003	
Module Title	Chinese 3	
Classification	Reading List entry	Electronic*
Essential	Oxford Chinese Dictionary, OUP Oxford, 2010	☐
Further	YIP, P. and DON, R. (2009) *Basic Chinese: A Grammar and Workbook*. London: Routledge.	☐
Further	JIANG, L. (2014) *HSK Standard Course 3 – Workbook*. Beijing: Beijing Language and Culture University Press.	☐

MODULE CODE: **HPCL5004**
TITLE: **Chinese 4**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **T110**

AIM(S)

- To build up learner's intermediate competence through attention to receptive skills in reading and listening, productive and interactive skills in writing and speaking.
- To encourage learners identify and demonstrate the differential Chinese culture and modern life from the West in the themed language classes.

PREREQUISTIES

This module is designed for those learners with:

- GCSE Chinese (i.e. approx. 600 characters) level.
- Or successfully completed module *Chinese 3.*

LEARNING OUTCOMES

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

- Understand most TV news, current affairs programmes and understand the majority of films in standard dialect.
- Read articles and reports concerned with contemporary problems.
- Take an active part in discussion in familiar contexts, accounting for and sustaining his/her view.
- Write clear, detailed text highlighting personal significance of events and experiences.

INDICATIVE CONTENT

- 1200 vocabulary.
- Themed topics include personal social life, Chinese modern life, Chinese TV news, documentary, talk shows, Chinese film and review, instructions, warnings and conditions, discussion and explanation.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	1,600 characters	40%

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Portfolio of oral assessments	Equivalent to 28 minutes	30%

Assessment Component 3

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
In Class Test	2 hours	30%

Assessment Summary

Activity type	Percentage
Written exam	30%
Coursework	40%
Practical	30%
TOTAL	**100%**

READING LIST

Module Code	**HPCL5004**	
Module Title	**Chinese 4**	
Classification	**Reading List entry**	**Electronic***
Essential	Oxford Chinese Dictionary, OUP Oxford, 2010	☐
Further	YIP, P. and DON, R. (2009) *Basic Chinese: A Grammar and Workbook*. London: Routledge.	☐
Further	YIP, P. and DON, R. (2009) *Intermediate Chinese: A Grammar and Workbook*. London: Routledge.	☐
Further	JIANG, L., LI, L., and YU, M. (2014) *Standard Course HSK3 Workbook*. Beijing: Beijing Language and Culture University Press.	☐
Further	WANG, S., YAO, S., YAN, Z. and ZHANG, W. (2012) *Developing Chinese: Elementary Speaking Course II*. 2nd ed. Beijing: Beijing Language and Culture.	☐
Further	XU, C. (2012) *Developing Chinese: Elementary Comprehensive Course II*. 2nd ed. Beijing: Beijing Language and Culture.	☐

MODULE CODE: **HPCL5005**
TITLE: **Chinese 5**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **T110**

AIM(S)

- To maintain learner's advanced degree of Chinese competence through attention to receptive skills in Listening and productive skills in writing.
- To have a good command of knowledge to Chinese civilisation and politics from either international or regional perspective.

PREREQUISTIES

This module is designed for those learners with:

- Substantial Chinese level (i.e. approx. 1200 characters).
- Or successfully completed module *Chinese 4.*
- Or with HSK 4 certificate.

LEARNING OUTCOMES

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

- Use language flexibly and effectively for social, academic and professional purposes.
- Produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
- Understand a wide range of visual programmes and recognise implicit meaning.

INDICATIVE CONTENT

- 2400 vocabulary.
- Themed topics include academic or vocational life, Chinese TV programmes and review, Chinese films and review, writing for academic purpose (essay and report).

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	3,000 characters	40%

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Portfolio of oral assessments	Equivalent to 1 hour, 25 minutes	30%

Assessment Component 3

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written exam	2 hours	30%

Assessment Summary

Activity type	Percentage
Written exam	30%
Coursework	40%
Practical	30%
TOTAL	**100%**

READING LIST

Module Code	**HPCL5005**	
Module Title	**Chinese 5**	
Classification	**Reading List entry**	**Electronic***
Essential	Oxford Chinese Dictionary, OUP Oxford, 2010	☐
Further	XU, C. (2016) *Developing Chinese: Intermediate Reading Course I*. Beijing: Beijing Language and Culture.	☐
Further	XU, C. (2016) *Developing Chinese: Intermediate Reading Course II*. Beijing: Beijing Language and Culture.	☐
Further	LU, Z. (2016) *Developing Chinese: Intermediate Speaking Course I*. Beijing: Beijing Language and Culture.	☐

MODULE CODE: **HPCL5006**
TITLE: **Chinese 6**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **T110**

AIM(S)

- To maintain learner's advanced degree of Chinese competence through attention to receptive skills in Listening and productive skills in writing.
- To have a good command of knowledge to Chinese civilisation and politics from either international or regional perspective.

PREREQUISTIES

This module is designed for those learners with:

- Substantial Chinese level (i.e. approx. 1800 characters).
- Or successfully completed module *Chinese 5.*
- Or with HSK 4 certificate.

LEARNING OUTCOMES

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

- Use language flexibly and effectively for social, academic and professional purposes.
- Produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
- Understand a wide range of visual programmes and recognise implicit meaning.

INDICATIVE CONTENT

- 2400 vocabulary.
- Themed topics include academic or vocational life, Chinese TV programmes and review, Chinese films and review, writing for academic purpose (essay and report).

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	3,400 characters	40%

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Portfolio of oral assessments	Equivalent to 1 hour, 25 minutes	30%

Assessment Component 3

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written exam	2 hours	30%

Assessment Summary

Activity type	Percentage
Written exam	30%
Coursework	40%
Practical	30%
TOTAL	**100%**

READING LIST

Module Code	**HPCL5006**	
Module Title	**Chinese 6**	
Classification	**Reading List entry**	**Electronic***
Essential	Oxford Chinese Dictionary, OUP Oxford, 2010	☐
Further	XU, C. (2016) *Developing Chinese: Intermediate Reading Course I*. Beijing: Beijing Language and Culture.	☐
Further	XU, C. (2016) *Developing Chinese: Intermediate Reading Course II*. Beijing: Beijing Language and Culture.	☐
Further	LU, Z. (2016) *Developing Chinese: Intermediate Speaking Course I*. Beijing: Beijing Language and Culture.	☐

MODULE CODE: **HPCL5007**
TITLE: **Chinese 7**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **T110**

AIM(S)

- The aim is to consolidate learner's advanced proficiency through attention to receptive, productive, and interactive skills in speaking, listening, reading and writing.
- To contribute to the proficient level as a fluent and professional speaker of Chinese.

PREREQUISTIES

This module is designed for those learners with:

- Substantial Chinese level (i.e. approx. 2400 characters).
- Or successfully completed module *Chinese 6.*

LEARNING OUTCOMES

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

- Understand with ease virtually everything heard or read.
- Summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.
- Express him/herself spontaneously, fluently and precisely, differentiating finer shades of meaning even in more complex situations.

INDICATIVE CONTENT

- 3000 vocabulary.
- Themed topics include Chinese dialect and accent, Chinese films, China in the World, formal discussion in meeting, job interview, report and essays, China's economy and politics, Chinese culture and society, TV shows, Chinese TV dramas, Internet blogs.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	3,800 characters	40%

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Portfolio of oral assessments	Equivalent to 1 hour	30%

Assessment Component 3

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written exam	2 hours	30%

Assessment Summary

Activity type	Percentage
Written exam	30%
Coursework	40%
Practical	30%
TOTAL	**100%**

READING LIST

Module Code	HPCL5007	
Module Title	Chinese 7	
Classification	Reading List entry	Electronic*
Essential	Oxford Chinese Dictionary, OUP Oxford, 2010	☐
Further	LUO, Q. (ed.) (2015) *Developing Chinese: Advanced Reading Course I*. Beijing: Beijing Language and Culture.	☐
Further	LUO, Q. (ed.) (2015) *Developing Chinese: Advanced Reading Course II*. Beijing: Beijing Language and Culture.	☐
Further	WANG, S. (ed.) (2011) *Developing Chinese: Advanced Speaking Course I*. 2nd Ed. Beijing: Beijing Language and Culture.	☐
Further	CAI, Y. and XUE, K. (eds.) (2011) *Developing Chinese: Advanced Reading Course II*. 2nd Ed. Beijing: Beijing Language and Culture.	☐
Further	WANG, H. (2002) *An Advanced Reader II Getting into Chinese Thought*. Beijing: Peking University Press.	☐

MODULE CODE: **HPCL5008**
TITLE: **Chinese 8**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **T110**

AIM(S)

- The aim is to consolidate learner's advanced proficiency through attention to receptive, productive, and interactive skills in speaking, listening, reading and writing.
- To contribute to the proficient level as a fluent and professional speaker of Chinese.

PREREQUISTIES

This module is designed for those learners with:

- Substantial Chinese level (i.e. approx. 3000 characters).
- Or successfully completed module *Chinese 7.*

LEARNING OUTCOMES

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

- Understand with ease virtually everything heard or read.
- Summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.
- Express him/herself spontaneously, fluently and precisely, differentiating finer shades of meaning even in more complex situations.

INDICATIVE CONTENT

- 3000 vocabulary.
- Themed topics include Chinese dialect and accent, Chinese films, China in the World, formal discussion in meeting, job interview, report and essays, China's economy and politics, Chinese culture and society, TV shows, Chinese TV dramas, Internet blogs.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**

Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPCL5008**	
Module Title	**Chinese 8**	
Classification	**Reading List entry**	**Electronic***
Essential	Oxford Chinese Dictionary, OUP Oxford, 2010	☐
Further	LUO, Q. (ed.) (2015) *Developing Chinese: Advanced Reading Course I*. Beijing: Beijing Language and Culture.	☐
Further	LUO, Q. (ed.) (2015) *Developing Chinese: Advanced Reading Course II*. Beijing: Beijing Language and Culture.	☐
Further	WANG, S. (ed.) (2011) *Developing Chinese: Advanced Speaking Course I*. 2nd Ed. Beijing: Beijing Language and Culture.	☐
Further	CAI, Y. and XUE, K. (eds.) (2011) *Developing Chinese: Advanced Reading Course II*. 2nd Ed. Beijing: Beijing Language and Culture.	☐
Further	WANG, H. (2002) *An Advanced Reader II Getting into Chinese Thought*. Beijing: Peking University Press.	☐

MODULE CODE: **HPAH5002**
TITLE: City of Gods: Ordinary Life and Religion in Late Antiquity
DATED: 8/01/2018
LEVEL: 5
CREDITS: 20
JACS CODE: V160

AIM(S)

- To read critically and analyse select source materials that comprise the study of religious history of the Late Antique era, including theology, philosophy, art, hagiography, funerary inscriptions and legal texts.
- To consider with empathy unique cultural and theological contributions of this historical era, and to analyse shared assumptions and the underlying role of religion in public and private life.

LEARNING OUTCOMES

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

- Articulate the multiple dimensions of religious behaviour in Late Antique society.
- Discuss responsibly source materials in large and small group format.
- Engage in appropriate scholarly research in the advanced study of religion.
- Produce a written essay 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 from the texts.

INDICATIVE CONTENT

- Religion in the Roman Empire in the age of Late Antiquity manifested itself in regional, indigenous, mono-, di- and poly- theistic systems.
- This course will investigate the nature of religion in the Roman Empire, focusing on layers of life infused with distinctly religious significance: (1) family, (2) city and (3) empire.
- Course content places consideration of individual topics—including origin stories; operations of nature; locale and legitimacy of authority; ritual; forms and places of worship; definition and basis of moral behaviour; public order, the body and sexuality; the nature of divinity; health; fertility; death and the afterlife—on an historical framework of Late Antiquity, broadly dated from the 4th century CE through the 7th century CE.

LEARNING AND TEACHING STRATEGY

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	HPAH5002	
Module Title	**City of Gods: Ordinary Life and Religion in Late Antiquity**	
Classification	**Reading List entry**	**Electronic***
Essential	*Religion in the Roman Empire*, by James A. Rives	☒
Essential	*Roman Religion, A Sourcebook*, by Valerie M. Warrior	☐
Essential	additional primary sources as deemed necessary	☒
Further	*Late Antiquity: A Very Short Introduction*, by Gillian Clark (recommended, not required)	

MODULE CODE: **HPHI5007**
TITLE: **Coketowns and Phoenix Cities: Urban Histories of Modern Britain and the United States**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V100**

AIM(S)

- To familiarise students with key themes, events, debates and ideas which characterise the history of cities in Britain and the United States.
- To familiarise students with theoretical approaches uses to study and interpret cities.

LEARNING OUTCOMES

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

- Demonstrate a sophisticated knowledge of the urban history, politics and culture of Britain and the United States.
- Understand the importance of the processes of urbanisation, industrialisation, deindustrialisation and regeneration in British and American history.
- Analyse social, political and cultural resistance to Thatcher and Reagan's political regimes.

INDICATIVE CONTENT

- **Week 1:**
  - The Country and the City in the British and American Imagination
  - Manchester and the First Industrial Revolution
  - Liverpool and the New Medici
  - New York and the Melting Pot

- **Week 2:**
  - London and the Great Exhibition
  - Chicago and the City Beautiful Movement
  - Port Sunlight and the Garden Cities Movement
  - New York and Modernism

- **Week 3:**
  - Detroit and the Automobile
  - Levittown and Suburbanisation
  - Los Angeles and the Cinematic City
  - Milton Keynes and New Towns

- **Week 4:**
  - London and the Entrepreneurial City
  - Los Angeles and Postmodernism
  - Detroit and Deindustrialisation
  - Manchester and the Postindustrial City

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Critical analysis	2,500 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%**

READING LIST

Module Code	**HPHI5007**	
Module Title	**Coketowns and Phoenix Cities: Urban Histories of Modern Britain and the United States**	
Classification	**Reading List entry**	**Electronic***
Essential	Highmore, Ben. *Cityscapes: Cultural Readings in the Material and Symbolic City* (Basingstoke: Palgrave Macmillan, 2005).	☐
Essential	Williams, Raymond. *The Country and the City* (London: Hogarth Press, 1994 [1973]).	☐
Essential	Minton, Anna. *Ground Control: Fear and Happiness in the Twenty-First-Century City* (London: Allen Lane, 2013).	☐
Essential	Hatherley, Owen. *A New Kind of Bleak: Journeys through Urban Britain* (London: Verso 2013).	
Essential	Davis, Mike. *City of Quartz: Excavating the Future in Los Angeles* (London: Verso, 2006 [1990]).	
Further	Haewon Hwang, *London's Underground Spaces: Representing the Victorian City, 1840–1915* (Edinburgh: Edinburgh University Press, 2013).	

Further	Wilson, Elizabeth. *The Sphinx in the City: Urban Life, the Control of Disorder and Women* (Berkeley: University of California Press, 1992).	☐
Further	Hall, Peter. *Cities of Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth Century* (Oxford: Blackwell Publishers, 2002).	☐
Further	Clarke, David B. *The Cinematic City* (London: Routledge, 1997).	☐
Further	Auerbach, Jeffrey A. *The Great Exhibition of 1851: A Nation on Display* (London: Yale University Press, 1999).	☐
Further	Hunt, Tristam. *Building Jerusalem: The Rise and Fall of the Victorian City* (London: Phoenix, 2005).	☐
Further	Koven, Seth. *Slumming: Sexual and Social Politics in Victorian London* (Princeton, New Jersey: Princeton University Press, 2006).	☐
Further	Schivelbusch, Wolfgang. *Disenchanted Night: The Industrialization of Light in the Nineteenth Century* (Berkeley: University of California Press, 1988).	☐
Further	Hatherley, Owen. *A Guide to the New Ruins of Great Britain* (London: Verso, 2011).	
Further	Miller, Donald L. *City of the Century: The Epic of Chicago and the Making of America* (New York: Simon & Schuster, 1996).	
Further	Binelli, Mark. *The Last Days of Detroit: Motor Cars, Motown and the Collapse of an Industrial Giant* (London: The Bodley Head, 2013)	
Further	Corton, Christine L. *London Fog: The Biography* (Cambridge, Massachusetts: Harvard University Press, 2015).	
Further	Murail, Estelle and Sara Thornton eds. *Dickens and the Virtual City: Urban Perception and the Production of Social Space* (London: Palgrave Macmillan, 2017)	
Further	Sante, Luc. *Low Life: Lures and Snares of Old New York* (London: Granta Books, 1991).	
Further	Epstein Nord, Deborah, *Walking the Victorian Streets: Women, Representation and the City* (New York: Cornell University Press, 1995).	

MODULE CODE: **HPAH5040**
TITLE: **Classics and Global History: Romans in the Indian Ocean**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V160**

AIM(S)

- To examines the late Hellenistic and Imperial Roman era contact and exchange that took place between the Mediterranean world and various lands connected by the western Indian Ocean (Arabian Sea).

LEARNING OUTCOMES

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

- Adopt an interdisciplinary approach to the subject in order to evaluate the cultural, religious, political, diplomatic, military and economic exchanges between the Mediterranean world and lands connected by the littorals of the Indian Ocean.
- Draw upon and assess a wide range of ancient evidence, including written (literature, epigraphy, papyrology, ostraka), material (archaeological and archaeobotanical evidence, and numismatics), and visual (art and sculpture).
- Understand the historical significance of cross-cultural interaction and long-distance exchange in the context of our modern globalised world.

INDICATIVE CONTENT

- To examine the development of contact and travel to various lands connected by the Indian Ocean littoral.
- The development of trade networks and merchant diaspora.
- Cross-cultural exchange between civilisations.
- Social impact of the Indian Ocean trade on Roman society.
- The development of diplomatic, strategic and military policies in relation to the Indian Ocean world.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**

Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPAH5040**	
Module Title	**Classics and Global History: Romans in the Indian Ocean**	
Classification	**Reading List entry**	**Electronic***
Essential	Tomber, R. 2008. *Indo-Roman Trade: From Pots to Pepper*. London: Duckworth.	☐
Essential	Sidebotham, S. E. 2011. *Berenike and the Ancient Maritime Spice Route*. London: University of California Press	☒
Further	Casson, L. 1989. [Introduction, Translation, and Commentary of] *Periplus Maris Erythraei.* Princeton: Princeton University Press.	☒
Further	Cobb, M. A. 2013. 'The Reception and Consumption of Eastern Goods in Roman Society', *Greece & Rome* 60 (1): 136-152.	☒
Further	Cobb, M. A. 2014. 'The Exchange of Goods from Italy to India during the Early Roman Empire: The Range of Travelling Times', *Ancient West & East* 13: 89-116.	☒
Further	Cobb, M. A. 2015. 'Balancing the Trade: Roman Cargo Shipments to India', *Oxford Journal of Archaeology* 34 (2): 185-203.	☐
Further	Cobb, M. A. 2015. 'The Chronology of Roman Trade in the Indian Ocean from Augustus to Early Third Century AD', *Journal of the Economic and Social History of the Orient* 58 (3): 362-418.	☒
Further	De Romanis, F. Maiuro, M, (eds.), 2015. *Across the ocean: Nine essays on Indo-Mediterranean trade* (Columbia studies in the classical tradition, volume 41).	☒
Further	Parker, G. 2002. 'Ex Oriente Luxuria: Indian Commodities and Roman Experience', *Journal of the Economic and Social History of the Orient* 45 (1): 40-95.	☒
Further	Sidebotham, S. E. 1986. *Roman Economic Policy in the Erythra Thalassa 30 B.C. - A.D. 217*. Leiden: E. J. Brill.	☐
Further	Warmington, E. H. 1928. *The Commerce Between the Roman Empire and India*. London: Cambridge University Press.	☐
Further	Whittaker, C. R. 2004. *Rome and Its Frontiers: The Dynamics of Empire*. London: Routledge.	☒
Further	Young, G. K. 2001. *Rome's Eastern Trade International: Commerce and Imperial Policy, 31 BC - AD 305*. London: Routledge.	☒

MODULE CODE: **HPAH5041**
TITLE: **Classics and Global History: Romans in the Indian Ocean: Greek Prose**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **Q700**

AIM(S)

- To examines the late Hellenistic and Imperial Roman era contact and exchange that took place between the Mediterranean world and various lands connected by the western Indian Ocean (Arabian Sea).
- To explore some key historical and literary texts in their original Greek.

LEARNING OUTCOMES

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

- Adopt an interdisciplinary approach to the subject in order to evaluate the cultural, religious, political, diplomatic, military and economic exchanges between the Mediterranean world and lands connected by the littorals of the Indian Ocean.
- Draw upon and assess a wide range of ancient evidence, including written (literature, epigraphy, papyrology, ostraka), material (archaeological and archaeobotanical evidence, and numismatics), and visual (art and sculpture).
- Understand the historical significance of cross-cultural interaction and long-distance exchange in the context of our modern globalised world.
- Translate some key texts from Greek to English.

INDICATIVE CONTENT

- To examine the development of contact and travel to various lands connected by the Indian Ocean littoral.
- The development of trade networks and merchant diaspora.
- Cross-cultural exchange between civilisations.
- Social impact of the Indian Ocean trade on Roman society.
- The development of diplomatic, strategic and military policies in relation to the Indian Ocean world.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPAH5041**	
Module Title	**Classics and Global History: Romans in the Indian Ocean: Greek Prose**	
Classification	**Reading List entry**	**Electronic***
Essential	Tomber, R. 2008. *Indo-Roman Trade: From Pots to Pepper*. London: Duckworth.	☐
Essential	Sidebotham, S. E. 2011. *Berenike and the Ancient Maritime Spice Route*. London: University of California Press	☒
Further	Casson, L. 1989. [Introduction, Translation, and Commentary of] *Periplus Maris Erythraei.* Princeton: Princeton University Press.	☒
Further	Cobb, M. A. 2013. 'The Reception and Consumption of Eastern Goods in Roman Society', *Greece & Rome* 60 (1): 136-152.	☒
Further	Cobb, M. A. 2014. 'The Exchange of Goods from Italy to India during the Early Roman Empire: The Range of Travelling Times', *Ancient West & East* 13: 89-116.	☒
Further	Cobb, M. A. 2015. 'Balancing the Trade: Roman Cargo Shipments to India', *Oxford Journal of Archaeology* 34 (2): 185-203.	☒
Further	Cobb, M. A. 2015. 'The Chronology of Roman Trade in the Indian Ocean from Augustus to Early Third Century AD', *Journal of the Economic and Social History of the Orient* 58 (3): 362-418.	☒
Further	De Romanis, F. Maiuro, M, (eds.), 2015. *Across the ocean: Nine essays on Indo-Mediterranean trade* (Columbia studies in the classical tradition, volume 41).	☒
Further	Parker, G. 2002. 'Ex Oriente Luxuria: Indian Commodities and Roman Experience', *Journal of the Economic and Social History of the Orient* 45 (1): 40-95.	☒
Further	Sidebotham, S. E. 1986. *Roman Economic Policy in the Erythra Thalassa 30 B.C. - A.D. 217*. Leiden: E. J. Brill.	☐
Further	Warmington, E. H. 1928. *The Commerce Between the Roman Empire and India*. London: Cambridge University Press.	☐
Further	Whittaker, C. R. 2004. *Rome and Its Frontiers: The Dynamics of Empire*. London: Routledge.	☒

Further	Young, G. K. 2001. *Rome's Eastern Trade International: Commerce and Imperial Policy, 31 BC - AD 305*. London: Routledge.	☒

MODULE CODE: **HPCH5001**
TITLE: **Confucian Ethics**

DATED: **08/01/2018**

LEVEL: **5**

CREDITS: **20**

JACS CODE: **T100**

AIM(S)

- To engage the central themes of Confucian ethical and philosophical thinking way, and to understand the main characteristics of Confucianism as an ethical tradition that has been dominant or influential in East Asia for two thousand years.
- To examine critically the Confucian theories and solutions concerning perennial problems that the Chinese and other East Asian peoples were and still are faced with.

LEARNING OUTCOMES

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

- Analyse key themes and standpoints of various strands of the Confucian ethical tradition.
- Critically discuss the metaphysical and epistemological reasons behind Confucian answers to primary ethical questions.
- Evaluate the modern usefulness of Confucian ethics and the challenges traditional Confucian ethics are faced with in contemporary society.

INDICATIVE CONTENT

- What is Confucianism?
- Confucius.
- Confucius and Confucian Classics.
- Confucian Way (Dao).
- Moral Epistemology.
- Confucian Religion and Ethics.
- Self in Confucian Ethics.
- Family Ethics.
- Political Ethics.
- Environmental Ethics.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning	0	0
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
essay	2,000 words	40%

Assessment Component 2

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Exam	2 hours	60%

Assessment Summary

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

READING LIST

Module Code	**HPCH5001**	
Module Title	**Confucian Ethics**	
Classification	**Reading List entry**	**Electronic***
Essential	LAU, D. C. (trans.) (1979) *The Analects of Confucius*. Harmondsworth: Penguin.	☒
Essential	SHUN, K. and WONG, D. B. (eds.) (2004) *Confucian Ethics: A Comparative Study of Self, Autonomy and Community*. Cambridge: Cambridge University Press	☒
Essential	YAO, X. (2000) *An Introduction to Confucianism*. Cambridge: Cambridge University Press.	☒
Essential	ZHANG, D. (trans. and ed. by EDMUN, R. (2002) *Key Concepts in Chinese Philosophy (Culture & Civilization of China)*. New Haven and London: Yale University Press; Beijing: Foreign Languages Press.	☒
Further	AN, O. (1998) *Compassion and benevolence: a comparative study of early Buddhist and classical Confucian ethics*. New York: Peter Lang.	
Further	BELL, D. (ed.) (2007) *Confucian Political Ethics*. Princeton: Princeton University Press.	☒

Further	CHAN, W. (trans. and comp.) (1963) *A Source Book in Chinese Philosophy*. Princeton: Princeton University Press.	☒
	CHONG, K. (2007) *Early Confucian Ethics-Concepts and Arguments.* Chicago: Open Court.	☐
Further	DE BARY, W. T. and BLOON, I. (ed.) (1999) *Sources of Chinese Tradition: From Earliest to 1600*. *Vol. 1*. 2nd ed. New York: Columbia University Press, 1999.	☒
Further	DE BARY, W. T. and BLOOM, I. (ed.) (2001) *Sources of Chinese Tradition: From 1600 Through the Twentieth Century*, *Vol. 2*, 2nd ed. New York: Columbia University Press.	☒
Further	ENO, R. (1990) *The Confucian Creation of Heaven--Philosophy and the Defence of Ritual Mastery*. Albany: State University of New York Press	☒
Further	FINGARETTE, H. (1972) *Confucius: The Secular as the Sacred*. New York: Harper Torchbooks.	☐
Further	IVANHOE, P. J. (2002) *Ethics in the Confucian Tradition: The Thought of Mengzi and Wang Yangming*. Cambridge Hackett Publishing.	☐
Further	LEVENSON, J. R. (2008) *Confucian China and its Modern Fate: a Trilogy*. London: Routledge and Kegan Paul.	☒
Further	LIN, Y. (1994) *The Wisdom of Confucius*. Taipei: Zhengzhong.	☒
Further	ROETZ, H. (1993) *Confucian Ethics of the Axial Age: A Reconstruction Under the Aspect of the Breakthrough Toward Postconventional Thinking*. Albany: SUNY Press.	☒
Further	PLAKS, A. (trans.) (2003) *Ta Hsueh and Chung Yung: The Highest Order of Cultivation and on the Practice of the Mean*. London: Penguin Classics.	☐
Further	SANTANGELO, P. (2003) *Sentimental Education in Chinese History: An Interdisciplinary*. Leiden: Brill.	☐
	SLOTE, W. H and DE VOS. G.A. (1998) Confucianism and the Family. Albany: SUNY Press.	
Further	TANG, S. (2016). *Self-Realization through Confucian Learning: a Contemporary Reconstruction of Xunzi's Ethics*. Albany: SUNY Press.	☐
Further	TU, W. (1985) *Confucian Thought: Selfhood As Creative Transformation*. Albany: SUNY Press.	☒
Further	WONG, S. K. (ed.) (2012) *Confucianism, Chinese History and Society*. Singapore: World Scientific Publishing Co. Ltd.	☒
Further	ZHAO, Y. (2007) *Father and Son in Confucianism and Christianity: a Comparative Study of Xunzi and Paul*. Sussex: Sussex Academic Press.	☐

MODULE CODE: **HPPH5021**
TITLE: **Contemporary Analytic Philosophy (Russell and Wittgenstein)**
DATED: 08/01/2018
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V500**

AIM(S)

- To provide students with a critical knowledge of core terms and concepts in analytic philosophy.

LEARNING OUTCOMES

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

- Demonstrate the ability to analyse, interpret and evaluate complex information, concepts and ideas in contemporary analytic philosophy.
- Demonstrate a coherent knowledge and understanding of a range of Contemporary Analytical Philosophers, particularly the work of Russell and Wittgenstein.
- Demonstrate a coherent knowledge and understanding of a wide range of responses to the problem of metaphysics as explored within Contemporary Analytical Philosophy.

INDICATIVE CONTENT

- Contemporary Analytic Philosophy will survey of some of the central concerns in various areas of philosophy, pursued from the perspective of the analytic tradition.
- In this module we will look at the philosophical ideas that have shaped analytic philosophy and that have defined the problems analytic philosophers are trying to answer.
- We will study particularly the works of Russell, and the Early and Later Wittgenstein, although other related thinkers may be considered.
- Such philosophers have shaped our current understanding of philosophy and the way we approach philosophical problems, particularly the critique of metaphysical enquiry. In this module we will engage critically and systematically with their ideas and the relations between them.
- The module will introduce students to the seminal works that stand at the beginning of analytic philosophy.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
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
Take home exam	2,500 words 6 hours	50%

Assessment Summary

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

READING LIST

Module Code	**HPPH5021**	
Module Title	**Contemporary Analytic Philosophy (Russell and Wittgenstein)**	
Classification	**Reading List entry**	**Electronic***
Essential	Hans-Johann Glock*, What is Analytic Philosophy?* (Cambridge: Cambridge University Press, 2008)	☐
Essential	Paul Franceschi, *An Introduction to Analytic Philosophy: Paradoxes, Arguments and Contemporary Problems* (Creative Space, 2013)	☐
Essential	B. Russell, The Problems of Philosophy	☐
Further	H. O. Mounce, *Wittgenstein's Tractatus: An Introduction* (Oxford; Blackwell, 1981)	☐
Further	G. Pilcher (ed.) *Wittgenstein: The Philosophical Investigations* (London: Anchor Books, 1996)	☐
Further	Landini, G, *Wittgenstein's apprenticeship with Russell* (Cambridge: Cambridge University Press, 2009)	☐
Further	David Pears, *Wittgenstein* (London and New York: Fontana, 1997)	☐
Further	A. C. Grayling. *Russell: A Very Short Introduction*, Oxford University Press, 2002.	☐
Further	Elizabeth Ramsden Eames. *Bertrand Russell's Theory of Knowledge*, London: George Allen and Unwin, 1969.	☐
Further	P. M. S. Hacker, *Wittgenstein's Place in Twentieth-Century Analytic Philosophy* (1996)	☐

MODULE CODE: HPAN5003
TITLE: **Contemporary Issues in Comparative Politics**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V100**

AIM(S)

- To teach real-world politics through the eyes of comparative politics scholars.
- To provide a deeper understanding of questions linked to democracy and democratization, including the breakdown of authoritarian regimes, ethnic conflict, and globalisation.

LEARNING OUTCOMES

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

- Critically understand the challenges associated with democracy and democratization.
- Evaluate competing theories linked to questions such as development, democratization, and globalisation.
- Evaluate these competing theories empirically by comparing cases in a critical way.

INDICATIVE CONTENT

- What is Comparative Politics?
- Revolutions.
- Nationalism and Ethnic Conflict.
- Democratization and Democratic Consolidation.
- Migration and the Refugee Crisis.
- Secessionist Movements.
- Globalisation and Transnationalisation.
- Development and Natural Resources.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
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
Portfolio	portfolio equivalent to 2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPAN5003**	
Module Title	**Contemporary Issues in Comparative Politics**	
Classification	**Reading List entry**	**Electronic***
Essential	*Comparative Politics: Integrating Theories, Methods, and Cases*. Second Edition by J. Tyler Dickovick and Jonathan Eastwood.	☐

MODULE CODE: **HPPH5012**
TITLE: **Contemporary Social and Political Philosophy**

DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V500**

AIM(S)

- To analyse, interpret and evaluate information, concepts and ideas in contemporary social and political philosophy.

LEARNING OUTCOMES

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

- The ability to analyse, interpret and evaluate information, concepts and ideas in contemporary social and political philosophy.
- An understanding of the perspectives, approaches and schools of thought within contemporary social and political philosophy, and the theories that underpin them.
- The ability to address problems in contemporary social and political philosophy.

INDICATIVE CONTENT

This module will introduce students to key arguments and debates in contemporary social and political philosophy. This may include some or all of the following:

- Concepts of distributive justice.
- Multiculturalism.
- Feminism.
- Marxism.
- Liberalism.
- Cosmopolitanism.
- Communitarianism.
- Conservatism.
- Socialism.
- Justifications for welfare provision.
- The role of liberty and equality in contemporary debate.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles, and practices of the topics studied for the module. Case studies may be used to provide examples and will be used to develop further understanding of what has been learned.

Tutorials and seminars are used to support the discussion and critical evaluation of what has been learned, normally in a smaller group size than a lecture.

Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s) (e.g. preparation for lectures and seminars, follow-up work, background reading, revision, completion of assessment tasks).

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Seminar presentation (group)	10 minutes per person	50%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPPH5012**	
Module Title	**Contemporary Social and Political Philosophy**	
Classification	**Reading List entry**	**Electronic***
Essential	Rawls, J., *A Theory of Justice*, revised edn. (Oxford: Oxford University Press,, 1999), at least ch.1: 'Justice as Fairness', and ch.3: 'The Original Position'.	☐
Essential	Barry, Brian, *Justice as Impartiality* (Oxford: Clarendon Press, 1995, selected chapters.	☐
Essential	Benabib, Seyla, *Situation the Self: Gender, Community and Postmodernism in Contemporary Ethics* (Oxford: Blackwell, 1992), ch.2.	☐
Essential	Sandel, M. J., 'The Procedural Republic and The Unencumbered', *Political Theory*, 1994, 12 (1), 81-96.	☒
Essential	Garner, Robert, 'Rawls, Animals and Justice: New Literature, Same Response', *Res Republic*, 18 (2), pp. 159-73.	☒
Essential	Richards, Janet Radcliffe, 'Separate Spheres', in *Applied Ethics*, ed. P. Singer (New York: Oxford University Press, 1986).	☐

Essential	Pateman, Carol, 'The Fraternal Social Contract', in Goodin and Pettit, *Contemporary Political Philosophy: an anthology*, second edn (Oxford: Blackwell, 2006).	☐
Essential	Young, Iris, 'Polity and Group Difference: a critique of the idea of universal citizenship', in Goodin and Pettit (eds.), ibid.	☐
Essential	Humphreys, Rebekah, and Robin Attfield, 'Justice and Non-Human Animals', Part I, *Bangladesh Jrn. of Bioethics* Part 1, 2016, 7 (3), 1-11.	☒
Essential	Humphreys, Rebekah, and Robin Attfield, 'Justice and Non-Human Animals', Part II, *Bangladesh Jrn. of Bioethics*, 8 (1), 2017, 44-77.	☒
Essential		☒
Further	T.M. Scanlon, *What We Owe to Each Other* (Cambridge, Mass.: Harvard University Press, 1998), ch.5.	☒
Further	Brian Barry, *Justice as Impartiality* (Oxford: Clarendon Press, 1995, selected chapters.	☐
Further	Thomas Scanlon, 'Contractualism and Utilitarianism', in *The Norton Introduction to Philosophy*, eds. Rosen et al (New York and London: W.W. Norton & Company, 2015).	☐
Further	Martha Nussbaum, *Frontiers of Justice* (Cambridge, MA: Harvard University Press, 200), selected chapters.	☐
Further	Kymlica, Will, *Contemporary Political Philosophy*, second edn. (Oxford: Oxford University Press, 2002), selected chapters.	☐
Further		☒
Further	Papadaki, Lina, 'What is Objectification', *Journal of Moral Philosophy*, Vol.7, Issues 1, 2010, 16-36.	☒
Further	Nussbaum, Martha, *Sex and Social Justice* (Oxford University Press, 1999), ch.1.	☒
Further	Okin, Susan, '"Mistresses of Their Own Destiny": group rights, gender and realistic rights of exit', in Goodin and Pettit (eds.), *Contemporary Political Philosophy: an anthology*, second edn. (Oxford: Blackwell, 2006).	☐
Further	Saul, Jennifer, *Feminism: Issues and Arguments* (Oxford University Press, 2003).	☐
Further	Nozick, R., *Anarchy, State and Utopia* (Oxford: Basil Blackwell, 1974)	☐
Further	Nagel, T., *Equality and Partiality* (Published to Oxford Scholarship Online, November 2003).	☒
Further	Sandel, Michael J., *Liberalism and the Limits of Justice*, 2nd edition (Cambridge: Cambridge University Press, 1998)	☐
Further	Oliver, M., *The Politics of Disablement: Critical Texts In Social Work And The Welfare State* (Basingstoke: Macmillan, 1990)	☐

MODULE CODE: **HPRS5004**
TITLE: **Cross Cultural Ethics: Christian and Islamic Approaches**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V620**

AIM(S)

- To deepen students awareness of cross cultural approaches to ethical issues such as personal behaviour, public systems of values, and the interaction of ethics and religious belief in two religious traditions, Christianity and Islam.
- To analyse and assess the methods by which differing religious traditions approach ethical issues.

LEARNING OUTCOMES

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

- Assess the meaning and significance of ethics to two different religious traditions.
- The ability to display knowledge of ethical approaches within the Christian and Islamic religious traditions.
- The ability to compare and contrast differing ethical methodologies between religious traditions.

INDICATIVE CONTENT

- What is Ethics?
- Christian Approaches to Ethics.
    - Scripture.
    - Tradition.
    - Reason.
- Islamic Approaches to Ethics.
    - Law / Ethics.
    - Methodology of the Shari'ah.
    - Sources of Ethics.
- Cross-cultural comparisons.
    - Meta-Ethics.
    - Personal Ethics.
    - Political Ethics.
    - Sexual Ethics.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	4 elements of around 500 words each	40%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assessment	3,000 words capstone reflective piece	60%

Assessment Summary

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

READING LIST

Module Code	HPRS5004	
Module Title	Cross Cultural Ethics: Christian and Islamic Approaches	
Classification	Reading List entry	Electronic*
Essential	Gill, R., The Cambridge Companion to Christian Ethics. (Cambridge: Cambridge University Press, 2001)	☐
Essential	Hallaq, W., An Introduction to Islamic Law. (Cambridge: Cambridge University Press, 2009)	☐
Essential	Abou El Fadl, K., And God Knows the Soldiers: The Authoritative and the Authoritarian in Islamic Discourses. (Lanham: University Press of America, 2001)	☐
Further	Abou El Fadl K., A Conference of the Books: The Search for Beauty in Islam. (Lanham: University Press of America, 2006)	☐
Further	Hashmi, S., Islamic Political Ethics. (Princeton: Princeton University press, 2002)	☐
Further	Vikor, K., Between god and the Sultan: A History of Islamic Law. (London: C Hurst and Co., 2005)	☐
Further	Scott, P & Cavanaugh W., The Blackwell Companion to Political Theology. (Oxford: Blackwell, 2007)	☐
Further	Marshall, D., Communicating the Work: Revelation, Translation, and Interpretation in Christianity and Islam. (Georgetown: Georgetown University Press, 2011)	☐
Further	Wolfe R & Gudorf C., Ethics and World Religions. (New York: Orbis Books, 1999)	☐
Further	Ali, K., Sexual Ethics and Islam. (London: Oneworld, 2006)	☐

Module Code: **HPAN5015**
TITLE: Culture and Psychology
Dated: 08/01/2018

Level: 5
Credits: 20
JACS Code: **C800**

AIMS(S)

- To examine how culture informs human behaviour.
- To explore the methodology used by cultural psychologists.
- To consider personal values and standards from a cultural perspective.

LEARNING OUTCOMES

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

- An understanding of the main definitions of culture as shared meanings and practices, and how these relate to psychology.
- An appreciation of the influence cultural factors have on human behaviour.
- An understanding of terminology and basic principles in cross-cultural research methods, including both qualitative and quantitative experimental methods.
- An understanding of how socio-cultural factors can influence psychological theory, research and practice.

INDICATIVE CONTENT

This module is for humanities students of various disciplines and provides an insight into cultural psychology and its applications. The module will provide an introduction to major psychological theories related to culture. It will:

- Examine claims of 'universality' when transferring experimental approaches from Western psychology to non-Western settings.
- Provide an opportunity to study cross-cultural differences in interpersonal behaviour and group processes. This will include an example of a quantitative piece of research.
- Examine how intercultural contact, acculturation and cultural transition affect behaviour both within and between communities. This will include an example of a qualitative piece of research. This area is especially relevant to those students participating in international fieldwork as part of their degree.
- Explore the relevance and application of psychology to international conflicts such as crisis management, individual/group incident debriefing, conflict resolution etc.

LEARNING AND TEACHING STRATEGY

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPAN5015**	
Module Title	**Culture and Psychology**	
Classification	**Reading List entry**	**Electronic***
Essential	Coolican, H. 1994. *Research Methods and Statistics in Psychology*. London: Hodder & Stoughton**.**	☐
	Gross, R. 2010. *Psychology: The Science of Mind and Behaviour*. London: Hodder Education.	☒
Recommended	• Berry, J.W. Poortinga, Y.H., Breugelmans, S. M., Chasiotis, A., Sam, D.L. (2011) *Cross-Cultural Psychology: Research and Applications.* 3rd edn. Cambridge: Cambridge University Press	
	• Heine S.J. (2012). *Cultural Psychology*. 2nd edn. New York: Norton.	
	• Matsumoto, D., Juang, L. (2011) *Culture and Psychology.* 5th edn. Belmont: Wadsworth	
	•	
	• Smith, P.B., Fisher, R., Vignoles, V.L., & Bond, M.H. (2013). *Understanding Social Psychology Across Cultures.* 2nd edn. London: Sage.	

MODULE CODE: HPHI5012
TITLE: **Cults, Cures and Canonisation: Saints in the Middle Ages**
DATED: **08/01/2018**

LEVEL: **5**
Credits: **20**
JACS CODE: **V150**

AIM(S)

This module focuses on an historical problem, and aims to refine your historical skills through a study of primary materials. The module aims:

- To encourage you to acquire a broad knowledge of the cult of saints in the Middle Ages.
- To allow you to develop a close and critical familiarity with a substantial range of primary source material relating to saint's cults, miracles, and the processes surrounding saint making in the Middle Ages.
- To develop a detailed appreciation of historiographical issues surrounding aspects of belief in saints, miracles and cures in the Middle Ages.

LEARNING OUTCOMES

By the end of the assessment of the module the student should be able to:

• Demonstrate an understanding of saints, miracles and canonisation.
• Demonstrate an understanding of the distinctive contribution of these phenomenon to the wider society and culture of the Middle Ages.
• Demonstrate skills in the handling and interpretation of relevant primary source material.

INDICATIVE CONTENT

- Week One: Saints - what are they good for?
- Week Two: cults, tombs and pilgrimage.
- Week Three: canonisation and the papacy.
- Week Four: saints in the later middle ages.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	HPHI5012	
Module Title	Cults, Cures and Canonisation: Saints in the Middle Ages	
Classification	**Reading List entry**	**Electronic***
Essential	Bartlett The Hanged Man: A Story of Miracle, Memory, and Colonialism in the Middle Ages 2004	☐
Essential	Brown The Cult of Saints: Its Rise and Function in Latin Christianity 1981	☐
Essential	Crook English Medieval Shrines 2011	☐
Further	Clayton The Cult of the Virgin Mary in Anglo-Saxon England 1990	☐
Further	Abou-El-Haj The Medieval Cult of Saints: Formations and Transformations 1994	☐
Further	Finucane Miracles and Pilgrims: Popular Beliefs in Medieval England 1977	☐
Further	Webb Pilgrimage in Medieval England 2000	☐
Further	Sumption Pilgrimage: An Image of Medieval Religion 1975	☐
Further	Porterfield Healing in the History of Christianity 2005	☒
Further	Vauchez Sainthood in the Later Middle Ages 1997	☒

MODULE CODE: **HPPH5015**
TITLE: **Daoist Body Philosophy**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **T100**

AIM(S)

- To engage the central concepts and themes of Daoist Body Philosophy and Daoist way of thinking on life and how to nourish life; understand the main characteristics of Daoism as an philosophical and religious tradition.
- To examine critically the Daoist theories and exercises on self health care and nourishing life.

LEARNING OUTCOMES

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

- Obtained a skill of critical examining the primary and secondary resources relating to Daoist Body Philosophy.
- Gained a coherent and detailed knowledge of Daoist Tradition of Nourishing Life from ancient to contemporary China.
- Demonstrate an understanding of the similarities and differences between Daoist philosophical ideas of nourishing life and Daoist religious and cultural practice of Self-health-care exercises.

INDICATIVE CONTENT

This module will provide students an understanding of the history, development and cultural impact of Daoist Body Philosophy and its relevant Yangsheng exercise in both China and the West. The following topics are indicative of what may be considered:

- Origin of Daoist Body Philosophy and its Yangsheng Practice and their historical development.
- Special terminology in Daoist Body Philosophy: Dao, Yin-Yang, Five Elements.
- Special terminology of Daoist Body philosophy: Qi, ziran (nature).
- Daoist understanding of Life: xing (physical body), qi (energy), shen (soul, spirit).
- Daoist understanding of Health: harmony of shen (flesh, body) and xin (mind, soul).
- Daoist way of nourishing life and Chinese medicine: inner and external alchemy.
- Daoist Arts of Longevity: Diet: Bigu (avoiding grains), Skills of sexuality, cultivation of inner alchemy.
- Daoist yangsheng exercise: Taiji and Qigong, Fengshui, Fine Arts.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning	0	0
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPPH5015**	
Module Title	**Daoist Body Philosophy**	
Classification	**Reading List entry**	**Electronic***
Essential	COUTINHO, S. (2013) *An Introduction to Daoist Philosophies.* Columbia: Columbia University Press.	☒
Essential	KOHN, L. (2008) *Introducing Daoism*. London: Routledge.	☐
Essential	LIU, X. (2015) *Dao Companion to Daoist Philosophy.* New York: Springer.	☒
Further	ACTON, M. (2009) *Eternal Spring: Taijiquan, Qi Gong, and the Cultivation of Health, Happiness and Longevity*. London: Singing Dragon.	☒
Further	KOHN, L. (1990) *Daoist Mystical Philosophy: The Scripture of Western Ascension*. Morrisville: Lulu Press.	☒
Further	KOHN, L. and ROTH, H. D. (eds.) (2002): *Daoist Identity: Cosmology, Lineage, and Ritual.* Honolulu: University of Hawaii Press.	☒
Further	KOHN, L. (ed.) (2011) *Living Authentically: Daoist Contributions to Modern Psychology*. London: Lulu Press.	☒
Further	CAO, F. (2017) *Daoism in Early China: Huang-Lao Thought in Light of Excavated Texts*. London/New York: Palgrave Macmillan US.	

Further	CHEN, E. M. (2011) *In Praise of Nothing: An Exploration of Daoist Fundamental Ontology*. Bloomingto IN: Xlibris Corporation.	☒
Further	CLARKE, J. J. (2000) *The Tao of the West: Western Tranformations of Taoist Thought.* London: Routledge.	☒
Further	COUTINHO, S. (2016) *Zhuangzi and Early Chinese Philosophy: Vagueness, Transformation and Paradox.* London: Routledge.	
Further	COOPER, D. E. (2012) *Convergence with Nature: A Daoist Perspective.* Huntsville: Green Publishing House.	
Further	CRISTAUDO, W. and KAPLAN, G. (eds.) (2012) *Love in the Religions of the World*. Cambridge: Cambridge Scholar Publishing.	☒
Further	FROESE, K. (2006). *Nietzsche, Heidegger, and Daoist Thought: Crossing Paths In-Between.* New York: State University of New York Press.	☒
Further	GUO, X. (2002) *The Ideal Chinese Political Leader: A Historical and Cultural Perspective.* Westport: Greenwood Publishing Group.	☒
Further	HANSEN, C. (1992) *A Daoist Theory of Chinese Thought: A Philosophical Interpretation*. Oxford: Oxford University Press.	☒
Further	HARTZ, P. (2009) *Daoism.* 3rd edn. New York: Infobase Publication.	
Further	LAY, K. (2016) *Learning from Chinese Philosophies: Ethics of Interdependent and Contextualized Self.* London: Routledge.	☒
Further	LIU, Z. and KA, H. (1999), *A Study of Daoist Acupuncture & Moxibustion.* Boulder: Blue Poppy Press.	☐
Further	LITTLEJOHN, R. and DIPPMANN, J. (eds.) (2011) *Riding the Wind with Liezi: New Perspectives on the Daoist Classic.* Albany: SUNY Press.	☒
Further	LONG, R. (2016) *Feeling the Way: Touch, Qi Gong healing, and the Daoist tradition*. London: Singing Dragon.	☒
Further	MICHAEL, T. (2005) *Pristine Dao, The: Metaphysics in Early Daoist Discourse*. New York: State University of New York Press.	☒
Further	MOELLER, H. (2006) *Daoism Explained: From the Dream of the Butterfly to the Fishnet Allegory.* Atlanta: Open Court.	☐
Further	MOELLER, H. (2012) *The Philosophy of the Daodejing,* Columbia: Columbia University Press	☒
Further	MITCHELL, D. (2011) *Daoist Nei Gong: The Philosophical Art of Change.* London: Singing Dragon.	☒
Further	MILLER, J. (2017) *China's Green Religion: Daoism and the Quest for a Sustainable Future.* Columbia: Columbia University Press.	☒
Further	MøLLGAARD, E. (2007) *An Introduction to Daoist Thought: Action, Language, and Ethics in Zhuangzi.* London: Routledge.	☒

Further	REITER, F. (ed.) (2007) *Purposes, Means and Convictions in Daoism: A Berlin Symposium.* Wiesbaden: Harrassowitz Verlag publishing house	☐
	SHAN, C. (2012) *Major Aspects of Chinese Religion and Philosophy: Dao of Inner Saint and outer King.* London: Springer.	☒
Further	TOWLER , S. (2010) *Cha Dao: The Way of Tea, Tea as a Way of Life.* London: Singing Dragon.	☒
Further	WU, J. C. (trans.) (2015) *Daoist Meditation*: *The Purification of the heart method of meditation and discourse on sitting and forgetting (zuo wang lun) by si ma cheng zhen*. London: Singing Dragon	☒
Further	WU, Z. (2014) *XinYi WuDao: Heart-Mind - The Dao of Martial Arts.* London: Singing Dragon.	☒
Further	ZHOU, Z. (2013) *Daoist Philosophy and Literati Writings in Late Imperial China: A Case Study of 'The Story of the Stone*'. Hong Kong: Chinese University Press.	☐

MODULE CODE: **HPHI5013**
TITLE: **Death and Dying**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V150**

AIM(S)

- To develop students' understanding of late medieval attitudes towards dying and death.
- To look critically at the practical and ritual processes involved in death in this period and the belief systems underpinning them.
- To examine the material response to death, how the belief systems of the late medieval period had an outworking in architecture and art.
- To explore the form and function of medieval funerary monuments and other forms of post-mortem commemoration.

LEARNING OUTCOMES

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

• Show an awareness of the medieval culture surrounding death and dying and the personal experiences and belief systems that underpinned it.
• Demonstrate an awareness of medieval attitudes towards the human body.
• Display an understanding of the theological concept of Purgatory and the systems that governed post-mortem commemoration.
• Show a general awareness of the value of funerary monuments and other forms of material culture, as evidence of medieval thought.

INDICATIVE CONTENT

In the modern world death is a process that is often hidden from view, but in the late medieval period it was a visible reality that people had to face on a daily basis, particularly given the ever-present threat of epidemic. A lot of the theological and ritual mechanisms of the medieval church were geared towards providing individuals with a 'good death'. Considerable resources were put into providing elaborate funeral rituals, post-mortem ritual action and commemorative art and architecture, all aimed at affecting some change to the destiny of the soul.

In the first part of this module we will begin by thinking about people's experience of death in the late Middle Ages, focusing on epidemics such as the Black Death. We will examine medieval responses to mortality, the development of the doctrine of Purgatory and how these altered and developed over time. We will also look briefly at the dismantling of these systems with the Protestant Reformation. We will focus on funeral liturgy and its associated ritual and its purpose and will also look at medieval attitudes to the human body and to the disposal of human remains.

In the second part of the module we will move on to look at the material outworking of these belief systems. We will think about the various ways beliefs and attitudes were expressed through architecture and the visual arts and how in turn art and architecture helped shape thought. We will spend some time looking at the commemoration of the dead, focusing particularly on funerary monuments, their form and their function and how they reflected beliefs and social aspirations. Lastly there will be some consideration of the developing cult of the macabre in the fifteenth century.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 3,750 words	75%

Assessment Component 2

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Timed Test	Equivalent to 1,250 words	25%

Assessment Summary

Activity type	Percentage
Written exam	25%
Coursework	75%
Practical	
TOTAL	**100%**

READING LIST

Module Code	**HPHI5013**	
Module Title	Death and Dying	
Classification	**Reading List entry**	**Electronic***
Essential	Binski, Paul, *Medieval Death: Ritual and Representation* (London, 1996)	☐
Essential	Duffy, Eamon, *The Stripping of the Altars: Traditional Religion in England 1400-1580* (New Haven and London, 1992)	☐
Essential	Platt, Colin. *King Death. The Black Death and its aftermath in late medieval England* (London, 1996)	☐
Essential	Daniell, Christopher, *Death and Burial in Medieval England 1066-1550* (London, 1998)	☒
Essential	Jupp, Peter and Gittings, Clare, Death in England: An Illustrated History (Manchester, 1999)	☐
Essential	Badham, Sally, *Seeking Salvation: Commemorating the Dead in the Late-Medieval Parish Church* (Stamford, 2015)	☐

Essential	Lord, Peter, *The Visual Culture of Wales: Medieval Vision* (Cardiff, 2003)	
Recommended	Saul, Nigel, *English Church Monuments in the Middle Ages: History and Representation* (Oxford, 2009)	☐
Recommended	Gilchrist, Roberta and Sloane, Barney, *Requiem: The Medieval Monastic Cemetery in Britain* (London, 2005)	☐
Recommended	Townsend, Eleanor, *Death and Art* (London, 2009)	☐
Recommended	Aries, Philippe, *Western Attitudes Toward Death: From the Middle Ages to the Present* (London, 1972)	
Recommended	Le Goff, Jacques, *The Birth of Purgatory* (Chicago, 1986)	☐

MODULE CODE: **HPEN5001**
TITLE: Debating Medieval Identity: The Thrown Voices of The Canterbury Tales
DATED: 08/01/2018

LEVEL: 5
CREDITS: 20
JACS CODE: **Q300**

AIM(S)

- To interrogate the focus on individual identities in *The Canterbury Tales* as an innovation triggered by the specific and radical configurations of social, historical, and cultural forces of the calamitous 14th century.

LEARNING OUTCOMES

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

- Demonstrate a sound knowledge of a range of texts from *The Canterbury Tales* highlighting Chaucer's narrative concern with unstable class and gender identities.
- Show a secure knowledge and critical understanding of political and socio-cultural contexts that triggered Chaucer's exploration of key medieval forms.

INDICATIVE CONTENT

- In this module we will explore aspects of Chaucer's practice and its relation to the broader context of his times.
- We will examine Chaucer's attention to the scripting of the individual as a response to rapid changes in the relative status and relations of the sexes and classes which forced him towards formal innovation in his last work.
- The module will focus on the interwoven relation between teller and tales within the wider frame of the pilgrimage.
- We will discuss the various interpretations of the disparate group of individuals who move towards grace at Canterbury – or perhaps towards a new form of society.
- We will read broadly among the tales to explore Chaucer's use of generic plot conventions, literary forms (such as the debates poem, the dream vision, the fabliau and the romance), and the construction of caricatures and received stereotypes (especially to do with the church, the evolving middle classes and women as in anticlerical satire and clerical antifeminist literature)

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
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%**

READING LIST

Module Code	**HPEN5001**	
Module Title	Debating Medieval Identity: The Thrown Voices of The Canterbury Tales	
Classification	**Reading List entry**	**Electronic***
Essential	Benson, L. ed., *The Riverside Chaucer*. Oxford: Oxford University Press, 2008	☐
Essential	Patterson, Lee, *Chaucer and the Subject of History* Madison, Wisconsin: University of Wisconsin Press; 2005.(Relevant chapters digitised as CLA scan	☒
Further	Aers, D., *Chaucer*. Brighton: Harvester Press, 1986	☐
Further	Aers, David, 'Imagination, Order and Ideology: 'The Knight's Tale' in Aers, *Chaucer, Langland, and the creative imagination,* London; Boston: Routledge & Kegan Paul, 1980	☐
Further	Benson, D., *Chaucer's Drama of Style*. North Carolina: North Carolina Press, 1986.	☐
Further	Birney, E. *Essays on Chaucerian Irony*. Toronto: University of Toronto Press, 1985	☐
Further	Beidler, Peter G. 'The Plague and Chaucer's Pardoner', *The Chaucer Review*, Vol. 16, No. 3 (Winter, 1982), pp. 257-269	☒
Further	Boitani, P. and Mann, J ed., *The Cambridge Chaucer Companion*. Cambridge: Cambridge University Press, 1997	☐
Further	Crane, S. *Gender and Romance in Chaucer's 'Canterbury Tales'*. Princeton, N.J: Princeton University Press, 1994.	☐

Further	J. Hines, *The Fabliau in English*. Harlow: Longman, 1993.	☐
Further	Knapp, P. *Chaucer and the Social Contest*. New York and London: Routledge, 1990.	☐
Further	Laskaya, A. *Chaucer's Approach to Gender in 'The Canterbury Tales'*. Cambridge: D. S. Brewer, 1995	☐
Further	Mann, J. *Feminizing Chaucer,* (*Chaucer Studies*, 30). Cambridge: D. S. Brewer, 2002	☒
Further	Smith, S.L. *The Power of Women: a topos in medieval art and literature*. Philadelphia: University of Pennsylvania Press, 1995	☐
Further	Strohm, P. *Social Chaucer*. Cambridge, Mass: Harvard University Press, 1994.	☐
Further	Yamamoto, Dorothy *The Boundaries of the Human in Medieval English Literature*, Oxford: Oxford University Press, 2000	☒

MODULE CODE: **HPED5001**

TITLE: **Doing Education Differently**
DATED: **08/01/2018**

LEVEL: **6**

CREDITS: **20**

JACS CODE: **X300**

AIM(S)

- To analyse and critically evaluate '*Education Otherwise Than at School' (EOTAS)*, in contemporary UK and global education systems.

LEARNING OUTCOMES

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

- Demonstrate a critical understanding of the political, philosophical and social context of EOTAS developments, through a comparative analysis of contemporary educational theorists from Steiner, Friere, Holt and Gatto to Robinson & Donaldson.
- Critically analyse the role of the state in education and the challenges that this can present.
- Critically evaluate the range of provision, educational and curative education, for those who are educated other than at school.
- Organise their own knowledge and learning through use of a range of information resources, including ICT and present their work at the appropriate level.

INDICATIVE CONTENT

- An exploration of the philosophical and human purpose of education.
- A critical assessment of the social and economic background to educational change.
- A critical analysis of the values and aims inherent in education today and of how these can be applied to both compulsory and non-compulsory educational contexts.
- An evaluation of a range of educational settings, including un-schooling establishments (e.g. Summerhill), humanistic (Steiner, Schumacher, Ruskin Mill and Montessori) and Free Schools (Academies).
- An evaluation of settings for pupils educated other than at school (EOTAS), including Home-schooling, Health settings, Travellers and Pupil Referral Units.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to relevant concepts, principles and practices. Practical examples and case studies will be used to support the application, discussion, and critical evaluation of subject knowledge acquired. Where applicable visiting speakers and educational visits will be used to broaden the students' experience and knowledge.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPED5001**	
Module Title	**Doing Education Differently**	
Classification	**Reading List entry**	**Electronic ***
Essential	Curren, R. (2006) *Philosophy of Education: An anthology,* London: Routledge	☐
Further	Abbeduto, L. & Symons, F. (2010) *Taking Sides: Clashing Views in Educational Psychology*, (6th edition) New York: McGraw Hill.	☐
Further	Bartlett, S. (2003) *Education Studies: Essential Issues,* London: Paul Chapman Publishers.	☒
Further	Blake, N., Smeyers, S., Smith, R.D. and Standish, P.(2002) *The Blackwell Guide to the Philosophy of Education (Blackwell Philosophy Guides)*, Oxford: Blackwell.	☒
Further	Palmer, J. & Cooper, D.E. (2001) *Fifty Modern Thinkers on Education: From Piaget to the Present Day,* London: Routledge Key Guides.	☒
Further	Dewey,J., (2008) *Democracy and Education*. Wilder Publications	☒
Further	Friere, P., (1993) *Pedagogy of the Oppressed*. Penguin Books.	☐
Further	Friere, P., (2014) Pedagogy of Hope. Bloomsbury Academic	☐
Further	Holt, J., (1982) *How Children Fail*. Penguin Books	☐
Further	Holt, J., (1995) *How Children Learn* Da Capo Press	☐
Further	Mountney, R. (2009) *Learning without School: Home Education,* London: Jessica Kingsley	☐

Further	Steiner, R., (1998) *Education for Special Needs*. Rudolf Steiner Press	☐
Further	Steiner, R., (1988) *The Philosophy of Freedom*. Rudolf Steiner Press	☐
Websites	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/339103/01.EOTAS_Exclusion1.3.pdf	☒
Websites	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/339104/01.EOTAS_Health_1.2.pdf	☒
Websites	Education Other Than At School http://www.deni.gov.uk/index/21-pupils-parents-pg/pupils-parents-newpage.htm	☒
Websites	*Framework for Children's Learning*, Cardiff: Welsh Assembly Government	☒
Websites	Welsh Assembly Government. (2008) *Foundation Phase*	☒
Websites	New Learning Online. http://newlearningonline.com/	☒
Websites	http://www.holtgws.com/whatisunschoolin.html	☒
Websites	Summerhill School http://www.summerhillschool.co.uk/	☒
Websites	https://www.tes.com/news/school-news/breaking-news/	☒

MODULE CODE: **HPAH5024**
TITLE: **Drama in Antiquity**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q800**

AIM(S)

- To enable students to understand and critically analyse ancient drama in its literary and contextual frameworks.
- To enable students to refine and apply their understanding of literary and cultural theoretical approaches in their analysis of dramatic texts.

LEARNING OUTCOMES

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

- Demonstrate a coherent and detailed knowledge of ancient drama and of individual texts in particular.
- Display an understanding of, and critically engage with, the key themes and scholarly debates on ancient drama.
- Demonstrate a thorough understanding of the literary, socio-cultural and historical contexts of ancient drama and individual texts in particular, and how these contexts affect our analyses.
- Employ a range of theoretical perspectives to critically analyse the chosen set texts.

INDICATIVE CONTENT

This module explores the genre of ancient drama, that is ancient Tragedy, Comedy and Satyr-Drama, concentrating on a selection of set texts (in any given year this may include Aeschylus, Sophocles, Euripides, Aristophanes, Menander, Plautus, Terence or Seneca). The module highlights the development of the genre with emphasis placed on analysing the chosen texts both as works of drama in their own right, containing universalising themes and concerns, and as pieces of performance literature inextricable from their literary, socio-political and historical contexts. The module allows students to refine and employ their methodological skills by applying, for instance, inter and intra-textual, performance, and historicist readings to the studied text. This module also provides the student with opportunities to explore critically the relationships drama has with,*inter alia*, politics, religion, philosophy and ideology.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

This will take the form of a portfolio, which may include elements such as gobbet, essay and abstract.

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPAH5024**	
Module Title	**Drama in Antiquity**	
Classification	**Reading List entry**	**Electronic***
Essential	Gregory, J. *A Companion to Greek Tragedy*. Blackwells pub.Malden MA	☒
Essential	Boyle, A. J. *Tragic Seneca: An Essay in the Theatrical Tradition*. London: Routledge, 1997.	☒
Further	Csapo, E. and Slater, W. J. *The Context of Ancient Drama*. Ann Arbor: University of Michigan Press, 1995.	☐
Further	Easterling, P. E. *Cambridge Companion to Greek Tragedy*. Cambridge: Cambridge University Press, 1997.	☐
Further	Schiesaro, A., *The Passions in Play: Thyestes and the Dynamics of Senecan Drama* (Oxford, 2003)	☒

MODULE CODE: **HPAH5025**
TITLE: **Drama in Antiquity: Greek Verse**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS:

JACS CODE: **Q700**

AIM(S)

- To enable students to understand and critically analyse ancient drama in its literary and contextual frameworks.
- To enable students to refine and apply their understanding of literary and cultural theoretical approaches in their analysis of dramatic texts.
- Explore some of the key texts in their original Greek.

LEARNING OUTCOMES

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

- Demonstrate a coherent and detailed knowledge and ability to translate some key texts of ancient drama from Greek to English.
- Display an understanding of, and critically engage with, the key themes and scholarly debates on ancient drama.
- Demonstrate a thorough understanding of the literary, socio-cultural and historical contexts of ancient drama and individual texts in particular, and how these contexts affect our analyses.
- Employ a range of theoretical perspectives to critically analyse the chosen set texts.

INDICATIVE CONTENT

This module explores the genre of ancient drama, that is ancient Tragedy, Comedy and Satyr-Drama, concentrating on a selection of set texts (in any given year this may include Aeschylus, Sophocles, Euripides, Aristophanes, Menander, Plautus, Terence or Seneca). The module highlights the development of the genre with emphasis placed on analysing the chosen texts both as works of drama in their own right, containing universalising themes and concerns, and as pieces of performance literature inextricable from their literary, socio-political and historical contexts. The module allows students to refine and employ their methodological skills by applying, for instance, inter and intra-textual, performance, and historicist readings to the studied text. This module also provides the student with opportunities to explore critically the relationships drama has with, *inter alia*, politics, religion, philosophy and ideology.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPAH5025**	
Module Title	**Drama in Antiquity: Greek Verse**	
Classification	**Reading List entry**	**Electronic***
Essential	Gregory, J. *A Companion to Greek Tragedy*. Blackwells pub.Malden MA	☒
Essential	Dodds, E. R. 1944. Bacchae (Oxford)	☐
Further	Csapo, E. and Slater, W. J. *The Context of Ancient Drama*. Ann Arbor: University of Michigan Press, 1995.	☐
Further	Easterling, P. E. *Cambridge Companion to Greek Tragedy*. Cambridge: Cambridge University Press, 1997.	☐

MODULE CODE: HPEN5010
TITLE: Dreams and Nightmares: exploring utopian and dystopian writing
DATED: 08/01/2018

LEVEL: 5
CREDITS: 20
JACS CODE: **Q300**

AIM(S)

- To explore utopian/dystopia writing as attempts to imagine new worlds in the face of unstable social, political and gender identities.

LEARNING OUTCOMES

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

- Demonstrate a secure knowledge of a range of key Utopian and dystopian texts.
- Exhibit a systematic understanding of both the key concepts and the cultural and political contexts that shaped the emergence and development of the genre.

INDICATIVE CONTENT

- We will examine the growth of speculative fiction, especially of utopian dreams and dystopian nightmares, as a move away from the novel's primary focus on the private realm of the individual to a concern with the demands and values of the state.
- Using examples from the reader, we will trace the development of the genre, from the implied criticism of More's *Utopia* to 20th Century explorations of dystopian regimes, seeing the impact of globalisation in the versions of autocratic world government that colour so many of them.
- We will pay attention to the provenance of traveller's tales of utopia/dystopia: geographical or temporal spaces; off world visions; post-apocalyptic nightmares.
- We will examine 3 key individual texts in detail.
- Topics we will consider will include some or all of the following:
  - Relation of place and narrative voice in the construction of the utopia/dystopia.
  - Gender, and the control & dissipation of desire.
  - Questions of perspective: outside looking in or inside looking out.
  - Linguistic degeneration and the loss of reason.
  - Science, Anti-science and technology.
  - The social body as machine.
  - Philosophical debate and ideal states of politics.
  - Exploration, colonisation & gender.
- We will also discuss the genre in relation to other forms of prose narrative such as the novel, travel writing, the memoir, the diary and the official report.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
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%**

READING LIST

Module Code	**HPEN5010**	
Module Title	**Dreams and Nightmares: exploring utopian and dystopian writing**	
Classification	**Reading List entry**	**Electronic***
Essential	*The Utopia Reader* ed. Claeys, G. & Sargent, L.T, New York: NYU Press, 1999	☐
Essential	Atwood, M. (1985), *The Handmaid's Tale,* London: Vintage Classics, 2017	☒
Essential	Le Guin, U. (1974) *The Dispossessed: An Ambiguous Utopia* London: Harper 1994	☒
Essential	Hoban, R. (1980), *Riddley Walker*, London: Bloomsbury 2012	☒
Essential	Sargent, L.T. *Utopianism: A Very Short Introduction,* Oxford: OUP, 2010	☒
Further	Baccolini, R. *Dark Horizons: Science Fiction and the Dystopian Imagination* London: Routledge, 2003	☒
Further	Booker, M. K. *Dystopian literature : a theory and research guide*, Westport, Conn. ; London : Greenwood Press 1994	☐
Further	Booker, M. K. *The dystopian impulse in modern literature: fiction as social criticism*, Westport, Conn. ; London : Greenwood Press 1994	☒
Further	Claeys, G. *The Cambridge Companion to Utopian Literature* Cambridge CUP. 2010	☒
Further	Donawerth J.& Kolmerten C.A, *Utopian and science fiction by women : worlds of difference*, Liverpool : Liverpool University Press 1994	☐

Further	Ferns, C. S. *Narrating utopia : ideology, gender, form in utopian literature*, Liverpool : Liverpool University Press 1999	☐
Further	Jameson, F. *Archaeologies of the Future: The Desire Called Utopia and Other Science Fictions* London: Verso, 2007	☐
Further	Kumar, K. *Utopia and anti-Utopia in modern times*, Oxford : Blackwell 1987	☐
Further	Moylan, T. *Scraps Of The Untainted Sky: Science Fiction, Utopia, Dystopia* New York: Perseus Books, 2000	☐
Further	R. Levitas *The Concept of Utopia*: *Student edition* Peter Lang, 2011	☐
Further	Rees, C. *Utopian imagination and eighteenth-century fiction*. London : Longman 1995	☒

MODULE CODE: HPAN5025
TITLE: **Economics for Transition**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **L600**

AIM(S)

- To develop students' knowledge and reflective understanding of transition pathways to low carbon, high well-being and resilient economies.
- To enable students to apply the principles of economics for transition in a wide variety of contexts and to use transdisciplinary research methodologies.

LEARNING OUTCOMES

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

- To critically understand transition pathways to low carbon, high well-being and resilient economies.
- To apply the principles of economics for transition in a wide variety of contexts.
- To effectively apply transdisciplinary research methodologies.

INDICATIVE CONTENT

- The key sustainability issues facing the world today.
- A critique of the dominant neoclassical, industrial growth model from different perspectives.
- How to apply ecology and complexity science to the economy and social systems.
- The co-creation of a new approach to economics drawn from alternative schools of thought.
- The co-creation of future scenarios and pathways towards low-carbon, high wellbeing and resilient economies.
- New economics tools, methods and policies and their application to real-world case studies.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning	0	0
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%**

READING LIST

Module Code	HPAN5025	
Module Title	**Economics for Transition**	
Classification	**Reading List entry**	**Electronic***
Essential	Jacobs, J. (2000). The nature of economies. Toronto: Random House Canada	☐
Essential	Restakis, J. (2010). Humanizing the economy: Co-operatives in the age of capital. Gabriola, B.C: New Society Publishers.	☐
Essential	Schumacher, E. F. (1973). Small is beautiful: Economics as if people mattered. New York: Harper & Row	☐
Further	Anielski, M. (2009) The Economics of Happiness, New Society Publishers, BC	☐
Further	Benello, C. and Morehouse, W. (1997). Building sustainable communities. New York: Bootstrap Press	☐
Further	Boyle D. and Simms A. (2009) The New Economics: A Bigger Picture, Earthscan	☐
Further	Gallie E.D. (2007) Employment Regimes and the Quality of Work, OUP	☐
Further	Jackson T. (2009) Prosperity Without Growth, Earthscan, London	☐
Further	Kelly, M. (2012). Owning our future: The emerging ownership revolution. San Francisco, CA: Berrett-Koehler	☐
Further	Lietaer, B. (2002). The future of money. London: Random House Business	☐
Further	Cheltenham Shaw, P. (2002). Changing conversations in organizations. London: Routledge.	☐
Further	Victor P.A. (2008), Managing Without Growth, Edward Elgar, Cheltenham	☐

MODULE CODE: **HPEN5017**
TITLE: **English Independent Project**

DATED: 08/01/2018
LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q300**

AIM(S)

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

LEARNING OUTCOMES

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

- Identify a suitable area and question for in-depth research.
- Construct and manage a body of research drawn from a range of primary and secondary sources.
- Critically evaluate a body of research, drawing interpretations and conclusions that are informed and rooted in the research material.

INDICATIVE CONTENT

This is a piece of independent personal research, often based upon a topic of personal interest to the student. The focus of study is identified by the student. The aim is for the student to identify a body of material to study, to develop an appropriate and meaningful research topic, to develop appropriate methodological and theoretical approaches to that topic, and to situate their work within the wider academic literature of their chosen discipline.

LEARNING AND TEACHING STRATEGY

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	100%

Assessment Summary

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

MODULE CODE: **HPAH5010**
TITLE: **Entanglements: Exploring Interactions between the Aegean and the Near East**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V430**

AIM(S)

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

LEARNING OUTCOMES

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

- Knowledge and understanding of theoretical perspectives of culture contact.
- A clear and detailed understanding of the social and economic role of material culture in the ancient Mediterranean.
- The ability to evaluate the main debated issues regarding interconnections in the region, based on the archaeological record.

INDICATIVE CONTENT

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

Lectures will draw upon various themes including:

- Theoretical approaches to exchange.
- Colonisation and cultural hybridity.
- Materiality.
- Minoan thalassocracy.
- The Keftiu.
- Minoanizing wall paintings.
- Pottery trade.
- The International Style.
- Late Bronze Age maritime trade.
- The copper trade.
- International diplomacy.
- Collapse of connected worlds: Sea Peoples and the Philistines.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning	0	0
TOTAL	**200**	**100%**

Teaching will be organised into lectures, interactive workshops and seminars.

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPAH5010**	
Module Title	Entanglements: Exploring Interactions between the Aegean and the Near East	
Classification	**Reading List entry**	**Electronic***
Essential	Aruz, J., Benzal, K., Evans, J.M. (eds) 2008. *Beyond Babylon: Art, Trade, and Diplomacy in the Second Millennium B.C.* New York: Metropolitan Museum of Art; New Haven: Yale University Press.	☐
Essential	Aruz, J., Graff, S.B. and Rakic, Y. eds. 2013. *Cultures in contact: from Mesopotamia to the Mediterranean in the second millennium B.C.* New York : Metropolitan Museum of Art ; New Haven, Conn. : distributed by Yale University Press 2013	☐
Essential	Brysbert, A. 2008. *The Power of Technology in the Bronze Age Eastern Mediterranean: The Case of the Painted Plaster*. London, Oakville, CT: Equinox.	☐
Essential	Clarke. J. (ed.) 2005. *Archaeological Perspectives on the Transmission and Transformation of Culture in the Eastern Mediterranean*. Levant Supplementary Series 2. Oxford: Oxbow Books.	☐
Essential	Feldman, M.H. 2006. *Diplomacy by Design: Luxury Arts and an "international Style" in the Ancient Near East, 1400-1200 BCE*. Chicago: University of Chicago Press.	☐

	Helms, M. 1988. *Ulysses' Sail: An Ethnographic Odyssey of Power, Knowledge, and Geographical Distance.* Princeton: Princeton University Press.	☐
Essential	Steel, L. 2012. Materiality and Consumption in the Bronze Age Mediterranean. New York: Routledge.	☒
Further	Appadurai, A. (ed.) 1986. *The Social Life of Things Commodities in Cultural Perspective*. Cambridge: Cambridge University Press.	☐
Further	Barber, E.J.W. 1992. *Prehistoric textiles: the development of cloth in the Neolithic and Bronze Ages with special reference to the Aegean*. Princeton. NJ: Princeton University Press.	☐
Further	Cline, E.H. 2009. *Sailing the Wine-Dark Sea: International Trade and the Late Bronze Age Aegean*, BAR International Series 591. Oxford: Archaeopress. (reprint)	☐
Further	Cohen, R. & Westbrook, R. (eds) 2000. *Amarna Diplomacy: the Beginnings of International Relations*. Baltimore: John Hopkins University Press	☐
	Gosden, C. 2005. *Archaeology and Colonialism. Cultural Contact from 5000 BC to the Present.* Cambridge: Cambridge University Press	☐

MODULE CODE: **HPPH5016**

TITLE: **Environment, Sustainability and Philosophy**

DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V500**

AIM(S)

- To provide students with a critical knowledge of concepts in contemporary environmental ethics.
- To engage the student in the analysis of environmental 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, concepts and ideas in environmental philosophy.
- A good knowledge and understanding of the different perspectives, approaches and schools of thought within the discipline of environmental philosophy.
- The ability to examine claims and counter-claims about the value of nature and what is meant by sustainability.
- A coherent awareness of the relationship between ethical positions and real-world situations, particularly as they relate to debates within environmental philosophy.

INDICATIVE CONTENT

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

- Normative stances in environmental ethics.
- Individualism vs. holism.
- Ethical approaches to climate change and to development.
- The concept of sustainable development.
- Obligations to future generations.
- The kind(s) of value nature may have, and whether these are commensurable.
- Global citizenship and international co-operation.
- Allegiances and divergences between animal ethics and environmental ethics.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles, and practices of the topics studied for the module. Case studies may be used to provide examples and will be used to develop further understanding of what has been learned.

Tutorials and seminars are used to support the discussion and critical evaluation of what has been learned, normally in a smaller group size than a lecture.

Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s) (e.g. preparation for lectures and seminars, follow-up work, background reading, revision, completion of assessment tasks).

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Focused annotated bibliography	2,500 words	50%

Assessment Component 2

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Take home exam	2,500 words, 6 hours	50%

Assessment Summary

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

READING LIST

Module Code	**HPPH5016**	
Module Title	**Environment, Sustainability and Philosophy**	
Classification	**Reading List entry**	**Electronic***
Essential	Attfield, Robin, *Environmental Ethics: An Overview for the Twenty-First Century*, second edn. (Polity, 2014).	☐
Essential	Attfield, *The Ethics of the Global Environment*, second edn. (Edinburgh: Edinburgh University Press, 2015).	☐
Essential	Benson, John, *Environmental Ethics: An Introduction with Readings* (London: Routledge, 2000), selected sections.	☒

Essential	Goodpaster, Kenneth, 'On Being Morally Considerable', in *Journal of Philosophy*, 75, 1978, 308-25.	☒
Essential	Zimmerman et al (eds.),*Environmental Philosophy: From Animal Rights to Radical Ecology*, 4th edn.(New Jersey: Prentice Hall, 2005), selected readings.	☐
Essential	Naess, Arne, 'The Shallow and the Deep, Long-Range Ecology Movement', *Inquiry*, 16, 1973, reprinted in *Environmental Ethics and Philosophy*, eds. O'Neill et al (Cheltenham, UK; Northampton, MA: Edward Elgar, 2001).	☐
Essential	Sylvan, Richard, 'Is There a Need for a New, an Environmental Ethic?', *Proceedings of the World Congress of Philosophy*, No.1, Varna, Bulgaria, 205-210. Reprinted in Zimmerman et al, ibid.	☐
Essential	Beckerman, Wilfred, ''Sustainable Development': is it a useful concept?', *Environmental Values*, 3, 1994.	☒
Essential	Daly, Herman, 'On Wilfred Beckerman's Critique of Sustainable Development', *Environmental Values*, 4, 1995.	☒
Essential	Callicott, 'Animal Liberation: A Triangular Affair', *Environmental Ethics*, Vol.2, Winter 1980, 311-338.	☒
Further	McShane, Katie, 'Anthropocentrism vs Nonanthropocentrism: Why Should We Care?', *Environmental Values*, 16 (2), May 2007.	☒
Further	Avram Hiller (ed.), *Consequentialism and Environmental Ethics* (New York : Routledge 2014).	☒
Further	Midgley, Mary, 'Beasts Versus the Biosphere?', *Environmental Values*, 1 (2), 1992, pp.113-121.	☒
Further	Humphreys, Rebekah, and Sophie Vlacos, *Creation, Ethics and Environment,* (Cambridge: Cambridge Scholars Publishing, 2010), selected sections.	☒
Further	Attfield, Robin, 'The Good of Trees', in *Environmental Ethics and Philosophy*, eds. On'Neill et al,(Cheltenham, UK; Northampton, MA: Edward Elgar, 2001).	☐
Further	Attfield, Robin, 'Beyond Anthropocentrism', *Royal Institute of Philosophy Supplement*, 69, 2011, 29-46.	☒
Further	Paul Harris, *World Ethics and Climate Change: from international to global justice* (Edinburgh: Edinburgh University Press, 2010).	☒
Further	Schmidtz, David, 'When Preservation Doesn't Preserve', *Environmental Values*, 6, 1997, 327-339.	☒

MODULE CODE: **HPAH5026**
TITLE: **Epic in Antiquity**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q800**

AIM(S)

- To develop students' knowledge and understanding of the epic genre.
- To provide students with the tools to critically evaluate epic texts in the contexts of genre and socio-historical situations.

LEARNING OUTCOMES

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

- Demonstrate a sound knowledge of the genre of epic and of the three individual epics read as part of the module.
- Display an understanding and critical appreciation of key themes and diverse scholarly approaches to epic.
- Demonstrate an understanding of literary, socio-cultural and historical contexts, and how these affect our interpretation of the chosen set texts.

INDICATIVE CONTENT

This module focuses on three epics (in any given year this may include epic such as Homer's *Iliad* and *Odyssey*, Apollonius Rhodius' *Argonautica,* Vergil's *Aeneid,* Ovid's *Metamorphoses*, and Lucan's *Pharsalia*) and provides students with a detailed study of the genre of epic. The module highlights the historical development of the genre and the importance of intertextuality for the appreciation particularly of later epic, but also considers overarching themes such as descriptions of warfare, portrayals of gods and use of mythology. The module also allows students to develop their methodological skills by applying, for instance, narratological, historicist, and gender-focussed readings, to the studied texts.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

This will take the form of a portfolio, which may include elements such as gobbet, essay and abstract.

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPAH5026**	
Module Title	**Epic in Antiquity**	
Classification	**Reading List entry**	**Electronic***
Essential	Foley, J. M. *A Companion to Ancient Epic*. Malden (MA) and Oxford: Blackwell, 2005.	☐
Essential	Toohey, P. *Reading Epic: An Introduction to the Ancient Narratives*. New York and London: Routledge, 1992.	☐
Further	Boyle, A. J. *Roman Epic.* London: Routledge, 1996.	☐
Further	Feeney, D. C. *The Gods in Epic: Poets and Critics of the Classical Tradition*. New York and Oxford: Clarendon Press, 1991.	☐
Further	Keith, A. M. *Engendering Rome: Women in Latin Epic*. Cambridge: Cambridge University Press, 2000.	☐

MODULE CODE: **HPAH5057**
TITLE: **Epic in Antiquity: Greek Verse**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q700**

AIM(S)

- To develop students' knowledge and understanding of the epic genre from the original Greek.
- To provide students with the tools to critically evaluate epic texts in the contexts of genre and socio-historical situations.

LEARNING OUTCOMES

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

- Demonstrate a sound knowledge of the genre of epic and of the three individual epics read, from the original Greek, as part of the module.
- Display an understanding and critical appreciation of key themes and diverse scholarly approaches to epic.
- Demonstrate an understanding of literary, socio-cultural and historical contexts, and how these affect our interpretation of the chosen set texts.

INDICATIVE CONTENT

This module focuses on three epics (in any given year this may include epic such as Homer's *Iliad* and *Odyssey*, Apollonius Rhodius' *Argonautica*, Vergil's *Aeneid*, Ovid's *Metamorphoses*, and Lucan's *Pharsalia*) and provides students with a detailed study of the genre of epic. The module highlights the historical development of the genre and the importance of intertextuality for the appreciation particularly of later epic, but also considers overarching themes such as descriptions of warfare, portrayals of gods and use of mythology. The module also allows students to develop their methodological skills by applying, for instance, narratological, historicist, and gender-focussed readings, to the studied texts.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

This will take the form of a portfolio, which may include elements such as gobbet, essay and abstract.

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPAH5057**	
Module Title	Epic in Antiquity: Greek Verse	
Classification	**Reading List entry**	**Electronic***
Essential	Foley, J. M. *A Companion to Ancient Epic*. Malden (MA) and Oxford: Blackwell, 2005.	☐
Essential	Toohey, P. *Reading Epic: An Introduction to the Ancient Narratives*. New York and London: Routledge, 1992.	☐
Further	Boyle, A. J. *Roman Epic.* London: Routledge, 1996.	☐
Further	Feeney, D. C. *The Gods in Epic: Poets and Critics of the Classical Tradition*. New York and Oxford: Clarendon Press, 1991.	☐
Further	Keith, A. M. *Engendering Rome: Women in Latin Epic*. Cambridge: Cambridge University Press, 2000.	☐

MODULE CODE: **HPAH5056**
TITLE: **Epic in Antiquity: Latin Verse**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **Q600**

AIM(S)

- To develop students' knowledge and understanding of the epic genre from the original Latin.
- To provide students with the tools to critically evaluate epic texts in the contexts of genre and socio-historical situations.

LEARNING OUTCOMES

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

- Demonstrate a sound knowledge of the genre of epic and of the three individual epics read, from the original Latin, as part of the module.
- Display an understanding and critical appreciation of key themes and diverse scholarly approaches to epic.
- Demonstrate an understanding of literary, socio-cultural and historical contexts, and how these affect our interpretation of the chosen set texts.

INDICATIVE CONTENT

This module focuses on three epics (in any given year this may include epic such as Homer's *Iliad* and *Odyssey*, Apollonius Rhodius' *Argonautica*, Vergil's *Aeneid*, Ovid's *Metamorphoses*, and Lucan's *Pharsalia*) and provides students with a detailed study of the genre of epic. The module highlights the historical development of the genre and the importance of intertextuality for the appreciation particularly of later epic, but also considers overarching themes such as descriptions of warfare, portrayals of gods and use of mythology. The module also allows students to develop their methodological skills by applying, for instance, narratological, historicist, and gender-focussed readings, to the studied texts.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT
This will take the form of a portfolio, which may include elements such as gobbet, essay and abstract.

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPAH5056**	
Module Title	**Epic in Antiquity: Latin Verse**	
Classification	**Reading List entry**	**Electronic***
Essential	Foley, J. M. *A Companion to Ancient Epic*. Malden (MA) and Oxford: Blackwell, 2005.	☐
Essential	Toohey, P. *Reading Epic: An Introduction to the Ancient Narratives*. New York and London: Routledge, 1992.	☐
Further	Boyle, A. J. *Roman Epic.* London: Routledge, 1996.	☐
Further	Feeney, D. C. *The Gods in Epic: Poets and Critics of the Classical Tradition*. New York and Oxford: Clarendon Press, 1991.	☐
Further	Keith, A. M. *Engendering Rome: Women in Latin Epic*. Cambridge: Cambridge University Press, 2000.	☐

MODULE CODE: **HPEN5004**
TITLE: **Error and Sweet Violence: Shakespeare and Renaissance Comedy and Tragedy**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **Q300**

AIM(S)

- To provide students with the opportunity to study a range of the dramatic comedy and tragedy of the Tudor (Elizabethan) and Stuart (Jacobean and Caroline) periods, with a special focus on the drama of Shakespeare whose own output straddles the succession between these dynastic reigns; and to examine dramatic texts, and the contemporary reception of them and their performance, as participating in major social, political, intellectual, and religious shifts.

LEARNING OUTCOMES

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

- Demonstrate a secure understanding of a range of English Renaissance drama, the genres of comedy (including romance) and tragedy, and topics intrinsic to the understanding this subject.
- Demonstrate a detailed knowledge of a range of Shakespearean drama and of traditions of Shakespeare criticism, and a critical understanding of the role of the canon of English literature and the central place of Shakespeare within it.
- Demonstrate an ability to interrelate the theatre with other aspects of English Renaissance culture and with social, political, intellectual, and religious history.

INDICATIVE CONTENT

- A selection of the comedies (including romances) and tragedies of Shakespeare and of his contemporary playwrights. Those from whose representative works texts may be drawn include Marlowe, Kyd, Greville, Jonson, Middleton, Rowley, Chapman, Marston, Massinger, Webster, Dekker, and Ford.
- In the study of plays the module seeks to consider not only the dramatic texts but their early production and publication, to interrelate the theatre with other aspects of culture, and to examine dramatic texts, and the contemporary reception of them and their performance, as participating in the emergence of fault-lines or conflicts in ideologies such as those of sexual and racial difference, social and ecclesiastical integration, and the individual subject.
- ‘Shakespeare’ is not only central to the canon of English literature, but a powerful cultural institution, so attention is given to traditions of criticism: changing interpretations of the Shakespearean canon will be related to the cultural formations which produce(d) them, and which those interpretations in turn reproduce, or help to change. This approach also seeks to contextualise Shakespeare in the collaborative practices of the Renaissance theatre.
- Tragedy in particular has been described as attracting the fundamental beliefs and tensions of a period, and disagreements about the nature of tragedy are likely to be explored, including its relationship with justice, redemption, the individual, the state, the causes of suffering and conflict (whether contingent or necessary), and radical opposition and conservatism. Both tragedy and comedy may be explored in relation to concepts containment and subversion and to questions of relevance (an ambiguous term which is open to different and conflicting interpretations) and

historical difference. Comedy, which according to Philip Sidney 'is an imitation of the common errors of our life', may be examined in relation to debates about frivolous or abusive stage entertainment and the inculcation of virtue through emotion and imagination.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPEN5004**	
Module Title	Error and Sweet Violence : Shakespeare and Renaissance Comedy and Tragedy	
Classification	**Reading List entry**	**Electronic***
Essential	Wells, S. et al ed., William Shakespeare: The Complete Works. Oxford: Oxford University press, 2005.	☐
Essential	Bevington, David et al. ed. English Renaissance Drama. New York and London: Norton, 2005.	☐
Further	Dutton, Richard, ed., *The Oxford Handbook of Early Modern Theatre* (Oxford: Oxford University Press, 2011).	☐
Further	Kinney, Arthur F., ed. Renaissance Drama: An Anthology of Plays and Entertainments. Oxford: Wiley-Blackwell, 2005.	☐
Further	Charry, Brinda. The Arden Guide to Renaissance Drama: An Introduction with Primary Sources. London: Bloomsbury, 2017.	☒

Further	Shohet, Lauren, Temporality, Genre and Experience in the Age of Shakespeare: Forms of Time. London: Bloomsbury, 2018.	☒
Further	Kinney, Arthur F., *The Oxford Handbook of Shakespeare*. Oxford: Oxford University Press, 2012	☐
Further	Belsey, Catherine, Shakespeare in Theory and Practice. Edinburgh: Edinburgh University Press, 2010	☒
Further	Bates, Jennifer and Richard Wilson, eds. Shakespeare and Continental Philosophy. Edinburgh: Edinburgh University Press, 2014	☒
Further	Parvini, Neema. Shakespeare and New Historicist Theory. London: Bloomsbury, 2017	☒
Further	Holbrook, Peter. English Renaissance Tragedy: Ideas of Freedom. London: Bloomsbury, 2015.	☒
Further	Goossen, Jonathan. Jonson, Shakespeare and Aristotle on Comedy. London: Routledge, 2018.	☒
Further	Evans, Robert C., ed. Othello: A Critical Reader. London: Bloomsbury, 2015.	☒
Further	Rist, Thomas, ed. The Spanish Tragedy: A Critical Reader. London: Bloomsbury, 2016	☒
Further	Melnikoff, Kirk, ed. Edward II: A Critical Reader. London: Bloomsbury, 2017	☒
Further	Walsh, Brian, ed. The Revenger's Tragedy: A Critical Reader. London: Bloomsbury, 2016	☒
Further	Minton, Gretchen, ed. The Revenger's Tragedy: The State of Play. London: Bloomsbury, 2017.	☐
Further	Womack, Peter. Ben Jonson, Rereading Literature series. Oxford: Basil Blackwell, 1986).	☐
Further	Dollimore, J. Radical Tragedy. Brighton: Harvester, 1984; 2nd edn. London: Harvester Wheatsheaf, 1989.	☐
Further	Greenblatt, Stephen. Shakespearean Negotiations: The Circulations of Social Energy in Renaissance England. Oxford: Clarendon Press, 1988.	☐
Further	Belsey, Catherine. The Subject of Tragedy. London: Methuen, 1991.	☐
Further	Romanska, Magda & Alan Ackerman. Reader in Comedy: An Anthology of Theory and Criticism. London: Bloomsbury, 2016.	☒
Further	Maus, Katharine Eisaman. Inwardness and Theater in the English Renaissance. Chicago & London: University of Chicago Press, 1995.	☐
Further	Paster, Gail Kern. The Body Embarrassed: Drama and the Disciplines of Shame in Early Modern England. Ithaca, NY: Cornell University Press, 1993.	☐
Further	Neill, Michael. Issues of Death: Mortality and Identity in English Renaissance Tragedy. Oxford: Clarendon Press, 1997.	☐
Further	Adelman, Janet. Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, 'Hamlet' to 'The Tempest'. London: Routledge, 1992.	☐

Further	Cavell, Stanley. Disowning Knowledge in Six Plays of Shakespeare. Cambridge: Cambridge University Press, 1987.	☐
Further	Leggatt, Alexander. The Cambridge Companion to Shakespearean Comedy. Cambridge ; New York : Cambridge University Press, 2002.	☐
Further	Loomba, Ania. Gender, Race, Renaissance Drama. Manchester: Manchester UP, 1989	☐
Further	McEachern, and McEachern, Claire. The Cambridge Companion to Shakespearean Tragedy. Cambridge: Cambridge UP, 2002.	☐

MODULE CODE: **HPAR5004**
TITLE: **Excavation and Fieldwork**
DATED: 08/01/2018
LEVEL: 5
CREDITS: 20
JACS CODE: V400

AIM(S)

- To provide an understanding of the processes of excavation, recording and survey based upon the practical experience of archaeological fieldwork.
- To provide an understanding 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 broad knowledge and understanding of the relevant skills involved with field archaeology.
- Understand and reflect upon standard archaeological procedures and conduct in the field.
- Demonstrate a broad understanding and knowledge of various archaeological systems used for recording data.

INDICATIVE CONTENT

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

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning (archaeological fieldwork)	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	**Volume**	**Weighting**

Portfolio	Equivalent 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPAR5004**	
Module Title	**Excavation and Fieldwork**	
Classification	**Reading List Entry**	**Electronic***
Essential	Barker, P. 1993. **Techniques of Archaeological Excavation**, 3rd edn. London: Batsford. (930.10283 BAR Main Sequence)	☒
Essential	Barker, P. 1986 **Understanding Archaeological Excavation**. London: Batsford (930.1 BAR Main Sequence)	☐
Essential	Carver, M.O.H. 2009. **Archaeological investigation**. London; New York: Routledge (930.1028 CAR Main Sequence)	☐
Essential	Collis, J.2004 . **Digging up the Past: an introduction to archaeological excavation**. Stroud, Gloucestershire: Sutton. (A 930.10283 COL Lampeter Stack)	☐
Essential	Drewett, P. L. 2012**Field Archaeology: An introduction**. London: U.C.L.)	☒
Essential	Kipfer, B.A. 2007. **The archaeologist's fieldwork companion**. Malden, MA; Oxford: Blackwell Pub., 2007. (930.1028 KIP Main Sequence)	☐
Essential	Roskams, S. P. 2001 **Excavation.** Cambridge: Cambridge Archaeological Press. (930.1028 ROS Main Sequence)	☐
Further	Bowden, M. (ed) 1999, **Unravelling the Landscape** Stroud: Tempus. (930.1028 UNR Main Sequence)	☐
Further	Tilley, C. 1989 "Excavation as theatre." *Antiquity* 63:239: 275-280.	☐
Further	The Musrum of London 1994 *Archaeological Site Manual*. Museum of London Archaeological Service. Available at https://achill-fieldschool.com/wp-content/uploads/2016/01/molasmanual942.pdf	☒

MODULE CODE: **HPRS5005**
TITLE: **Exploring Muslim Societies in the Modern World**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: V622

AIM(S)

- To develop academic tools for the understanding of the complexities of Muslim diversity within a variety of contemporary settings.

LEARNING OUTCOMES

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

- Recognise key differences between and within Muslim societies.
- Interpret and locate relevant academic resources associated with contemporary approaches to Islamic Studies.

INDICATIVE CONTENT

- Muslim Societies in the Modern World: Theoretical, Religious and Historical perspectives.
- Case study: Turkey.
- Case study: Indonesia & Malaysia.
- Islam in African Contexts.
- Islam in South Asian Contexts.
- Islam and Globalization.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
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
Case study	2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPRS5005**	
Module Title	Exploring Muslim Societies in the Modern World	
Classification	**Reading List entry**	**Electronic***
Essential	McCloud, A. B., et al., eds. (2013), *An Introduction to Islam in the 21st Century* (Oxford: Wiley-Blackwell)	☒
Essential	Kenney and Moosa, E., eds. (2013), *Islam in the Modern World* (New York: Routledge)	☒
Essential	*Oxford Islamic Studies Online*	☒
Further	Esposito, John. (various editions) *Islam: the Straight Path* (Oxford University Press)	☒
Further	Bunt, Gary R. (2009) *iMuslims: Rewiring the House of Islam* (Chapel Hill: UNC Press)	☒
Further	Martin, Richard C.. Vol. 2. New York: Macmillan Reference USA, 2004. *Gale Virtual Reference Library*.	☒
Further	Rippin, Andrew (various editions). *Muslims*. (London: Routledge)	☒

MODULE CODE: **HPRS5007**
TITLE: **Exploring Religion in Latin America**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: V620

AIM(S)

- To enable students to acquire a detailed understanding of the history of religions in Latin America.
- To provide students with the tools to appreciate and discuss the complexity of the religious landscape in Latin America in the 21st century.

LEARNING OUTCOMES

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

- Identify and demonstrate understanding of the range of different religions practised in Latin America (past and present).
- Describe and assess the different types of religions practised in Latin America.
- Demonstrate awareness of major debates in the field of study of religions in Latin America.

INDICATIVE CONTENT

- The features of Ancient religions in Latin America (e.g., Maya, Inca, Aztec).
- 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.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPRS5007**	
Module Title	Exploring Religion in Latin America	
Classification	**Reading List entry**	**Electronic***
Essential	Gossen, Gary H (ed.): *South and Meso-American native spirituality: from the cult of the feathered serpent to the theology of liberation*. New York: Crossroad, 1993.	☐
Essential	Léon-Portilla, Miguel at al. (eds.), *Native Mesoamerican spirituality: ancient myths, discourses, stories, doctrines, hymns, poems from the Aztec, Yacatec, Quiche-Maya and other sacred traditions* London: S.P.C.K., 1980.	☐
Further	Cervantes, F. *The Devil in the New World : the impact of diabolism in New Spain* (New Haven : Yale University Press, 1994.)	☐
Further	Conrad, G.W. and Demarest, A.A.: *Religion and Empire: The Dynamics of Aztec and Inca Expansionism.* Cambridge: Cambridge University Press, 1984.	☐
Further	Greer, Allan and Jodi Bilinkoff (eds.), *Colonial Saints: Discovering the Holy in the Americas*. New York/London: Routledge, 2003.	☐
Further	Graziano, F. *Cultures of Devotion: Folk Saints of Spanish America.* Oxford: Oxford University Press, 2007.	☐
Further	Friffith, R.M, Savagem B.S. (eds.), *Women and religion in the African diaspora: knowledge, power, and performance.* Baltimore: John Hopskins University Press, 2006.	☐
Further	León-Portilla, Miguel: *Aztec thought and culture: a study of the ancient Nahuatl mind*. Norman: University of Oklahoma Press, 1963	☐
Further	MacCormack, S. *Religion in the Andes: vision and imagination in early colonial Peru.* Princeton: Princeton Univ. Press, 1991.	☐
Further	Schmidt, Bettina E. and S. Engler (eds), *Handbook of contemporary religions in Brazil* (Brill Handbook on Contemporary religions) Leiden: Brill, 2016.	☐
Further	Taussig, M.T., *The Devil and Commodity Fetishism in South America* (Chapel Hill: University of North Carolina Press, 1980).	☐
Further	Thompson, Charles D., 'The unwieldy promise of ceremonies: The case of the Jakalteko Maya's Dance of the Conquest'. In: *Indigenous Religions, a*	☐

	companion, ed. by G. Harvey. London: Cassell, 2000, pp.190-203.	
Further	Viveiros de Castro, E.B., *From the enemy's point of view: Humanity and divinity in an Amazonian society*. Chicago: Univ. of Chicago Press, 1992.	☐
Further	Zachhuber, Johannes and Julia Meszaros (eds.), *Sacrifice and Modern Thought*. Oxford: Oxford University Press, 2013.	☐

MODULE CODE: **HPAN5028**
TITLE: **Family, Gender and Sexuality**
DATED: **08/01/2018**

LEVEL: **6**
CREDITS: **20**

JACS CODE: **L600**

AIM(S)

- To explore the organising principles, and provide students with detailed knowledge of the shifting and contesting intellectual debates and themes, concerning family, gender and sexuality.
- To demonstrate, through the use of ethnographic examples as, the complexity and diversity of human relationships in contemporary societies.

LEARNING OUTCOMES

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

- Demonstrate awareness, and knowledge, of various ethnographic examples associated with the themes of kinship, gender and sexuality.
- Appreciate the complexities and political tensions inherent between local conceptions of family, gender and sexuality alongside the perspectives of global agencies.
- Discuss and assess the novel processes (political and scientific) that are altering the social structures and understandings of what constitutes family, gender and sexuality.

INDICATIVE CONTENT

- Adopting a cross-cultural perspective this module explores what 'family' means from an anthropological perspective, and in so doing reveals the problems associated with the term.
- In recognising the diversities of meaning and the variety of forms of families across the world, this module explores how to effectively conceive of human relationships and the way these relationships organise different cultural worlds.
- Using ethnographic examples this module considers the impacting and entangled connections between biology, social gender roles and identities.
- This module attends to how advances in technology and science are responsible for transforming ideas of family, relatives and parenting.
- Attending to social activist movements and queer theory, this module considers how new sexual identities are created and the social consequences of multiple sexualities being performed.

LEARNING AND TEACHING STRATEGY

The study time for this module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** X **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Multimedia project on course topics	Equivalent to 5,000 words	100%

Assessment Summary

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

Module Code	**HPAN5028**	
Module Title	**Family, Gender and Sexuality**	
Classification	**Reading List entry**	**Electronic***
Essential	Carsten, J. 2004 *After Kinship*. Cambridge: Cambridge University Press	☐
Essential	Butler, J. 1990 *Gender Trouble* NY and Oxon: Routledge Press	☐
Further	Butler, J 2004 *Undoing Gender* London: Routledge Press Benedikter, R., and Siepmann, K. 2016 'Transhumanism": A New Global Political Trend?' *Challenge*, Vol.59 (1), p.47 Clifford, R., Gildea, R., and Warring, A. 2013 *Gender and Sexuality* Oxford: Oxford University Press Connell, R. W. 2002 *Gender* Cambridge: Polity Press Godelier, M., and Scott, N. 2011*The Metamorphoses of Kinship* London; New York: Verso Books Haraway, D. 1991 *Simians, Cyborgs, and Women: the reinvention of nature* London: Free Association Jeffreys, S. 2005 *Beauty and Misogyny: harmful cultural practices in the West* London : Routledge Katz, J, N. 1990 The Invention of Heterosexuality *Socialist Review* 20, no.1:pp.7-33 Levi-Strauss, L. 1967 *The Elementary Structures of Kinship* Boston: Beacon Press Moore, H. L. 1994 *A Passion for Difference: essays in anthropology and gender* Cambridge: Polity Press	☐

	Moore, H. L. 2007 *The Subject of Anthropology: gender, symbolism and psychoanalysis* Cambridge, UK; Malden, MA: Polity More, M., and Vita-More, N. 2013 *The Transhumanist Reader: classical and contemporary essays on the science, technology, and philosophy of the human future* Hoboken, N.J.: Wiley; Chichester: John Wiley Parkin, R., and Stone, L. 2004 *Kinship and Family: an anthropological reader* Malden, MA: Blackwell Publishing Sahlins, M. D. 2013 *What Kinship is - and is not* Chicago: University of Chicago Press Stone, L. 2005 *Kinship and Gender : an introduction* (3rd ed.). Boulder, Colo.: Westview Press	

MODULE CODE: **HPAR5013**
TITLE: **Forensic Approaches to the Investigation of Crime Scenes**
DATED: 08/01/2018
LEVEL: 5
CREDITS: 20

JACS CODE: **V400**

AIM(S)

- To enable students to understand and evaluate the principles involved with CSI.
- To enable students to understand and evaluate the capabilities and limitations of the theories, methods and techniques surrounding criminal investigations.

LEARNING OUTCOMES

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

- Understand some of theoretical frameworks in which the CSI team operate and contribute to forensic studies.
- Engage with some of the basic practical based skills involved in CSI.
- Evaluate a range of evidences that can be used in forensic studies.
- Understand the process and procedures of the legal frameworks used within CSI.

INDICATIVE CONTENT

The module considers both the role and skills of the participants as part of a Crime Scene Investigation team. The module will look at the processes and procedures used in CSI. This may include such aspects as search, recovery, analysis and the interpretation of a variety of types of evidences as well their context. Case studies and practical will be used to enable students to gain a good grounding in CSI. The application to the judicial system will be considered by looking at the legal frameworks for criminal litigation in which CSI sits.

LEARNING AND TEACHING STRATEGY
The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
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%**

READING LIST

Module Code	HPAR5013	
Module Title	Forensic Approaches to the Investigation of Crime Scenes	
Classification	**Reading List entry**	**Electronic***
Essential	Beaufort-Moore, D., 2015. *Crime scene management and evidence recovery* Oxford: Oxford University Press.	☐
Essential	*Forensic Science International* (Online) Lausanne : Elsevier Sequoia 1978 onwards	☒
Essential	Wall, W. 2009 *Forensic Science in Court: The role of the expert witness*. Wiley-Blackwell*	☐
Essential	Sutton, R and Trueman K 2009 *Crime Scene Management: Scene Specific Methods* Wiley-Blackwell	☐
Further	Kleinig, J., Mameli, P. & Miller, S., 2011. *Security and privacy : global standards for ethical identity management in contemporary liberal democratic states*, Canberra, Australia: ANU Press	☒
Further	Nelson, B., Phillips, A. & Steuart, C., 2010. *Guide to computer forensics and investigations* 4th ed., Boston, MA: Course Technology Cengage Learning.	☐
Further	Márquez-Grant et al., 2012. *Forensic ecology handbook: from crime scene to court*, Chichester, West Sussex, UK ; Hoboken, NJ: Wiley Blackwell.	☐
Further	Evans et al., 1992. *Crime, policing and place: essays in environmental criminology*, London: Routledge.	☐
Further	Connor, M.A., 2007. *Forensic methods: excavation for the archaeologist and investigator*, Lanham: AltaMira Press.	☐
Further	Hunter, J., 2013. *Forensic approaches to buried remains*, Hoboken: Wiley.	☐

MODULE CODE: **HPPH5017**
TITLE: **Freedom, Agency and Responsibility**

DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V500**

AIM(S)

- To develop an understanding of key debates and positions relating to the philosophical issues of freedom and agency.
- To engage the student in the analysis of key debates and positions relating to the philosophical issues of freedom and agency.

LEARNING OUTCOMES

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

- Demonstrate the ability to analyse, interpret, evaluate and present relevant information, concepts and ideas in the area of freedom and agency.
- Demonstrate an understanding of the different philosophical perspectives, approaches that relate to the topics of freedom and agency.

INDICATIVE CONTENT

- The free will / determinism debate.
- Moral responsibility.
- The ethics of punishment.
- The problem of moral luck

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	15 minutes	50%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPPH5017**	
Module Title	**Freedom Agency and Responsibility**	
Classification	**Reading List entry**	**Electronic***
Essential	Kane, Robert, *A Contemporary Introduction to Free Will* (Oxford: Oxford University Press, 2005)	☐
Essential	Gary Watson, *Free Will* (Oxford: Oxford University Press, 2003)	☐
Further	Robert Kant, *Free Will and Determinism*, (Oxford: Blackwell, 2002)	☐
Further	Frankfurt, Harry G. “Alternate Possibilities and Moral Responsibility.” The Journal of Philosophy, vol. 66, no. 23, 1969	☒
Further	Wolf, Susan. “Asymmetrical Freedom.” The Journal of Philosophy, vol. 77, no. 3, 1980	☒
Further	Honderich, Ted, How Free Are You?, (Oxford: Oxford University Press, Clarendon Press, 1960)	☐
Further	Frankfurt, Harry G. “Freedom of the Will and the Concept of a Person.” The Journal of Philosophy, vol. 68, no. 1, 1971	☒
Further	Nagel, Thomas, ‘Moral Luck’, Mortal Questions, (Cambridge: Cambridge University Press, 1991)	☐
Further	Williams, Bernard, ‘Moral Luck’, Moral Luck, (Cambridge: Cambridge University Press, 1981)	☐
Further	Wolf, Susan (2001) "The Moral of Moral Luck," Philosophic Exchange: Vol. 31: Iss. 1, Article 1.	☒
Further	Moral Luck, edited by Daniel Statman (Albany: State University of New York Press, 1993)	☐
Further	Urmson, J.O., ‘Saints and Heroes’, Essays in Moral Philosophy, edited by A.I. Melden, (University of Washington Press: Seattle, 1958)	☒
Further	Wolf, Susan, 'Moral Saints', The Journal of Philosophy, Vol. LXXIX, No.8, August (1982) - http://www.jstor.org/stable/2026228	☒

MODULE CODE: **HPEN5022**
TITLE: **From Attic to Audience: engaging with the public through residencies, festivals, performances and publication**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: W800

AIM
To enable students to understand the value of interaction with the public through residencies, festivals and performances, that:

- It is creatively rewarding.
- It enables them to be part of a network/community of writers.
- It is an important way of publicising their writing.

LEARNING OUTCOMES

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

- Organise a residency in a workplace.
- Have a good understanding of the importance of working to a brief.
- Understand how finding their natural voice can illuminate their performances as well as their interaction with the public and prepare a showcase of their own work for a public performance.
- Demonstrate an awareness of how contemporary performance poets work, and what can be learned from the strategies they employ.

INDICATIVE CONTENT

The course will cover some or all of the following:

- Presenting your work in interviews and discussions, and in discussion with other (published) writers: winning people over and making the argument work by what you say and how you say it.
- Performing and recording your work (whether alone or as part of a group of writers).
- Residencies: how to organise them so that it's a win/win for both writer and organisation.
- Voice work: exercises and tools for tapping more deeply into your speaking voice.
- Submitting a manuscript.
- Dealing with commissions.
- What poetry brings to business: how to transfer analytical and cognitive skills learned through the writing of poems to a business scenario.
- Ambiguity and risk: thinking about how poetry's openness to these two can inform our approach to workplace projects.
- Poetry and advertising: the power of rhyming sound bites and succinct thinking in the marketplace.
- Social media and the writer: how much to engage, when, where and how to target readers and audiences.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

Written exam ✓ **Coursework** **Practical**

Mode of assessment	Volume	Weighting
Prepare a pitch for a residency in a workplace e.g. a department store, a museum, a factory, a ship, a stately home. The pitch can be uploaded as a digital story.	2,500 words	50%

Assessment Component 2

Written exam ✓ **Coursework** **Practical**

Mode of assessment	Volume	Weighting
Present and discuss your work with an interviewer in front of an invited audience as if you were at The Hay Festival.	2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPEN5022**	
Module Title	From Attic to Audience: engaging with the public through residencies, festivals, performances and publication	
Classification	**Reading List entry**	**Electronic***
Essential	Linklater K, *Freeing the Natural Voice*, New York: Drama Book Specialists, 1976	
Essential	Tempest K. *Brand New Ancients*, London: Picador, 2013	
Further	Chingonyi K, *Kumukanda*, London: Chatto, 2017	

Further	Godden S, *Fishing in The Aftermath*, Portishead: Burning Eye, 2014	
Further	Novak J, *Live Poetry*: An Integrated Approach to Poetry in Performance, Amsterdam: Editions Rodopi:	
Further	Morgan C. *What Poetry Brings To Business*, University of Michigan Press, 2010	
Further	Shewell C. *Voice Work: Art and Science in Changing Voices,* Chichester: Wiley-Blackwell, 2009	
Further	https://www.artangel.org.uk/project/audio-obscura/	
Further	http://www.pennedinthemargins.co.uk/index.php/about-us/	

MODULE CODE: **HPCH5002**

TITLE: **From Empire to Nation: Modern History of China**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **T100**

AIM(S)

- To introduce students to key developments in modern Chinese history, tracing events from the end of the Qing dynasty until the present day.
- To examine the impact of republicanism after the revolution of 1911 and the vast changes experienced by China since the Communist victory in 1949.

LEARNING OUTCOMES

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

- Demonstrate an ability to offer a sophisticated analysis of specific themes and/or key events from this period.
- Demonstrate an ability to make appropriate reference to and synthesise a range of relevant primary sources (in English translation where the original is in Chinese) and secondary sources.
- Demonstrate an ability to present a coherent written or spoken argument drawing on a range of sources.

INDICATIVE CONTENT

- The Decline of the Qing Dynasty: China and the West.
- The Decline of the Qing Dynasty: the rise of republicanism.
- The Early Republic and the Warlord Period.
- The rise of the Guomindang and the Chinese Communist Party.
- The Sino-Japanese War and the Communist Victory.
- China under Mao Zedong, 1949-1960.
- China under Mao Zedong, 1960-1976.
- China under Deng Xiaoping – Communism and Capitalism.
- Tiananmen Square, 1989.
- China since 1990 – Globalisation and Domestic Politics.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPCH5002**	
Module Title	**From Empire to Nation: Modern History of China**	
Classification	**Reading List entry**	**Electronic***
Essential	ATWILL, D. and ATWILL, Y. (eds.) (2010) *Sources in Chinese History: Diverse Perspectives from 1644 to the Present*. Upper Saddle River, NJ : Pearson/Prentice Hall.	☐
Essential	CHENG, P., LESTZ, M. and SPENCE, J. (eds.) (1999) *The Search for Modern China: A Documentary Collection*. New York and London: Norton.	☐
Essential	CROSSLEY, P. (2010) *The Wobbling Pivot: China since 1800*. Chichester: Blackwell.	☐
Essential	MITTER, R. (2004) *A bitter revolution China's struggle with the modern world.* Oxford: Oxford University Press.	☐
Essential	SPENCE, J. (2013) *The Search for Modern China*. 3rd ed. New York: Norton.	☐
Further	BICKERS, R.A. (2011) *The scramble for China: foreign devils in the Qing empire, 1800-1914.* London: Allen Lane.	☐
Further	BICKERS, R.A. (2017) *Out of China: how the Chinese ended the era of western domination*. London: Allen Lane.	☐
Further	BRUNERO, D.A. (2006) *Britain's imperial cornerstone in China: the Chinese Maritime Customs Service, 1854-1949.* London: Routledge.	☐
Further	FAURE, D.A. (2006) *China and capitalism: a history of business enterprise in modern China. David Faure.* Hong Kong: Hong Kong University Press.	☐
Further	GOODMAN, D. (2014) *Class in Contemporary China.* Cambridge: Polity Press.	☐
Further	HANES, W.T., SANELLO, F. (2003) *The Opium Wars*. London: Robson Books.	☐
Further	LARY, D. (2008) *The Chinese Republic*. Cambridge: Cambridge UP.	☐
Further	MACFARQUHAR, R. (2008) *Mao's last revolution.* Cambridge, Mass.: Belknap Press.	☐

Further	MEYER-FONG, T. (2013) *What Remains: Coming to Terms with Civil War in 19th Century China.* Stanford University Press.	☐
Further	MITTER, R. (2000) *The Manchurian myth nationalism, resistance and collaboration in modern China.* Berkeley: University of California Press.	☐
Further	MITTER, R. (2013) *Forgotten ally: China's World War II, 1937 - 1945.* London: Allen Lane.	☐
Further	MITTER, R. (2014) *China's war with Japan 1937 - 1945; the struggle for survival.* London: Penguin.	☐
Further	PIEKE, F. (1989) *The Ordinary and the Extraordinary: An Anthropological Study of Chinese Reform and the 1989 People's Movement in Beijing*. London: Kegan Paul.	☐
Further	SPENCE, J. (1996) *God's Chinese Son: The Taiping Heavenly Kingdom of Hong Xiuquan.* New York and London: Norton.	☐
Further	STANDEN, N. (ed.) (2012) *Demystifying China: New Understandings of Chinese History*. Lanham: Rowman and Littlefield.	☐
Further	TAYLOR, J. (2011) *The generalissimo : Chiang Kai-shek and the struggle for modern China.* Cambridge, Mass. ; London: Belknap.	☐
Further	THAXTON, R. (2008) *Catastrophe and contention in rural China Mao's Great Leap forward famine and the origins of righteous resistance in Da Fo Village.* Cambridge: Cambridge University Press.	☐
Further	VAN DE VEN, H. (2014) *Breaking with the Past: The Maritime Customs Service and the Global Origins of Modernity in China.* New York: Columbia UP.	☐
Further	ZANASI, M. (2006) *Saving the nation: economic modernity in republican China.* Chicago, Ill; Bristol: University of Chicago Press.	☐

MODULE CODE: **HPRS5008**
TITLE: **From Maccabees to Masada: Jews, Christians and Romans (167 BCE – 74 CE)**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V160**

AIM(S)

- To enable students to interpret and analyse the historical, political and religious significance of the events between the Maccabean Revolt and Masada (167 BCE – 74 CE).

LEARNING OUTCOMES

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

- Demonstrate an understanding and knowledge of the main historical, political and religious events between the Maccabean Revolt and Masada.
- Analyse the principal areas of modern debates surrounding the events between the Maccabean Revolt and Masada.

INDICATIVE CONTENT

- To examine the beliefs and practices of Jews, Christians and Romans between the Maccabean Revolt and Masada.
- To explore how Jewish and Christian communities existed in the Roman Empire.
- To consider the wider political, cultural, social and religious norms at the time.
- To examine such themes as the up-rise of the Maccabees, Roman religion, Qumran and the Dead Sea Scrolls, Apocalypticism and Gender and sexuality.
- To explore and read primary texts in their original Greco-Roman context.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2,500 words	50%

Assessment Component 2

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Take home exam	6 hours, 2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPRS5008**	
Module Title	From Maccabees to Masada: Jews, Christians and Romans	
Classification	**Reading List entry**	**Electronic***
Essential	Barclay, J. M. G., *Jews in the Mediterranean Diaspora: From Alexander to Trajan (323BCE–117CE)* (Edinburgh: T & T Clark, 1996).	☐
Essential	Boyarin, D. *Borderlines: The Partition of Judaeo-Christianity* (Philadelphia: University of Pennsylvania Press, 2004).	☐
Essential	Donfried K. P. and Richardson P. eds., *Judaism and Christianity in First Century Rome* (Grand Rapids: Eerdmans, 1998).	☐
Further	Carter W., *The Roman Empire and the New Testament: An Essential Guide* (Nashville: Abingdon Press, 2006).	☐
Further	Teresa, M., *Roman Faith and Christian Faith: Pistis and Fides in the early Roman Empire and early Churches* (Oxford: Oxford University Press, 2015).	☐
Further	Goodman, M., *Memory and Its Uses in Judaism and Christianity in the Early Roman Empire: The Portrayal of Abraham* (Oxford: Oxford University Press, 2012).	☐
Further	Goldhill, S., *Being Greek under Rome: Cultural identity, the second sophistic and the development of empire* (Cambridge: Cambridge University Press, 2001).	☐
Further	Waterfield, R., *Dividing the Spoils: The War for Alexander the Great's Empire* (Oxford: Oxford University Press, 2014).	☐
Further	Yadin, Y., *Masada: Herod's Fortress and the Zealots Last Stand* (London: Weidenfeld and Nicolson, 1996).	☐
Further	Humphries, M., *Early Christianity* (London: Routledge, 2006).	☐

MODULE CODE: **HPAH5011**
TITLE: **Funerary Beliefs in Ancient Egypt**

DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V410**

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPAH5011**	
Module Title	**Funerary Beliefs in Ancient Egypt**	
Classification	**Reading List entry**	**Electronic***
Essential	Taylor, J. 2001 (or any other edition). *Death and Afterlife in Ancient Egypt*. London: British Museum Pr.	☐
Essential	Taylor, J. 2010. *Journey through the Afterlife: Ancient Egyptian Book of the Dead*. London: British Museum Pr.	☐
Essential	Smith, M. 2017. *Following Osiris: Perspectives on the Osirian Afterlife from Four Millennia*. Oxford: Oxford Univ. Pr.	☐
Essential	Assmann, J. 2005. *Death and Salvation in Ancient Egypt*. Ithaca and London: Cornell Univ. Pr.	☐
Further	Harrington, N. 2013. *Living with the dead: Ancestor worship and mortuary ritual in Ancient Egypt.* Oxford: Oxbow.	☐
Further	Grajetzki, W. 2003. *Burial customs in ancient Egypt: life in death for rich and poor*. London; Duckworth.	☐
Further	Ikram, S. 2003. *Death and Burial in Ancient Egypt.* Harlow: Longman.	☐
Further	Snape, S. 2011. *Ancient Egyptian Tombs: the Culture of Life and Death.* Wiley-Blackwell.	☐
Further	Kemp, B. 2005. *Ancient Egypt. Anatomy of a Civilization*. London: Routledge.	☐
Further	Zinn, K. 2017. Lacklustre offering platers? Symbolic food consumption, ritual and representations in ancient	☒

	Egyptian funerary culture. In: Steel, L. & K. Zinn. *Exploring the materiality of food"stuffs": Transformations, symbolic consumption and embodiments*. London: Routledge.	
Further	Hornung, E.1983. *Conceptions of god in ancient Egypt; the one and the many*. London: Cornell Univ. Pr.	☐
Further	O'Connor, D. 2009. *Abydos: Egypt's First Pharaohs and the Cult of Osiris*. London: Thames & Hudson.	☐
Further	Richards, J. 2005. *Society and death in Ancient Egypt: Mortuary landscapes of the Middle Kingdom.* Cambridge: CUP.	☐
Further	Riggs, C. 2005. *The beautiful burial in Roman Egypt*. Oxford: OUP.	☐

MODULE CODE: **HPAH5029**
TITLE: **Game of Diadems**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: V160

AIM(S)

- To develop students' knowledge of ancient courts in their political, social, and cultural context.

LEARNING OUTCOMES

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

- Display an understanding and appreciation of the key themes of the diverse scholarly approaches to ancient courts.
- Display an understanding of literary, socio-cultural, and historical contexts, and how these affect our interpretation of the ancient courts.

INDICATIVE CONTENT

- Establishment of the courts in the Hellenistic World.
- Modern Understandings of Ancient Courts.
- Role play of events in one of the Hellenistic kingdoms as members of the court.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent of 3,500 words	70%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Group Resource Wiki	Equivalent 1,500 words per group member	30%

Assessment Summary

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

READING LIST

Module Code	**HPAH5029**	
Module Title	Game of Diadems	
Classification	**Reading List entry**	**Electronic***
Essential	Duindam, Jeroen, Artan Tülay, and Metin Kunt. 2011. Royal Courts in Dynastic States and Empires. Leiden: Brill.	☒
Essential	Austin, M. M. (2006). The Hellenistic world from Alexander to the Roman conquest: A selection of ancient sources in translation (2nd augmented ed.). Cambridge.	☒
Essential	Errington, R. (2007). A History of the Hellenistic world. Malden, Mass.	☒
Further	Bilde, P. et. al. (eds.) 1996. Aspects of Hellenistic kingship. Aarhus	☐
Further	Griffiths, Frederick T. 1979. Theocritus at court. Leiden.	☐
Further	McKechnie, Paul, and Philippe Guillaume. 2008. Ptolemy II Philadelphus and his world. Leiden	☐
Further	Spawforth, A.J.S. (ed). 2007. The Court and Court Society in Ancient Monarchies. Cambridge.	☐
Further	Bar-Kochva, Bezalel. 2011. The Seleucid army: organization and tactics in the great campaigns. Cambridge.	☐
Further	Aperghis, G. G. 2004. The Seleukid royal economy: the finances and financial administration of the Seleukid empire. Cambridge.	☐
Further	Ando, Clifford. 2000. Imperial ideology and provincial loyalty in the Roman Empire. Berkeley.	☐

MODULE CODE: **HPAH5030**
TITLE: **Game of Diadems: Greek Sources**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q700**

AIM(S)

- To develop students' knowledge of ancient courts in their political, social, and cultural context in the original Greek.

LEARNING OUTCOMES

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

- Display an understanding and appreciation of the key themes of the diverse scholarly approaches to ancient courts.
- Display an understanding of literary, socio-cultural, and historical contexts, and how these affect our interpretation of the ancient courts in the Original Greek.

INDICATIVE CONTENT

- Establishment of the courts in the Hellenistic World.
- Modern Understandings of Ancient Courts.
- Role play of events in one of the Hellenistic kingdoms as members of the court.
- Analysis of selected Greek histories and inscriptions related to the Hellenistic Kingdoms.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning	0	0
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent of 3,500 words	70%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**

Group Resource Wiki	Equivalent 1,500 words per group member	30%

Assessment Summary

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

READING LIST

Module Code	**HPAH5030**	
Module Title	Game of Diadems: Greek sources	
Classification	**Reading List entry**	**Electronic***
Essential	Duindam, Jeroen, Artan Tülay, and Metin Kunt. 2011. Royal Courts in Dynastic States and Empires. Leiden: Brill.	☒
Essential	Welles, C. Bradford. 1974. Royal correspondence in the Hellenistic period: a study in Greek epigraphy. Chicago: Ares Publishers	☐
Essential	Errington, R. (2007). A History of the Hellenistic world. Malden, Mass.	☒
Further	Bilde, P. et. al. (eds.) 1996. Aspects of Hellenistic kingship. Aarhus	☐
Further	Griffiths, Frederick T. 1979. Theocritus at court. Leiden.	☐
Further	McKechnie, Paul, and Philippe Guillaume. 2008. Ptolemy II Philadelphus and his world. Leiden	☐
Further	Spawforth, A.J.S. (ed). 2007. The Court and Court Society in Ancient Monarchies. Cambridge.	☐
Further	Bar-Kochva, Bezalel. 2011. The Seleucid army: organization and tactics in the great campaigns. Cambridge.	☐
Further	Aperghis, G. G. 2004. The Seleukid royal economy: the finances and financial administration of the Seleukid empire. Cambridge.	☐
Further	Ando, Clifford. 2000. Imperial ideology and provincial loyalty in the Roman Empire. Berkeley.	☐

MODULE CODE: **HPAH5031**
TITLE: **Game of Diadems: Latin Sources**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q600**

AIM(S)

- To develop students' knowledge of ancient courts in their political, social, and cultural context through the study of the Latin sources.

LEARNING OUTCOMES

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

- Display an understanding and appreciation of the key themes of the diverse scholarly approaches to ancient courts.
- Display an understanding of literary, socio-cultural, and historical contexts, and how these affect our interpretation of the ancient courts in their original Latin.

INDICATIVE CONTENT

- Establishment of the courts in the Hellenistic World.
- Modern Understandings of Ancient Courts.
- Role play of events in one of the Hellenistic kingdoms as members of the court.
- Analysis of selected Latin histories and inscriptions related to the Hellenistic Kingdoms.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning	0	0
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent of 3,500 words	70%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**

Group Resource Wiki	Equivalent 1,500 words per group member	30%

Assessment Summary

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

READING LIST

Module Code	**HPAH5031**	
Module Title	Game of Diadems: Latin sources	
Classification	**Reading List entry**	**Electronic***
Essential	Duindam, Jeroen, Artan Tülay, and Metin Kunt. 2011. Royal Courts in Dynastic States and Empires. Leiden: Brill.	☒
Essential	Justinus, Heckel, Trogus, Wheatley, Yardley, Heckel, Waldemar, Yardley, John. (2011). *Epitome of the Philippic history of Pompeius Trogus. Volume II, Books 13-15, The successors to Alexander the Great* (Clarendon ancient history series). Oxford: Oxford University Press.	☐
Essential	Errington, R. (2007). A History of the Hellenistic world. Malden, Mass.	☒
Further	Bilde, P. et. al. (eds.) 1996. Aspects of Hellenistic kingship. Aarhus	☐
Further	Griffiths, Frederick T. 1979. Theocritus at court. Leiden.	☐
Further	McKechnie, Paul, and Philippe Guillaume. 2008. Ptolemy II Philadelphus and his world. Leiden	☐
Further	Spawforth, A.J.S. (ed). 2007. The Court and Court Society in Ancient Monarchies. Cambridge.	☐
Further	Bar-Kochva, Bezalel. 2011. The Seleucid army: organization and tactics in the great campaigns. Cambridge.	☐
Further	Aperghis, G. G. 2004. The Seleukid royal economy: the finances and financial administration of the Seleukid empire. Cambridge.	☐
Further	Ando, Clifford. 2000. Imperial ideology and provincial loyalty in the Roman Empire. Berkeley.	☐

MODULE CODE: **HPAH5012**
TITLE: **Gender and Sexuality in the Ancient World**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V160**

AIM(S)

- For students to obtain a sophisticated and complex understanding of issues of sexuality and gender in the Graeco-Roman world.

LEARNING OUTCOMES

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

- A coherent knowledge and detailed understanding of the ancient views and thought on gender and sexuality.
- The ability to discuss critically and evaluate in depth the main debates regarding Greek and Roman sexualities.
- The ability to systematically present their critically informed opinion of the differences and evolutions of the ancient views of gender and sexuality and the modern understanding of them.
- The ability to present written work in a manner appropriate for a relevant/professional audience.

INDICATIVE CONTENT

- This is a substantial piece of independent personal research, based upon a topic of personal interest to the student and determined by the nature of the programme up to this point.
- The focus of study is identified by the student. The aim is for the student to identify a body of material to study, to develop an appropriate and meaningful research question, to develop appropriate methodological and theoretical approaches to answer this research question, and to situate their work within the wider academic literature of their chosen discipline.
- Students will also be required to submit a report of their research and an oral presentation as part of the process of writing their dissertation.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☒ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPAH5012**	
Module Title	**Gender and Sexuality in the Ancient World**	
Classification	**Reading List entry**	**Electronic***
Essential	Dover, K. J. *Greek homosexuality*. London: Duckworth, 1978.	☐
Essential	Halperin, D. *One hundred years of homosexuality: and other essays on Greek love*. New York: Routledge, 1990.	☐
Essential	McClure, K. (ed) *Sexuality and gender in the classical world: readings and sources*. Oxford. Blackwell, 2002.	☐
Further	Hawley, R. and Levick, B. (eds) *Women in antiquity new assessments*. New York: Routledge, 1995.	☐
Further	Lefkowitz, M.R. and Fant, M.B. *Women's Life in Greece and Rome: A sourcebook in translation.* Baltimore: John Hopkins University Press, 2005.	☐
Further	Skinner, M. *Sexuality in Greek and Roman culture*. Oxford: Blackwell, 2005.	☐
Further	Winkler, J. *The constraints of desire: the anthropology of sex and gender in ancient Greece.*	☐
Further	Konstan, D. 'Sexuality and power in Juvenal's second Satire', *LCM* 18, 1993, pp. 12-14.	☐
Further	Lindheim, S. *Mail and female epistolary narrative and desire in Ovid's Heroides*. Madison:University of Wisconsin Press, 2003.	☐
Further	McGinn, A. J. T. *Prostitution, sexuality, and the law in ancient Rome.* Oxford: Oxford University Press, 1998.	☐
Further	McHardy, F. and Marshall, E. (eds) *Women's influence on classical civilization*. New York: Routledge, 2004.	☐
Further	Miller, P. A. 'The Bodily Grotesque in Roman Satire: Images of Sterility', *Arethusa* 33, 1998, pp. 257-283.	☐
Further	Rosen, R. M. and Sluiter, I. (eds) *Andreia studies in manliness and courage in classical antiquity*. Leiden: Brill, 2003.	☐
Further	Rousselle, A. *Porneia: on desire and the body in antiquity*. Oxford: Blackwell, 1988.	☐
Further	Konstan, D. 'Sexuality and power in Juvenal's second Satire', *LCM* 18, 1993, pp. 12-14.	☐
Further	Lindheim, S. *Mail and female epistolary narrative and desire in Ovid's Heroides*. Madison:University of Wisconsin Press, 2003.	☐

MODULE CODE: **HPAH5013**
TITLE: **Gendered Lives in Ancient Egypt**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V410**

AIM(S)

- To make students aware of recent developments in gender studies applied to the field of Egyptology: introduce them to modern theories and anthropological approaches to issues related to gender.
- To critically engage in a detailed study of the roles of and attitudes toward specific and sometimes marginalised groups within the complex society of Ancient Egypt.

LEARNING OUTCOMES

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

- Demonstrate an analytic knowledge of gender aspects applied to the ancient Egyptian society.
- Show ability in the detailed analysis of the political, historical, and cultic background of gender problematic as seen in archaeological, iconographic, and textual data.

INDICATIVE CONTENT

- Gender Studies and Egyptology.
- Gendered societies: all masculinity and feminism?
- The material culture of gender.
  - Representations in Egyptian art.
  - Gender in text: only love songs?
- Kingship and queenship ideology: gender and politics.
- Gender at home: family, childbirth, children.
- Gender beyond family: education, professions, economy.
- Gender and violence.
- Gender and Sexuality: Homosexuality, Heterosexuality, creation myths.
- Gender and the divine: Gods, goddesses, the afterlife.
- Gender and Perception: Museums, Orientalism, Egyptomania, Afrocentrism, Media.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPAH5013**	
Module Title	**Gendered Lives in Ancient Egypt**	
Classification	**Reading List entry**	**Electronic***
Essential	Robins, G. 1993 (or any other edition) *Women in Ancient Egypt.* Cambridge: Harvard University Pr.	☐
Essential	Budin, S. & J. Turfa (eds.). 2016 *Women in antiquity: Real women across the Ancient World*. London: Routledge.	☐
Essential	Graves-Brown, C. (Ed.). 2008. *Sex and Gender in Ancient Egypt*. Swansea: Classical Pr. of Wales.	☐
Further	Matić, U.& B. Jensen (eds.) 2017. Archaeologies of Gender and Violence. Oxford: Oxbow Books	☐
Further	Zinn, K. 2015. Nofretete – eine Königin ihrer Zeit? In: M. Eldamaty, F. Hoffmann, M. Minas-Nerpel (eds.) *Königinnen in Ägypten*,. Vaterstetten: Brose, 27-67.	☒
Further	Zinn, K. 2016. Women in Amarna. In: S. Budin, J. Turfa (eds.). *Women in antiquity: Real women across the Ancient World*. London: Routledge. 255-275.	☒
Further	Matić, U. 2016. Gender in Ancient Egypt: Norms, Ambiguities, and Sensualities. Near Eastern Archaeology 79:3. 174-183.	☒
Further	McDowell, A.G. 1999. Village Life in Ancient Egypt. Oxford; Oxford University Pr.	☒
Further	Meskell, L. 1999. Archaeologies of Social Life: Age, Sex, Class et cetera in Ancient Egypt. Oxford: Blackwell.	☐
Further	Nelson, S.M. 1997. Gender in Archaeology: Analysing power and prestige. Walnut Creek, Calif.: AltaMira Pr.	☐
Further	Wilfong, T. 1997. Women and Gender in Ancient Egypt: From Prehistory to Late Antiquity. Ann Arbor: Kelsey Museum of Archaeology.	☐

MODULE CODE: **HPAN5027**
TITLE: **Global Environmental Politics**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V100**

AIM(S)

- To demonstrate some of the underlying uncertainties and controversies about environmental problems and to explain how they should be evaluated and responded to politically, especially concerning differences between developed and developing countries.
- To enhance awareness of global environmental governance by evaluating the roles played by key actors such as states, international organisations, transnational corporations and environmental non-governmental organisations.

LEARNING OUTCOMES

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

- Critically examine the basic political dilemmas regarding global environmental problems.
- Critically assess how environmental regimes are constructed through the interaction of nation states and 'knowledge actors' such as scientists and NGOs.
- Critically understand the problems of addressing climate change and declining biodiversity through multi-faceted policy approaches such as international treaties, national regulation and civil society activity.

INDICATIVE CONTENT

- Politics of Global Environmental Problems.
- Environmental Regimes.
- Climate Change.
- International Environmental Governance.
- Energy and Environment.
- Sustainable Development.
- Biodiversity.
- Globalisation and Environment.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	HPAN5027	
Module Title	Global Environmental Politics	
Classification	Reading List entry	Electronic*
Essential	Stevenson, Hayley Global Environmental Politics: Problems, Policy and Practice, Cambridge University Press, 2017.	☐

MODULE CODE: **HPRS5010**
TITLE: **God, Death, and Sacrifice**

DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V610**

AIM(S)

- To introduce students to Christian teaching on the nature of the atonement, and the manner in which dogmatic thinking about the nature of God, death and sacrifice give shape to Christian thought and practice.

LEARNING OUTCOMES

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

- Identify major themes in the Old Testament background of Christian teaching on the atonement.
- Discuss the meaning of key New Testament passages which shape Christian understanding of the nature and place of Christ's work in the Christian religion.
- Give a summary account of different theologies of the atonement and the place of Christ's work in the Christian religion.
- Explain how the themes of death and sacrifice contribute to Christian theologies of salvation.

INDICATIVE CONTENT

- The religious significance assigned to death and sacrifice.
- Introduction to biblical and Christian teaching on the nature of God, and its relation to and relevance for the concept of sacrifice.
- Examination of the nature of death and the connection between life and sacrifice.
- Interpretation of key texts in the Hebrew bible and their interpretation within the history of the church.
- Survey of different strands of teaching on the nature of Christ's work.
- Theological assessment of the efficacy, necessity and extent of Christ's atoning work.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assessment	2,500 words	50%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Various, Equivalent to 2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPRS5010**	
Module Title	God, Death, and Sacrifice	
Classification	**Reading List entry**	**Electronic***
Essential	Anselm, Cur Deus Homo, Book I	☒
Essential	Calvin, The Institutes of Christian Religion, II.17	☒
Essential	Select primary texts made available online	☒
Further	J. Webster, “It was the will of the Lord to Bruise Him: Soteriology and the Doctrine of God”, God of Salvation, ch. 1.	☐
Further	G. Aulen, Christus Victor, ch. 1	☐
Further	K. Tanner, “Death and Sacrifice”, Christ the Key, pp. 247-273.	☐

MODULE CODE: **HPRS5035**
TITLE: **Great Theologians**

DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V610**

AIM(S)

- To introduce students to the teaching of a major figure in theology.
- To develop a sense of the systematic nature of theology, enabling students to track themes across a large body of work, and critically assess the systematic use of concepts.

LEARNING OUTCOMES

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

- Give a summary description of the life and historical setting of the selected figure.
- Have a developed understanding of the scope of the selected figure's work and the major features of their writing.
- Discuss the doctrines and concepts central to that figure's thought.
- Assess the place and significance of the selected figure within the wider tradition of Christian theology.

INDICATIVE CONTENT

- Biographical introduction to selected theological thinker.
- Assessment of the selected theologian's work within their historical context.
- Interpretation of a selected text or texts authored by the selected thinker.
- Critical engagement with the concepts and rhetorical forms of the thinker's theology.
- Attention to the logical order and inter-relation of doctrines within the thinker's theology.
- Appraisal of the thinker's contribution to the Christian tradition.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Written Assessment	2,500 words	50%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Various, equivalent to 2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPRS5035**	
Module Title	Great Theologians	
Classification	**Reading List entry**	**Electronic***
Essential	E. Troelsch, “Historical and Dogmatic Method in Theology”, Religion in History (Minneapolis: Fortress Press, 1991), pp. 11-32.	☒
Essential	Barth, Protestant Theology in the Nineteenth Century, (London: SCM, 2000), pp. 1-15.	☒
Essential	Select primary texts made available online	☒

MODULE CODE: **HPGR5001**
TITLE: **Greek 1**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q700**

AIM(S)

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

LEARNING OUTCOMES

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

- T to translate simple Greek texts.
- Have a good understanding of basic Greek grammar and syntax.

INDICATIVE CONTENT

- This module introduces the study of ancient Greek 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 Greek sentence and so translate short adapted passages of ancient Greek.
- This module also introduces the student to 'dictionary skills': how to work back to the form of a Greek word to be looked up, from its form in a text; how to take into account the range of meanings and connotations many Greek words carry.
- Students will work on a variety of grammatical exercises and on the reading and translation of specially adapted texts.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPGR5001**	
Module Title	**Greek 1**	
Classification	**Reading List entry**	**Electronic***
Essential	JACT. 2007. *Reading Greek: Text and Vocabulary*	☐
Essential	JACT. 2007. *Reading Greek: Grammar and Exercises*	☐
Further	Morwood. 2001. *Oxford Grammar of Classical Greek*	☐
Further	Morwood. 2002. *Pocket Oxford Classical Greek Dictionary*	☐

MODULE CODE: **HPGR5002**
TITLE: **Greek 2**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q700**

AIM(S)

- To provide students with a basic background in Greek a greater knowledge of some of the more complex elements of Grammar and Syntax.

LEARNING OUTCOMES

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

- Be able to translate intermediate adapted Greek texts.
- Have a good understanding of some of the more complex Greek grammar and syntax.

INDICATIVE CONTENT

- This module is aimed at students who have completed Greek 1 or already have a knowledge of basic Greek grammar and syntax.
- The module introduces students to more complex grammatical patterns and structures, and a more developed vocabulary, so that they can translate intermediate level texts.
- Students will work on a variety of grammatical exercises and on the reading and translation of specially adapted texts.

PREREQUISITES

- Students are required to have successfully completed Greek 1 to take this module.
- Alternatively, students who have received a C or above grade at GCSE Greek (or a grade equivalent) may start at Greek 2.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPGR5002**	
Module Title	**Greek 2**	
Classification	**Reading List entry**	**Electronic***
Essential	JACT. 2007. *Reading Greek: Text and Vocabulary*	☐
Essential	JACT. 2007. *Reading Greek: Grammar and Exercises*	☐
Further	Morwood. 2001. *Oxford Grammar of Classical Greek*	☐
Further	Morwood. 2002. *Pocket Oxford Classical Greek Dictionary*	☐

MODULE CODE: **HPGR5003**
TITLE: **Greek 3**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q700**

AIM(S)

- To provide students with a background in Greek a thorough knowledge of some of the elements of Grammar and Syntax.

LEARNING OUTCOMES

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

- Be able to translate unadapted Greek texts.
- Have a good understanding of some of a broad range of Greek grammar and syntax.

INDICATIVE CONTENT

- This module is aimed at students who have completed Greek 2 or already have a knowledge of a range Greek grammar and syntax.
- The module introduces students to complex grammatical patterns and structures, and a broad vocabulary, so that they can translate intermediate-advanced level texts.
- Students will work on a variety of grammatical exercises and on the reading and translation of specially adapted and unadapted texts.

PREREQUISITES

- Students are required to have successfully completed Greek 2 to take this module.
- Alternatively, students who have received a grade E to C for A Level Greek (or a grade equivalent) may start at Greek 3.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPGR5003**	
Module Title	**Greek 3**	
Classification	**Reading List entry**	**Electronic***
Essential	JACT. 2007. *Reading Greek: Text and Vocabulary*	☐
Essential	JACT. 2007. *Reading Greek: Grammar and Exercises*	☐
Further	Morwood. 2001. *Oxford Grammar of Classical Greek*	☐
Further	Morwood. 2002. *Pocket Oxford Classical Greek Dictionary*	☐

MODULE CODE: **HPRS5009**
TITLE: **'Green' Religion? Faith and Ecology in the 21st Century**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V622**

AIM(S)

- To highlight the ways in which different religions have responded to the modern ecological crisis.
- To consider the extent to which 'religion' can be a positive resource for thinking about the environment.

LEARNING OUTCOMES

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

- Explain how and why the topic of the environment has come to dominate religious discourse in recent decades.
- Demonstrate awareness of the hermeneutical challenges of approaching religion from an ecological perspective.
- Discuss the message/s of religion in light of the need to encourage positive attitudes towards issues of environmental stability and care.

INDICATIVE CONTENT

- The 'greening' of religion.
- The biblical creation stories and the ideal of 'stewardship' in the Abrahamic faiths.
- Eschatological texts and their ecological legacy.
- Francis of Assisi and 'creation mysticism'.
- The ecological outlook of the major Eastern traditions (i.e. Hinduism and Buddhism).
- 'Indigenous' perspectives on environmental justice; the ideal of 'kinship' in Native American tradition.
- The Neo-Pagan approach to environmental ethics.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
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
Presentation	15 minutes	50%

Assessment Summary

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

READING LIST

Module Code	**HPRS5009**	
Module Title	'Green' Religion? Faith and Ecology in the 21st Century	
Classification	**Reading List entry**	**Electronic***
Essential	Gottlieb, R. S., *The Oxford Handbook of Religion and Ecology* (Oxford: Oxford University Press, 2010)	☐
Essential	Grim, J., and Tucker, M. E., *Ecology and Religion*, Foundations of Contemporary Environmental Study Series (Washington: Island Press, 2014)	☐
Essential	Horrell, D. G., *The Bible and the Environment* (London: Equinox, 2010)	☐
Further	Anderson, B. W., *From Creation to New Creation: Old Testament Perspectives* (Minneapolis: Fortress Press, 1994)	☐
Further	Batchelor, M., and Brown, K. (eds.), *Buddhism and Ecology*, World Religions and Ecology (London: Cassell, 1992)	☐
Further	Bauckham, R., *Bible and Ecology: Rediscovering the Community of Creation* (London: Darton, Longman and Todd, 2010)	☐
Further	Bauckham, R., *Living with Other Creatures: Green Exegesis and Theology* (Milton Keynes: Paternoster, 2012)	☐
Further	Bauman, W. A., Bohannon II, R. R., and O'Brien, K. J. (eds.), *Grounding Religion: A Field Guide to the Study of Religion and Ecology* (Abingdon: Routledge, 2011)	
Further	Chapple, C., and Tucker, M. E. (eds.), *Hinduism and Ecology: The Intersection of Earth, Sky, and Water*, Religions of the World and Ecology (Massachusetts: Harvard University Press, 2000)	☐
Further	Coloe, M. L. (ed.), *Creation is Groaning: Biblical and Theological Perspectives* (Minnesota: Liturgical Press, 2013)	☐
Further	De Angeles, L., Orr, E. R., and van Dooren, T. (eds.), *Pagan Visions for a Sustainable Future* (Minnesota: Llewellyn Publications, 2005)	☐

Further	Dien, M. I., *The Environmental Dimensions of Islam* (Cambridge: The Lutterworth Press, 2000)	
Further	Fretheim, T. E., *God and World in the Old Testament: A Relational Theology of Creation* (Nashville: Abingdon Press, 2005)	
Further	Gosling, D. L., *Religion and Ecology in India and Southeast Asia* (London: Routledge, 2001)	
Further	Gottlieb, R. (ed.), *This Sacred Earth: Religion, Nature, Environment* (London: Routledge, 1996)	
Further	Gottlieb, R. S., *A Greener Faith: Religious Environmentalism and Our Planet's Future* (Oxford: Oxford University Press, 2006), ch. 1	
Further	Grim, J. A., *Indigenous Tradition and Ecology: The Interbeing of Cosmology and Community*, Religions of the World and Ecology (Massachusetts: Harvard University Press, 2001)	
Further	Habel, N. C., *An Inconvenient Text* (Adelaide: ATF Press, 2009)	
Further	Habel, N. C., and Trudinger, P., *Exploring Ecological Hermeneutics* (Atlanta: Society of Biblical Literature, 2008)	
Further	Horrell, D. G., Hunt, C., Southgate, C., and Stavrakopoulou, F. (eds.), *Ecological Hermeneutics: Biblical, Historical and Theological Perspectives* (London: T&T Clark, 2010)	
Further	Jain, P., *Dharma and Ecology of Hindu Communities: Sustenance and Sustainability* (Abingdon: Routledge, 2011)	
Further	Khalid, F., and O'Brien J., *Islam and Ecology, World Religions and Ecology* (London: Cassell, 1992)	
Further	Krech III, S., *The Ecological Indian: Myth and History* (New York and London: W. W. Norton & Company, 1999)	
Further	Nelson, L. E. (ed.), *Purifying the Earthly Body of God: Religion and Ecology in Hindu India* (New York: SUNY Press, 1998)	
Further	Prime, R., *Hinduism and Ecology: Seeds of Truth*, World Religions and Ecology (London: Cassell, 1992)	
Further	Santmire, H. P., *The Travail of Nature: The Ambiguous Ecological Promise of Christian Theology* (Minneapolis, Fortress Press, 1985)	
Further	Simkins, R. A., *Creator and Creation: Nature in the Worldview of Ancient Israel* (Massachusetts: Hendrickson Publishers, 1994)	
Further	Tucker, M. E., and Williams, D. R. (eds.), *Buddhism and Ecology: The Interconnection of Dharma and Deeds, Religions of the World and Ecology* (Massachusetts: Harvard University Press, 1998)	

MODULE CODE: **HPAN5033**
TITLE: **Health & Development**

DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **L600**

AIM(S)

- To understand the relevance of demographic, epidemiological and nutritional factors in the patterns of health and disease, and how these apply in different ways in high, middle and low income countries.
- To have an understanding of the relationships between poverty and global health, in the context of international development and the UN's Sustainable Development Goals.

LEARNING OUTCOMES

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

- Demonstrate an awareness of the impact of infectious diseases globally, including emerging infectious diseases and *neglected tropical diseases.*
- Demonstrate an understanding of the major factors behind worldwide variations in patterns in the incidence of chronic diseases like diabetes and cancer.

INDICATIVE CONTENT

The emergence and re-emergence of infectious and chronic diseases have helped to shape the modern world. With the additional impact of climate change, population growth, civil unrest, migration, the ease of international travel, and the loss of natural habitat, the study of Global Health has become a pertinent and dynamic challenge for all people involved in international development.

Through a series of lectures, seminars and workshops, students will have the opportunity to explore some of the major health issues facing the world today, their impact on global, regional and local populations, and the policies designed to address them. It will also examine the effectiveness of relevant organisations (including governmental and non-governmental agencies), nationally and internationally, whose stated aim is to prevent, respond and eradicate threats to global health and well-being.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
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%**

READING LIST

Module Code	**HPAN5033**	
Module Title	**Health & Development**	
Classification	**Reading List entry**	**Electronic***
Essential	Brender, N. (2014) Global Risk Governance in Health. London: Palgrave McMillan.	☐
Essential	Crisp, N. (2010) Turning the world upside down: The search for global health in the 21st Century. London: Royal Society of Medicine Press Ltd.	☐
Essential	Kamradt-Scott, A. (2015) Managing Global Health Security:The World Health Organisation and Disease Outbreak Control. London: Palgrave McMillan.	☐
Essential	Ratzan, S.C., Filerman, G.L., LeSar, J.W. (2000) Attaining global health: Challenges and opportunities. Population Bulletin 55(1), pp.52.	☐
Essential	Skolnik, R. (2008) Essentials of global health. Massachusetts: Jones & Bartlett Publishers Inc.	☐
Further	Ewles, L. (2005) Key topics in public health: essential briefings on prevention and health promotions. Elsevier: Churchill Livingstone.	☐
Further	Lindstrand, A et al. (2006) Global health: an introductory text book. Lund: Studentlitteratur.	☐
Further	McInnes, C, Lee, K. (2012) Global Health and International Relations. Polity Press	☐
Further	Montgomery, M. (2009) Urban poverty and health in developing countries. Population Bulletin 64(2), pp.20.	☐

Further	Skolnik, R. (2015) Global Health 101. Revised edition. Massachusetts: Jones and Bartlett Publishers.	☐

MODULE CODE: **HPRS5006**
TITLE: **Health and Well-Being in Late Antique and Medieval Religion**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V620**

AIM(S)

- To read critically and analyse select source materials that comprise the study of religious and medical history.
- To consider with empathy distinct approaches to health and wellbeing held by practitioners of various religious groups.

LEARNING OUTCOMES

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

- Articulate how religion and religious groups have influenced, supported and promoted the medical field and the study of science and medicine.
- Identify and evaluate distant approaches to the body, bodily health and wellbeing, even when—especially when—the beliefs and/or behaviours stand in contradiction to a student's cultural comfort.
- Engage in appropriate scholarly research in the advanced study of religion.
- Produce a written essay 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 from the texts.

INDICATIVE CONTENT

- This course addresses the intersection of religion and medicine. Students will focus on approaches to health, healing, death and dying rooted in specific expressions of the religions of the classical, late antique and early medieval historical periods, universal and particular.
- Through analysis of primary and secondary source materials, students will identify distinct religious responses to physical, mental and spiritual anguish as well as idiosyncrasies unique to religious groups.
- Students will identify how historical context shapes religious interpretations of health and well-being.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**

Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	HPRS5006	
Module Title	**Health and Well-Being in Late Antique and Medieval Religion**	
Classification	**Reading List entry**	**Electronic***
Essential	"Science and Religion" by Stephen P. Weldon, in Science and Religion: A Historical Introduction (John Hopkins University Press, 2017).	☐
Essential	"Hippocrates, the Hippocratic Corpus, and the defining of medicine," in Vivian Nutton Ancient Medicine (Sciences of Antiquity Series) (Routledge, 2012): 53-71	☐
Essential	"Asklepios and His Colleagues: Doctors and Divine Healers," in Asklepios, Medicine, and the Politics of Healing in Fifth-Century Greece: Between Craft and Cult (John Hopkins University Press): 42-61	☐
Further	"Christianity as a Religion of Healing," in Gary B. Ferngren, Medicine and Healthcare in Early Christianity (John Hopkins University Press, 2009): 64-85	☐
Further	"The Middle Ages," in Gary B. Ferngren, Medicine & Religion: A Historical Introduction (John Hopkins University Press, 2014): 93-118	☐

MODULE CODE: **HPRS5018**
TITLE: **Health and Well-Being in Medieval and Modern Christian History**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V620**

AIM(S)

- To read critically and analyse select source materials that comprise the study of religious and medical history.
- To consider with empathy distinct approaches to health and wellbeing held by practitioners of various religious groups.

LEARNING OUTCOMES

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

- Articulate how religion and religious groups have influenced, supported and promoted the medical field and the study of science and medicine.
- Identify and evaluate distant approaches to the body, bodily health and wellbeing, even when—especially when—the beliefs and/or behaviours stand in contradiction to a student's cultural comfort.
- Engage in appropriate scholarly research in the advanced study of religion.
- Produce a written essay 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 from the texts.

INDICATIVE CONTENT

This course addresses the intersection of religion and medicine. Students will focus on approaches to health, healing, death and dying rooted in specific expressions of the Christian religion in the medieval and modern historical periods, universal and particular. Through analysis of primary and secondary source materials, students will identify distinct religious responses to physical, mental and spiritual anguish as well as idiosyncrasies unique to religious groups. Students will identify how historical context shapes religious interpretations of health and well-being.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	15
Independent learning	170	85
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**

Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPRS5018**	
Module Title	Health and Well-Being in Medieval and Modern Christian History	
Classification	**Reading List entry**	**Electronic***
Essential	(chapter) “Science and Religion” by Stephen P. Weldon, in *Science and Religion: A Historical Introduction* (John Hopkins University Press, 2017).	☒
Essential	Gary B. Ferngren, *Medicine & Religion: A Historical Introduction* (John Hopkins University Press, 2014):.	☒
Essential	Chapter on medieval Islamic medicine or prophetic medicine, TBD	☒
Essential	Select primary sources made available online.	☒

MODULE CODE: **HPRS5011**
TITLE: **Heresies**

DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V610**

AIM(S)

- To introduce students to the nature and substance of Christian heresies.

LEARNING OUTCOMES

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

- Give a summary description of the nature of heresy.
- Discuss the nature of heresy and the theological dynamics of normativity.
- Identify several major Christian heresies and discuss the historical setting of the controversy.
- Describe the doctrinal interests at play in several major Christian heresies and assess their significance for Christian faith and practice.

INDICATIVE CONTENT

- Survey of how the concept of "heresy" has been used in religious contexts, as well as in wider social and political contexts.
- Examining variant ways of articulating the difference between heresy and orthodoxy.
- The nature and constitution of religious authorities.
- The significance of religious deviance and an assessment of how the limits of religious tolerance are discerned.
- Extended discussion of the nature of heresy and the theological dynamics of its relation to questions of "normativity".
- An examination of several notable heresies within the Christian tradition, along with the substance of their teaching and the nature of their putative deviance from the Christian gospel.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPRS5011**	
Module Title	Heresies	
Classification	**Reading List entry**	**Electronic***
Essential	Aquinas, Summa Theologiae, II-II.11	☒
Essential	Calvin, Institutes of Christian Religion, I.7-8	☒
Essential	Select primary texts made available online	☒
Further	W. Bauer, Orthodoxy and Heresy in Early Christian Contexts, ch. 1	☐
Further	J. Webster, “Confession and Confessions”, *Confessing God*, pp. 69-86.	☐
Further	G. Lindbeck, The Nature of Doctrine, pp. 73-90.	☐

MODULE CODE: **HPHE5003**

TITLE: **Heritage & Archaeology of Conflict**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V700**

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles, and practices of the topics studied for the module. Case studies may be used to provide examples and will be used to develop further understanding of what has been learned.
Tutorials and **seminars** are used to support the discussion and critical evaluation of what has been learned, normally in a smaller group size than a lecture.
Guided Independent Study allows students to further their independent learning skills with appropriate support provided by the module tutor(s).

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

Written exam x **Coursework** **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPHE5003**	
Module Title	**Heritage & Archaeology of Conflict**	
Classification	**Reading List Entry**	**Electronic***
Essential	Bevan, R. 2006 **The Destruction of Memory** Reaktion Books: London	☐
Essential	Lynch, T. & Cooksey, J. 2007 **Battlefield Archaeology** Tempus Publishing: Stroud	☐
Essential	Robertshaw, A. & Kenyon, D. 2008 **Digging the Trenches; the archaeology of the Western Front** Pen & Sword: Barnsley	☐
Essential	Sarkar, D. 1998 **Missing in Action, Resting in Peace** Ramrod Publications: Worcester	☐
Essential	Schofield, J. 2005 **Combat Archaeology** Duckworth: London	☐
Essential	Schofield, J. 2010 **Aftermath: Readings in the Archaeology of Recent Conflict** Springer: New York	☐
Essential	Summers, J. 2010 **Remembering Fromelles: A New Cemetery for a New Century** CWCG: London	☐
Further	Carman, J. 1999 Bloody meadows: the places of battle In Tarlow, Sarah & West, Susie (eds) **The Familiar**	☐

	Past? Archaeologies of later historical Britain. Routledge: London	
Further	Crossland, J. 1990 **To dig or not to dig** History Today Vol.40	☐
Further	De la Bédoyère, G. 2000 **Battles over Britain: the archaeology of the air war** Tempus Publishing: Stroud	☐
Further	Gander, T. 1979 **Military Archaeology** Patrick Stephens Ltd: Cambridge	☐
Further	Hill, P. & Wileman, J. (2002) **Landscapes of War: The Archaeology of Aggression and Defence.** The History Press. ISBN-10: 0752419633	☐
Further	Niven, B. 2002 **Facing the Nazi Past** Routledge: London	☐
Further	Osgood, R. 2005 **The Unknown Warrior: The Archaeology of the Common Soldier** History Press	☐
Further	Osgood, R. 2009 **Digging Up Plugstreet: The Archaeology of a Great War Battlefield** J.H.Haynes & Co	☐
Further	Pollard, T. & Oliver, N. 2002 **Two Men in a Trench: Battlefield Archaeology - The Key to Unlocking the Past** Michael Joseph Ltd	☐
Further	Saunders, N. 2003 **Trench Art: Materialities and Memories of War** Berg	☐
Further	Saunders, N. 2004 **Matters of Conflict: Material Culture, Memory and the First World War** Routledge: London	☐
Further	Saunders, N. 2010 **Killing Time: Archaeology and the First World War** History Press	☐
Further	Schofield, J. (Ed) 1998 **Monuments of War: the evaluation, recording and management of twentieth-century military sites**. English Heritage Product code:XH20098	☐
Further	Scott, D., Babits, L. & Haecker, C. 2009 **Fields of Conflict: Battle Archaeology from the Roman Empire to the Korean War** Potomac Books Inc	☐
Further	Wason, D. 2003 **Battlefield Detectives** Granada: London	☐

MODULE CODE: **HPHE5004**
TITLE: **Heritage Practice Placement**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V700**

AIM(S)
This module aims to:

- Embed students within a heritage organisation for an extended period in order to gain experience of the working environment and its challenges.
- Enable the student to undertake work which will make a contribution to the mission or outcomes of the organisation and which will also support their professional and career goals.
- Develop an understanding of work related issues and an awareness of professional standards within a heritage work place context.
- Gain an insight into the issues relating to the sector in which the placement organisation sits – namely the charitable, private or governmental sectors.
- Appreciate the interrelationship of heritage organisations and the communities they either represent, work for, support or work in.

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

- Demonstrate understanding of the mission/objectives of the host organisation; how it is structured and operates.
- Illustrate a range of specific issues facing the host organisation.
- Evaluate the relationship between the host heritage organisation and the communities they either represent, work for, support or work in.
- Be able to show how they personally have contributed to the mission, objectives, activities and outputs of the host organisation and exhibit professional standards of work and transferable work-place skills such as team work, independent working and formal communication with peers and critically reflect upon their experience as part of their own personal and professional development.

INDICATIVE CONTENT
Students will participate in the operations and work of a host heritage organisation over the course of a minimum of 20 working days (or parts of a day equivalent to 20 full days) which can be consecutive, clustered or spread over Blocks 1 to 6.
Students will contribute to the objectives of the host organisation by undertaking a short project the subject of which will be agreed between the organisation and the University at the outset of the placement. The final project report will also be the major unit of assessment.
While with the organisation students are expected to work hard and to get the most out of the experience, always remembering that they are there to make a positive contribution however brief and small. Students will be required to understand the objectives of the organisation they are with and to understand the methods they use to achieve these goals and the issues and challenges which arise as a result. To that end students will be required to keep a daily diary or workbook of what they are doing and reflecting on their experience. This diary/workbook is not formally examined but will be seen by tutors and will form the basis for the short assessed presentation.

LEARNING AND TEACHING STRATEGY

Workshops and Tutorials will prepare the student for the placement. Support will be given the student during the placement by visits to the organisation and off-site tutorials.
Placement will allow students to further their independent learning skills.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT
Assessment Component 1
☐ **Written exam** ☐ **Coursework** x **Practical**

Mode of assessment	Volume	Weighting
Oral presentation	8 minutes	25%

Assessment Component 2
☐ **Written exam** x **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Report	3,750 words	75%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75%
Practical	25%
TOTAL	**100%**

READING LIST

Module Code	**HPHE5004**	
Module Title	**Heritage Practice Placement**	
Classification	**Reading List Entry**	**Electronic***
Essential	Hunter, J. & Ralston, I. (eds) 2006, *Archaeological Resource Management: an introduction,* 2nd edition, Stroud: Alan Sutton.	☐
Essential	Bintliff, J. L. 2004**. A Companion to Archaeology** Blackwell Companion to Archaeology Malden: Blackwell Publishing. (Also available electronically at www.netlibrary.com)	x
Essential	Merriman, N. 2004 **Public Archaeology** London:Taylor & Francis. (Also available electronically at www.netlibrary.com)	x
Further	Cottrell, S. **Critical Thinking Skills. Developing Effective Analysis and Argument** (Basingstoke, Palgrave MacMillan, 2005).	☐

Further	Cottrell, S. (2008) **The Study Skills Handbook**, (3rd edition). Palgrave Macmillan.	☐
Further	http://www.unesco.org.uk http://www.cadw.wales.gov.uk http://english-heritage.org.uk	☐
Further	http://www.museumwales.ac.uk http://www.historic-scotland.gov.uk http://www.communities.gov.uk	☐

MODULE CODE: HPAH5027
TITLE: **Herodotus and his *Histories***
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V160**

AIM(S)

- To examine the work of Herodotus in a literary, historical, and political context.

LEARNING OUTCOMES

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

- To have an understanding of the world of Herodotus and its literary, historical and political context.
- To engage with the scholarship on Herodotus.

INDICATIVE CONTENT

- This module with explore the narrative of Greece's history and position within the world as presented by the *Histories*.
- We will look at the way that the *Histories* fit into the history of historical writing.
- We will see how the contemporary political context influenced the depiction of events in the text.
- We will examine the way that developments in types of literature influenced the writing of the *Histories*.
- We will explore the different way scholars have approached the work of Herodotus.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent to 2,500 words	50%

Assessment Component 2

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Take home exam	Maximum 2,500 words, 6 hours	50%

Assessment Summary

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

READING LIST

Module Code	**HPAH5027**	
Module Title	**Herodotus and his *Histories***	
Classification	**Reading List entry**	**Electronic***
Essential	Dewald, C. and Marincola, J. (eds) *Cambridge Companion to Herodotus*. Cambridge: Cambridge University Press, pp. 76–91.	☒
Essential	Asheri, D., Lloyd, A. B. and Corcella, A. (2007) *A Commentary on Herodotus. Books I-IV*. Oxford: Oxford University Press.	☐
Essential	Luraghi, N. (ed.) *The Historian's Craft in the Age of Herodotus*. Oxford: Oxford University Press	☐
Further	Shimron, B. (1989) *Politics and Belief in Herodotus*. Stuttgart: Franz Steiner Verlag Wiesbaden GMBH.	☐
Further	Thomas, R. (2000) *Herodotus in Context: Ethnography, Science and the Art of Persuasion*. Cambridge: Cambridge University Press.	☐
Further	Pritchett, W. K. (1993) *The Liar School of Herodotos*. Amsterdam: J.C. Gieben.	☐
Further	Fehling, D. (1989) *Herodotus and his 'Sources': Citation, Invention and Narrative Art*. Translated by J. G. Howie. Leeds: Cairns.	☐
Further	Fowler, R. L. (1996) 'Herodotos and His Contemporaries', *The Journal of Hellenic Studies*, 116, pp. 62–87.	☒
Further	Hartog, F. (1988) *The Mirror of Herodotus: the Representation of the Other in the Writing of History*. Translated by J. Lloyd. Berkeley: University of California Press,	☐
Further	How, W. W. and Wells, J. (1912) *A Commentary on Herodotus*. Oxford: Clarendon Press.	☐

MODULE CODE: **HPAH5052**
TITLE: **Herodotus and his *Histories: Greek Prose***
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q700**

AIM(S)

- To examine the work of Herodotus in a literary, historical, and political context.
- Read sections of the text in Greek.

LEARNING OUTCOMES

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

- To have an understanding of the world of Herodotus and its literary, historical and political context.
- To engage with the scholarship on Herodotus.

INDICATIVE CONTENT

- This module with explore the narrative of Greece's history and position within the world as presented by the *Histories*.
- We will look at the way that the *Histories* fit into the history of historical writing.
- We will see how the contemporary political context influenced the depiction of events in the text.
- We will examine the way that developments in types of literature influenced the writing of the *Histories*.
- We will explore the different way scholars have approached the work of Herodotus.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent to 2,500 words	50%

Assessment Component 2

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Take home exam	Maximum 2,500 words, 6 hours	50%

Assessment Summary

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

READING LIST

Module Code	HPAH5052	
Module Title	Herodotus and his *Histories: Greek Prose*	
Classification	**Reading List entry**	**Electronic***
Essential	Dewald, C. and Marincola, J. (eds) *Cambridge Companion to Herodotus*. Cambridge: Cambridge University Press, pp. 76–91.	☒
Essential	Asheri, D., Lloyd, A. B. and Corcella, A. (2007) *A Commentary on Herodotus. Books I-IV*. Oxford: Oxford University Press.	☐
Essential	Luraghi, N. (ed.) *The Historian's Craft in the Age of Herodotus*. Oxford: Oxford University Press	☐
Further	Shimron, B. (1989) *Politics and Belief in Herodotus*. Stuttgart: Franz Steiner Verlag Wiesbaden GMBH.	☐
Further	Thomas, R. (2000) *Herodotus in Context: Ethnography, Science and the Art of Persuasion*. Cambridge: Cambridge University Press.	☐
Further	Pritchett, W. K. (1993) *The Liar School of Herodotos*. Amsterdam: J.C. Gieben.	☐
Further	Fehling, D. (1989) *Herodotus and his 'Sources': Citation, Invention and Narrative Art*. Translated by J. G. Howie. Leeds: Cairns.	☐
Further	Fowler, R. L. (1996) 'Herodotos and His Contemporaries', *The Journal of Hellenic Studies*, 116, pp. 62–87.	☒
Further	Hartog, F. (1988) *The Mirror of Herodotus: the Representation of the Other in the Writing of History*. Translated by J. Lloyd. Berkeley: University of California Press,	☐
Further	How, W. W. and Wells, J. (1912) *A Commentary on Herodotus*. Oxford: Clarendon Press.	☐

MODULE CODE: **HPAH5014**
TITLE: **Hieroglyphs – Getting you started**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V410**

AIM(S)

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

LEARNING OUTCOMES

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

- Know the language and writing system of ancient Egypt and are aware of the impact and the social role of orality and literacy within past societies.
- Read and translate basic formulaic texts found especially in the funerary sphere by application of grammatical rules.
- Are aware about epigraphic methods necessary when dealing with inscribed objects.

INDICATIVE CONTENT

- Literacy in ancient Egyptian Society.
- Language and writing system of ancient Egypt.
- Epigraphy.
- One and more consonant signs, transliteration.
- The Offering Formula.
- Grammar:
    - Word order.
    - Nouns.
        - Roots, gender, number.
        - Suffix pronouns.
        - Connections and possessions.
        - Combinations of nouns and adjectives.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio of in class tests and mini essays	Equivalent to 2,500 words	60%

Assessment Component 2

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Exam	2 hours	40%

Assessment Summary

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

READING LIST

Module Code	**HPAH5014**	
Module Title	**Hieroglyphs – Getting you started**	
Classification	**Reading List entry**	**Electronic***
Essential	Manley, B. 2012. Egyptian Hieroglyphs for Complete Beginners. London: Thames & Hudson.	☐
Essential	Bussmann, R. 2017. Complete Middle Egyptian, A New Method for Understanding Hieroglyphs: Reading Texts in Context. London: Teach Yourself.	☐
Essential	Wilson, P. 2004. Hieroglyphs: A Very Short Introduction. Oxford: OUP.	☐
Essential	Allen, J.P. 2014 (or any previous edition). Middle Egyptian: An introduction to the language and culture of hieroglyphs. Cambridge: CUP.	☐
Further	Baines 2007 = J. Baines, Visual and Written Culture in Ancient Egypt, Oxford 2007.	☐
Further	Zinn, K. 2018. Literacy in Pharaonic Egypt: orality and literacy between agency and memory. In: A. Kolb (ed.). Literacy in ancient everyday life – Schriftlichkeit im antiken Alltag. Berlin: De Guyter. (in press).	☒
Further	Piquette, K.E. and Whitehouse, R.D. 2013. Writing as Material Practice: Substance, Surface and Medium. London: Ubiquity Pr.	☐
Further	Allon, N. & H. Navrátilová. 2017. Ancient Egyptian Scribes: A Cultural Exploration, London/New York: Bloomsbury.	☐
Further	Luiselli [n.d.] = M.M. Luiselli, Writing – Image – Material: On Media and Communication in Ancient Egypt. http://www.birmingham.ac.uk/research/activity/connections/Essays/MLuiselli.aspx	☒

Further	Zinn, K. 2007. Libraries, Archives, and the Organization of Collective Wisdom in Ancient Egypt'. In: M. Cannata and T. Hardwick (eds.). Proceedings of the VIIth Current Research in Egyptology Symposium. Oxford: Oxbow. 169-176.	☒
Further	Pinarello, M.S. 2015. An Archaeological Discussion of Writing Practice - Deconstruction of the Ancient Egyptian Scribe. London: Golden House Publication.	☐

MODULE CODE: **HPHI5011**
TITLE: **History and Historians**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V150**

AIM(S)

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

LEARNING OUTCOMES

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

- Demonstrate a knowledge and appreciation of a selection of medieval historical narratives.
- Analyse, interpret and evaluate specific examples of primary medieval sources and the hypotheses proposed about these texts in a range of secondary sources.
- To transmit their understanding and knowledge of key aspects of these medieval texts orally in class and textually in written coursework.

INDICATIVE CONTENT

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

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Oral presentation	6 minutes	20%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
portfolio	Equivalent to 4,000 words	80%

Assessment Summary

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

READING LIST

Module Code	**HPHI5011**	
Module Title	History and Historians	
Classification	**Reading List entry**	**Electronic***
Essential	Chris Given-Wilson, *Chronicles. The writing of history in medieval England* (2004)	☐
Essential	William R.Leckie, *The passage of dominion. Geoffrey of Monmouth and the periodization of insular history in the twelfth century* (1981)	☐
Essential	Monika Otter, *Inventiones: fiction and referentiality in twelfth-century English historical writing* (1996)	☐
Essential	Gabrielle M. Spiegel, 'History, Historicism and The Social Logic of the Text in the Middle Ages', *Speculum* 65 (1990), 59-86	☒
Essential	N. Partner, *Serious Entertainments: The Writing of History in Twelfth-century England* (1977)	☐
Essential	Elizabeth Freeman, *Narratives of a New Order: Cistercian Historical Writing in England, 1150–1220* (2002)	☐
Essential	Antonia Gransden, *Historical Writing in England: c. 500 to c. 1307* (1996)	

MODULE CODE: **HPHI5017**
TITLE: **History Independent Project**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V100**

AIM(S)

- To enable students to study independently in detail an aspect of the ancient world from a specific selection of subjects under close supervision.

LEARNING OUTCOMES

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

- Demonstrate a secure understanding and knowledge of the subject of choice.
- Evaluate and analyse the different methodologies for the subject of choice.
- Evaluate critically the main sources and scholarly debates regarding the subject of choice.
- Plan and develop under supervision a critical presentation of the subject of choice.

INDICATIVE CONTENT

- The module guides students to learn how to research independently an aspect of the ancient world from a specific selection of subjects under close supervision.
- Students are given a range of topics, from literature, history and culture that are related to the research interests of members of staff, and are guided to designing their own title according to their interests within one of the specified topics.
- Students then research their chosen title independently with periodic workshops and lecturers/supervisors providing guidance and help in developing and honing research skills and independent learning.
- The module is essential preparation for the Classics Dissertation module in Level 6.

LEARNING AND TEACHING STRATEGY

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	100%

Assessment Summary

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

MODULE CODE: **HPHI5005**
TITLE: **How Soon Is Then? Thatcher, Reagan and the Legacies of the 1980s**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V100**

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.
- To familiarise students with the political, social, economic and cultural dimensions of 'Thatcherism,' 'Reaganism' and 'Neoliberalism'.

LEARNING OUTCOMES

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

- Demonstrate a sophisticated knowledge of the politics and culture of Britain and the United States during the 1980s.
- Explain and define the key tenets of the political ideologies of Margaret Thatcher and Ronald Reagan.
- Understand the profound impact of the economic and social reforms undertaken by the Thatcher and Reagan governments.
- Analyse social, political and cultural resistance to Thatcher and Reagan's political regimes.

INDICATIVE CONTENT

- **Week 1: The Thatcher Revolution**
  - Crisis, What Crisis? Britain in the 1970s
  - The Road from Serfdom to Number 10: Intellectual and Cultural Roots of Thatcherism
  - The Big Bang: The Evolution of Thatcherite Economics
  - Neoliberalism: Use and Abuse of a Concept

- **Week 2: The Reagan Revolution**
  - A Crisis of Confidence: The United States in the 1970s
  - From Hollywood to the White House: The Making of Reagan's Politics
  - Rolling Back the New Deal: The Making of the Reagan Coalition
  - The Great Communicator: Reagan in Persona, Image and Rhetoric

- **Week 3: Enemies Without and Within**
  - Cold Warriors: Reagan, Thatcher and the Soviet Union
  - Culture Warriors: Reagan, Thatcher and Neo-conservatism
  - Hard Bodies: The Reaganite Action Hero
  - Unfinished Business: Thatcher and the Miner's Strike

- **Week 4: Resistance and Contexts**
  - Managing Decline: The Politics of Urban Regeneration
  - Pride and Prejudice: Sex and Gender in the 1980s
  - Margaret on the Guillotine: Popular Music and Thatcherism

- Children of Thatcher and Reagan? Clinton, Blair and Neoliberal Accommodation

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Oral presentation	15 minutes	50%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	HPHI5005	
Module Title	How Soon Is Then? Thatcher, Reagan and the Legacies of the 1980s	
Classification	Reading List entry	Electronic*
Essential	Beckett, Andy. *Promised You A Miracle: Why 1980–82 Made Modern Britain* (London: Penguin, 2016).	☐
Essential	Troy, Gil. *Morning in America: How Ronald Reagan Invented the 1980s* (Princeton, New Jersey: Princeton University Press, 2005).	☐
Essential	Martin, Bradford. *The Other Eighties: A Secret History of America in the Age of Reagan* (New York: Hill & Wang, 2011).	☐
Essential	Hartman, Andrew. *A War for the Soul of America: A History of the Culture Wars* (Chicago: University of Chicago, 2015).	

Essential	Jackson, Ben and Robert Saunders eds. *Making Thatcher's Britain* (Cambridge: Cambridge University Press, 2012).	☐
Essential	Stewart, Graham. *Bang! A History of Britain in the 1980s* (London: Atlantic Books, 2013).	
Essential	McSmith, Andy. *No Such Thing as Society: A History of Britain in the 1980s* (London: Constable & Robinson, 2013).	
Further	Ho, Elizabeth, ed. *Thatcher and After: Margaret Thatcher and Her Afterlife in Contemporary Culture* (New York: Palgrave Macmillan, 2010).	
Further	Moore, Charles. *Margaret Thatcher: The Authorised Biography*, Vols. 1 & 2 (London: Penguin, 2013/2015).	
Further	Reeves, Richard. *President Reagan: The Triumph of Imagination (*New York: Simon & Schuster, 2005).	☐
Further	Plehwe, Didier and Philip Mirowski eds. *The Road from Mont Pelerin: The Making of the Neoliberal Thought Collective* (Cambridge, Massachusetts: Harvard, 2009).	☐
Further	Stedman Jones, Daniel. *Masters of the Universe: Hayek, Friedman, and the Birth of Neoliberal Politics.* (Princeton, New Jersey: Princeton University, 2012.	☐
Further	Romanowski, William D. *Pop Culture Wars: Religion & the Role of Entertainment in American Life* (Downers Grove, Illinois: InterVarsity Press, 1996).	☐
Further	Jeffords, Susan. *The Remasculinization of America* (Bloomington: Indiana University Press, 1989).	☐
Further	Jeffords, Susan. *Hard Bodies: Hollywood Masculinity in the Reagan Era* (New Brunswick, New Jersey: Rutgers University Press, 1994)	☐
Further	Harvey, David. *A Brief History of Neoliberalism* (Oxford: Oxford University, 2007).	
Further	Ledger, Robert. *Neoliberal Thought and Thatcherism: 'A Transition From Here to There?'* (London: Routledge, 2018)/	
Further	Frost, Diane and Peter North. *Militant Liverpool: A City on the Edge.* (Liverpool: Liverpool University, 2013).	
Further	Frost, Diane and Richard Philips eds. *Liverpool '81: Remembering the Riots* (Liverpool: Liverpool University, 2011).	

MODULE CODE: **HPAN5008**
TITLE: **Human Evolution: origins of modern human behaviour**
DATED: 08/01/2018
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V400**

AIM(S)

- To develop students' knowledge of human evolution in the broadest sense within our political, social and cultural historical past.
- To provide students tools with the tools to engage with and evaluate historical, ethno-historical, anthropological, and archaeological evidences as sources of our understanding of evolutionary development.

LEARNING OUTCOMES

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

- Demonstrate knowledge and understanding of modern behaviour in an evolutionary context.
- Demonstrate knowledge and understanding of theoretical approaches and analytical methods appropriate to the study of human evolution and the application of these to a specific behavior of their choice.
- Develop independent research and presentation skills.

INDICATIVE CONTENT

The module is an examination of the hominin fossil evidence, the physical anthropological record and the archaeological record associated with the earliest humans. The course focuses on some of the behaviours considered to be exclusively human and tries to identify how, when and why they first appear in the fossil record. The course starts with some basic principles of evolutionary theory and progresses through to a closer examination of the earlier and later hominins, such as the Australopithecines and *Homo* lineages, including the Neanderthals *and* anatomically modern *Homo sapiens*. Emphasis is placed on the physical anthropology, archaeology and behavioural interpretations. Current controversies are examined; such as the nature and timing of the emergence of modern humans. Having plotted the lineages, the module focuses on some aspects of behaviour thought of as being exclusively human, such as bipedalism, language acquisition, tool manufacture and use, systematic hunting and gathering, and emergence of ritual behaviour. Comparative studies with other primates and carnivores are used to assess if these behaviours are uniquely human.

This is a field of study that changes dramatically from year to year. Students are expected to demonstrate a good knowledge of the fossil and archaeological record and demonstrate the ability to synthesize and analyse conflicting and/or contradictory material.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 4,000 words	80%

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Practical skills assessment	1,000 words equivalent	20%

Assessment Summary

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

READING LIST

Module Code	**HPAN5008**	
Module Title	**Human Evolution: origins of modern human behaviour**	
Classification	**Reading List entry**	**Electronic***
Essential	Boyd, R. and Silk, J.B.2015 , *How Humans Evolved*. Los Angeles: University of California	☐
Essential	Larsen, C. 2008 *Our origins: Discovering physical anthropology*. New York; London: W.W. Norton..	☐
Essential	Ward, C. 2003 The evolution of human origins *American Anthropologis*t 105 (1): 77-88	☒
Further	Lee, R.B. & Daly, R.H., 1999*The Cambridge Encyclopaedia of Hunters and Gatherers,* Cambridge: Cambridge University Press.	☒
Further	Braak, H. 2013 *Evolutionary Psychology*. New York: Pearson.	
Further	Harrison, T., & Harvati, K. 2006. *Neanderthals Revisited : New approaches and perspectives* (Vertebrate paleobiology and paleoanthropology). Dordrecht: Springer	☐
Further	Panter-Brick, C., Layton, R., & Rowley-Conwy, P. 2001, *Hunter-Gatherers: an interdisciplinary perspective,* Cambridge University Press, Cambridge, UK; New York.	☐
Further	Papagianni, D., & Morse, M. 2013. *The Neanderthals Rediscovered : How modern science is rewriting their history*. London: Thames & Hudson.	☐
Further	Pope, M. 2018 Crossing the Human Threshold. Routledge	☒

Further	Johanson, D., & Edgar, B. 1996. *From Lucy to language*. London: Weidenfeld.	☐
Further	Ashton, N. 2017 *Early Humans* William Collins	☒
Further	McGrew, W. 2004. *The cultured chimpanzee: Reflections on cultural primatology*. Cambridge: Cambridge University Press	☐

MODULE CODE: **HPED5002**
TITLE: **Humanities in Education : Becoming a Skilled Practitioner**
DATED: **08/01/2018**

LEVEL: **6**

CREDITS: **20**

JACS CODE: **X300**

AIM(S)

- To provide students with workplace experience of observing and helping in the delivery of humanities subjects in education.
- To develop students' critical engagement with their subject in education.

LEARNING OUTCOMES

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

- Critically reflect on the educational potential of the Humanities.
- To demonstrate a clear understanding of the curriculum requirements for teaching the Humanities in School.
- To evaluate various research findings on the Humanities in Education.
- To critically reflect on their own performance within a workplace setting.

INDICATIVE CONTENT

- Through a combination of lectures, seminars and experience of a classroom setting, students will explore the political, philosophical and educational context of the humanities.
- Gain an insight into the origins, background, nature and scope of the humanities in education, and the relationship between humanities, arts and sciences.
- Students will be encouraged to think about the distinctive contribution of their own subject area and specialism to the education of children and young people, drawing upon their direct experience of a workplace setting.
- From research undertaken in this field both of a practical, *practioner* type and at a more theoretically engaged level students will become aware of the need to apply current theoretical knowledge and praxis.
- Students will be encouraged to engage with various Government initiatives and agendas, such as the on-going skills-agenda and Ofsted/ Estyn reports, and explore how, and in what ways, they impact upon the Humanities in Schools.
- Undertake the equivalent of a one-week placement experience in a setting in order to focus on key module themes.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to relevant concepts, principles and practices. Practical examples in lectures will be used to support the application, discussion, and critical evaluation of subject knowledge acquired. Where applicable visiting speakers and educational visits will be used to broaden the students' experience and knowledge.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPED5002**	
Module Title	**Humanities in Education : Becoming a Skilled Practitioner**	
Classification	**Reading List entry**	**Electronic ***
Essential	Alexander, R. (2010) *Children, their World, their Education*, London: Routledge.	☐
Essential	Bage, G. (2000), ed. *Thinking History 4-14*, London: RoutledgeFalmer.	☐
Essential	Bastide, D. (1992) ed. *Good Practice in Primary Religious Education 4-11*, London: The Falmer Press.	☐
Further	Ofsted (2007) *History in the balance*, London: Ofsted.	☒
Further	Ofsted (2010) *Transforming Religious education.* London: Ofsted.	☒
Further	Ofsted (2011a) *History for all*, London: Ofsted.	☒
Further	Ofsted (2011b) *Geography – Learning to make the world of difference*, London: Ofsted.	☒
Websites	The Humanities Association sets out to to provide an independent forum for debate about major issues in all aspects of Humanities education: http://www.hums.org.uk/	☒
Websites	The Historical Association sees itself as the Voice for History, promoting the study, teaching and enjoyment of the subject. It provides many teaching resources including *Primary History*: http://www.history.org.uk/	☒

Websites	The RE Handbook provides a resource for teachers wishing to develop their subject and professional knowledge in the teaching of religion in primary and secondary schools in England: http://re-handbook.org.uk/	☒
Websites	*Framework for Children's Learning*, Cardiff: Welsh Assembly Government	☒
Websites	Welsh Assembly Government. (2008) *Foundation Phase*	☒

MODULE CODE: **HPHI5009**
TITLE: **Identity and Myth: The Normans and their World**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V150**

AIM(S)

This module focuses on an historical problem, and aims to refine your historical skills through a study of primary materials. The module aims:

- To encourage you to acquire a broad knowledge of the Normans in the Middle Ages.
- To allow you to develop a close and critical familiarity with a substantial range of primary source material relating to the origins of the Normans and their spread from Normandy to Italy, Sicily, England and the Holy Land.
- To develop a detailed appreciation of historiographical issues surrounding aspects of Norman historiography.

LEARNING OUTCOMES

By the end of the assessment of the module you should be able to:

- Demonstrate a critical understanding of the Normans as a phenomenon.
- Demonstrate a critical understanding of the distinctive contribution of the Norman myth to the historiography of the Middle Ages.
- Demonstrate advanced skills in the handling and interpretation of relevant primary source material.

INDICATIVE CONTENT

- Week One: The Normans – who were they and where did they come from?
- Week Two: Italy and Sicily.
- Week Three: England, Ireland, Scotland, Wales.
- Week Four: The Holy Land.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 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%**

READING LIST

Module Code	**HPHI5009**	
Module Title	**Identity and Myth: The Normans and their World**	
Classification	**Reading List entry**	**Electronic***
Essential	Albu, Emily, *The Normans in their Histories: propaganda, myth, and subversion* (Woodbridge, 2001)[	☐
Essential	Bates, David, *The Normans and Empire*, (Oxford, 2013)	☒
Essential	Davies, R. H. C, *The Normans and their Myth* (London, 1976)	☐
Further	Brown, R. A., *The Normans* (1984)	☐
Further	Crouch, David, *The Normans: the history of a dynasty* (London, 2002)	☐
Further	Douglas, David, *The Norman Achievement* (London, 1969)	☐
Further	Le Patourel, *The Norman Empire*, (Oxford, 1976)	☐
Further	Shopkow, Leah, *History and Community: Norman Historical Writing in the Eleventh and Twelfth Centuries* (Washington, 1997)	☐
Further	Loud, G. A, 'The 'Gens Normannorum': Myth or Reality?', *ANS*, 4 (1981), 104-116	☒
Further	Crouch, David, 'God and the Normans', *History Today*, 52:10 (2002), 11-17	☒

MODULE CODE: **HPHI5003**
TITLE: **'In the beginning was Napoleon' - State, Economy, and Nation building in Europe 1815-1914**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V100**

AIM(S)

- To encourage students to acquire a broad knowledge and understanding of the themes and concepts that emerges from a study of State, Economy, and Nation building in Europe 1815-1914.
- To help students acquire a broad knowledge of the historiographical developments that has influenced approaches to, and the understanding of, the history of Europe in the 19th Century.
- To provide students with an understanding of the significance of the history and development of Nation States, in Europe between 1815-1914.
- To enable students to explore the various ideas, debates, and controversies that surround a study of State, Economy, and Nation building in Europe 1815-1914.

LEARNING OUTCOMES

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

- Demonstrate a broad knowledge and understanding of developments in the Europe of the 19th century, around concepts of the state, nation, and various economic models.
- Demonstrate a critical understanding of the relevant historiographical arguments and debates underpinning our interpretation of various aspects of European history throughout the 19th century.
- Critically appraise and engage with the various arguments, ideas, and views relating to developments in Europe during the 19th century.
- Critically appraise a range of extracts and readings taken from primary texts on concepts of the state, nation, and economy in 19th Europe.

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INDICATIVE CONTENT

Firstly, how do we define 'the state'? This study will examine this question how the concept of the 'state' developed throughout the 19th century, and examine the relationship between the state and its people, and the measures the state takes to uphold and protect its power. The second part will look at economic activity in Europe, by examining both regional and national diversity and different levels of industrial, financial and commercial development and influence. Finally, attention will turn to the concept of 'nation', how was it defined, who defined it, and how does the idea of nation relate to culture, cultural boundaries and exclusion, and pan-cultural influence and dominance.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** x **Coursework** ☐ **Practical**

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

Example: Which had a greater impact on Europe in the first half of the 19TH Century, industrial innovation and development or political change?

Assessment Component 2

☐ **Written exam** x **Coursework** ☐ **Practical**

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

Example: Discuss the motivation behind welfare reform legislation in Europe during the latter part of the 19th Century.

Assessment Summary

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

READING LIST

Module Code	**HPHI5003**	
Module Title	**In the beginning was Napoleon' - State, Economy, and Nation building in Europe 1815-1914**	
Classification	**Reading List entry**	**Electronic***
Essential	The Nineteenth Century: Europe 1789-1914 T. C. W. Blanning (OUP, 2001)	☐
Essential	The pursuit of power: Europe 1815-1914 Richard J Evans (Penguin, 2017)	☐
Further	Age Of Revolution: 1789-1848 (History of Civilization) Eric Hobsbawm (Abacus, 1988)	☐
Further	Age Of Capital: 1848-1875 (History of Civilization) Eric Hobsbawm (Abacus, 1988)	☐
Further	Age Of Empire: 1875-1914 Eric Hobsbawm (Abacus, 1989)	☐

Further	Europe in the Nineteenth Century (General History of Europe), Harry Hearder (Routledge 1988)	☐
Further	Barricades and Borders: Europe 1800-1914 (Short Oxford History of the Modern World) , Robert Gildea (OUP, 2003, [3rd Ed])	☐
Further	A History of Modern Europe: From the French Revolution to the Present, John Merriman (W W Norton, 2009,[3rd Ed])	☐
Further	Europe Since Napoleon ,David Thomson (Penguin, 1990)	☐

MODULE CODE: **HPAN5034**
TITLE: **In the Field**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **L600**

AIM(S)

- To develop experience, and understanding, of the role of fieldworker.
- To gain experience, and recognise the complexities, of collaboration in the field.
- To embed students within a community/cultural setting so as to support the student to make a contribution to the objectives of that community/culture.

LEARNING OUTCOMES

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

- A critical understanding of how they have contributed to the community.
- The ability to critically reflect upon their experience and performance as part of their own personal and professional development.
- Transferable interpersonal, independent research and fieldworking skills.
- An understanding of, and the ability to critically reflect on, the complexities of fieldwork and collaboration.

INDICATIVE CONTENT

- The student will take part in the work of an organization, community or cultural group from the partnerships established with the University, as agreed between the practitioner and the School of Archaeology, History and Anthropology.
- Work could involve teamwork and cooperation, and will involve data collection through participant observation and immersion.
- The overall intention of the module is to support the students to become competent, culturally sensitive field researchers who can effectively collect and analyse data through practical engagement and experiential learning ‘in the field’
- The outcome of being in the field is to make a contribution to the community the student has spent time with, and from accumulated data design a small fund- or awareness-raising project that could benefit the community.

LEARNING AND TEACHING STRATEGY

Placements are used to provide students with learning opportunities away from the institution.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	102	51%
Placement learning	50	25%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** x **Coursework** ☐ **Practical**

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

Assessment Summary

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

MODULE CODE: **HPAH5028**
TITLE: **Independent Classics Research Project**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q800**

AIM(S)

- To enable students to study independently in detail an aspect of the ancient world from a specific selection of subjects under close supervision.

LEARNING OUTCOMES

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

- Demonstrate a secure understanding and knowledge of the subject of choice.
- Evaluate and analyse the different methodologies for the subject of choice.
- Evaluate critically the main sources and scholarly debates regarding the subject of choice.
- Plan and develop under supervision a critical presentation of the subject of choice.

INDICATIVE CONTENT

- The module guides students to learn how to research independently an aspect of the ancient world from a specific selection of subjects under close supervision.
- Students are given a range of topics, from literature, history and culture that are related to the research interests of members of staff, and are guided to designing their own title according to their interests within one of the specified topics.
- Students then research their chosen title independently with periodic workshops and lecturers/supervisors providing guidance and help in developing and honing research skills and independent learning.
- The module is essential preparation for the Classics Dissertation module in Level 6.

LEARNING AND TEACHING STRATEGY

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	100%

Assessment Summary

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

READING LIST

Module Code	**HPAH5028**	
Module Title	**Independent Classics Research Project**	
Classification	**Reading List entry**	**Electronic***
Essential	Peck, J. and Coyle, M. 2012: *The student's guide to writing: Spelling, punctuation and grammar* (3rd ed., Palgrave study skills). Basingstoke.	☐
Further	Barnes, R., *Successful Study for Degrees* (2nd. ed London: Routledge, 1992, 1995).	☐
Further	Bucknall, K., *Studying at University* (Plymouth: How to Books, 1996).	☐
Further	Burns, T. and Sinfield, S., *Essential Study Skills* (London: Sage, 2003).	☐
Further	Dunleavy, P., *Studying for a Degree in the Humanities and Social Sciences* (London: MacMillan, 1986).	☐
Further	Northedge, A., *The Good Study Guide* (new edition, Milton Keynes: The Open University, 2005, 2007).	☐

MODULE CODE: HPEN5018
TITLE: **Independent Creative Project**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **W800**

AIM(S)

- To enable students to develop, complete and reflect upon a creative project in a genre or field of their own choosing.

LEARNING OUTCOMES

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

- Deploy research, writing and presentation skills appropriate to the nature of their project.
- Show control over the techniques and conventions specific to that field (which may be demonstrated by purposeful flouting of such techniques and conventions).
- Exhibit an ability to present, and reflect critically on the coherence of, their own work.

INDICATIVE CONTENT

In this module, students will be expected to develop and complete a creative project. The project may take any form that is agreed by the project supervisor, but in most cases will be one of the following:

- A short collection of poetry.
- An electronic resource (hyper-text, web-site etc).
- A pieces of extended imaginative prose.
- A short play or act(s) from a play.
- Excerpts from a short film or television script.
- A work of prose non-fiction, (e.g., a biography or extended piece of travel writing or journalism).

In addition, students will be expected to maintain a reflective log-book for the module, detailing their progress.

The module will be made up of individual tuition, and particular attention will be paid to the significance of the following:

- Details of the reading necessary to develop the project, supported by an appropriately documented bibliography.
- Developing plans into completed projects.
- Editing and revision and the importance of the drafting process.
- The continued use of the reflective process.
- The completed project produced to appropriate professional standards.

LEARNING AND TEACHING STRATEGY

Individual tutorials/supervisions will be provided to enable the student to complete the project. .
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	100%

Assessment Summary

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

READING LIST

Reading materials will be determined in consultation on a project by project basis between student and supervisor.

MODULE CODE: **HPPH5025**
TITLE: **Independent Philosophy Research Project**

DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V500**

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 area and question for in-depth research.
- Construct and manage a body of research drawn from a range of source material.
- Critically evaluate a body of research, drawing interpretations and conclusions that are informed and rooted in the original research material.

INDICATIVE CONTENT

This is a piece of independent personal research, often based upon a topic of personal interest to the student. The focus of study is identified by the student. The aim is for the student to identify a body of material to study, to develop an appropriate and meaningful research question, to develop appropriate methodological and theoretical approaches to answer this research question, and to situate their work within the wider academic literature of their chosen discipline.

LEARNING AND TEACHING STRATEGY

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	100%

Assessment Summary

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

READING LIST

Module Code	**HPPH5025**	
Module Title	**Independent Philosophy Research Project**	
Classification	**Reading List entry**	**Electronic***
Essential	Martinich, A.P. *Writing Philosophy (4Th Edition),*(Wiley, 2016)	☐
Further	Vaughn, Lewis, *Writing Philosophy* (Oxford, OUP, 2006)	☐

MODULE CODE: **HPPH5020**
TITLE: **Independent Project (Ethical & Political Studies)**

DATED: 08/01/2018
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V500**

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 area and question for in-depth research.
- Construct and manage a body of research drawn from a range of source material.
- Critically evaluate a body of research, drawing interpretations and conclusions that are informed and rooted in the original research material.

INDICATIVE CONTENT

This is a piece of independent personal research, often based upon a topic of personal interest to the student. The focus of study is identified by the student. The aim is for the student to identify a body of material to study, to develop an appropriate and meaningful research question, to develop appropriate methodological and theoretical approaches to answer this research question, and to situate their work within the wider academic literature of their chosen discipline.

LEARNING AND TEACHING STRATEGY

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	100%

Assessment Summary

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

READING LIST

Module Code	**HPPH5020**	
Module Title	**Independent Project (Ethical & Political Studies)**	
Classification	**Reading List entry**	**Electronic***
Essential	Martinich, A.P. *Writing Philosophy (4Th Edition),*(Wiley, 2016)	☐
Further	Vaughn, Lewis, *Writing Philosophy* (Oxford, OUP, 2006)	☐

MODULE CODE: **HPAN5026**
TITLE: Independent Project: Political Ecology
DATED: 08/01/2018

LEVEL: 5
CREDITS: 20
JACS CODE: L600

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 demonstrate the ability to:

- Identify a suitable area and question for in-depth research.
- Construct and manage a body of raw data drawn from research amongst source materials and 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 format, be that a dissertation or extended report.

INDICATIVE CONTENT

This is a piece of independent personal research, often based upon a topic of personal interest to the student. The focus of study is identified by the student. The aim is for the student to identify a body of material to study, to develop an appropriate and meaningful research question, to develop appropriate methodological and theoretical approaches to answer this research question, and to situate their work within the wider academic literature of their chosen discipline.

LEARNING AND TEACHING STRATEGY

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	100%

Assessment Summary

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

READING LIST

MODULE CODE: **HPRS5012**
TITLE: **Independent Religious Studies Project**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**
JACS CODE: **V620**

AIM(S)

- To enable students to identify an appropriate topic and meaningful research question, and to develop appropriate approaches to answer this research question.

LEARNING OUTCOMES

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

- Identify a suitable area and question for research and demonstrate an understanding and knowledge of the subject of choice.
- Evaluate the main sources and scholarly debates regarding the subject of choice.
- Construct and manage a body of research drawn from a range of source material within a framework of established scholarly writing.
- Present the research in the appropriate way.

INDICATIVE CONTENT

- A topic will be identified by the student, with guidance from a member of the academic staff. A structured proposal will be produced and the student will be allocated a supervisor.
- The students will receive guidance from their individual supervisors and general guidance from the module co-ordinator, alongside working independently on their research.

LEARNING AND TEACHING STRATEGY

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	100%

Assessment Summary

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

READING LIST

Module Code	**HPRS5012**	
Module Title	Independent Religious Studies Project	
Classification	**Reading List entry**	**Electronic***
Essential	Greetham, Bryan, *) How to Write Your Undergraduate Dissertation*, (Basingstoke: Palgrave Macmillan, 2014).	☐
Further	Cottrell, Stella, *The Study Skills Handbook*, (Basingstoke: Palgrave Macmillan, 2013).	☐
Further	Cottrell, Stella, (*Dissertations and Project Reports: A Step by Step Guide*, (Basingstoke: Palgrave Macmillan, 2014).	☐
Further	Peck, John. andMartinCoyle ,): *The Student's Guide to Writing: Spelling, punctuation and grammar* (3rd ed)(Basingstoke: Palgrave Macmillan, 2013).	☐

MODULE CODE: **HPRS5036**
TITLE: **Independent Theology Project**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**
JACS CODE: **V610**

AIM(S)

- To enable students to identify an appropriate topic and meaningful research question, and to develop appropriate approaches to answer this research question.

LEARNING OUTCOMES

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

- Identify a suitable area and question for research and demonstrate an understanding and knowledge of the subject of choice.
- Evaluate the main sources and scholarly debates regarding the subject of choice.
- Construct and manage a body of research drawn from a range of source material within a framework of established scholarly writing.
- Present the research in the appropriate way.

INDICATIVE CONTENT

- A topic will be identified by the student, with guidance from a member of the academic staff. A structured proposal will be produced and the student will be allocated a supervisor.
- The students will receive guidance from their individual supervisors and general guidance from the module co-ordinator, alongside working independently on their research.

LEARNING AND TEACHING STRATEGY

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	100%

Assessment Summary

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

READING LIST

Module Code	**HPRS5036**	
Module Title	Independent Theology Project	
Classification	**Reading List entry**	**Electronic***
		☐
		☐
		☐
		☐
Essential	Greetham, Bryan, *) How to Write Your Undergraduate Dissertation*, (Basingstoke: Palgrave Macmillan, 2014).	☐
Further	Cottrell, Stella, *The Study Skills Handbook*, (Basingstoke: Palgrave Macmillan, 2013).	☐
Further	Cottrell, Stella, (*Dissertations and Project Reports: A Step by Step Guide*, (Basingstoke: Palgrave Macmillan, 2014).	☐
Further	Peck, John. andMartinCoyle ,): *The Student's Guide to Writing: Spelling, punctuation and grammar* (3rd ed)(Basingstoke: Palgrave Macmillan, 2013).	☐

MODULE CODE: **HPAN5031**
TITLE: **International Development and Politics Independent Project**

DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **L600**

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 area and question for in-depth research.
- Construct and manage a body of research drawn from a range of source material.
- Critically evaluate a body of research, drawing interpretations and conclusions that are informed and rooted in the original research material.

INDICATIVE CONTENT

This is a piece of independent personal research, often based upon a topic of personal interest to the student. The focus of study is identified by the student. The aim is for the student to identify a body of material to study, to develop an appropriate and meaningful research question, to develop appropriate methodological and theoretical approaches to answer this research question, and to situate their work within the wider academic literature of their chosen discipline.

LEARNING AND TEACHING STRATEGY

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	100%

Assessment Summary

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

READING LIST

Module Code	**HPAN5031**	
Module Title	**International Development and Politics Independent Project**	
Classification	**Reading List entry**	**Electronic***
Essential	Martinich, A.P. *Writing Philosophy (4Th Edition),*(Wiley, 2016)	☐
Further	Vaughn, Lewis, *Writing Philosophy* (Oxford, OUP, 2006)	☐

MODULE CODE: **HPAN5032**
TITLE: **International Development Placement**

DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **L600**

AIM(S)

- To develop experience, and understanding, of working in the development sector.

LEARNING OUTCOMES

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

- A critical understanding of the development sector.
- The ability to critically reflect upon their experience and performance as part of their own personal and professional development.
- An understanding of, and the ability to critically reflect on, the complexities of the placement.

INDICATIVE CONTENT

- The student will take part in the work of a development sector organization from the partnerships established with the University,
- The student will reflect on this work and apply theory to their analysis of this work.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning		
Placement learning	200	100%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPAN5032**	
Module Title	**International Development Placement**	
Classification	**Reading List entry**	**Electronic***
Essential	Newman, W L. 2003. Social Research Methods: Qualitative and Quantitative Approaches. Cambridge: Pearson	☐
Further	Bell, J. 2005. Doing Your Research Project. Milton Keynes: Open University Press	☐

MODULE CODE: **HPHP5001**
TITLE: International Independent Study Module (40 credit)
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **40**
JACS CODE: **V100**

AIM(S)

- To offer students the opportunity to pursue and appropriate range of learning experiences whilst studying abroad.

LEARNING OUTCOMES

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

- The ability to undertake an appropriate range of high level courses whilst abroad on an approved student exchange.
- The ability to engage critically and conceptually with all aspects of the chosen courses.
- An appropriate high level of understanding of the chosen agreed areas of study.
- The ability to independently evaluate alternative approaches to their subject area as evidenced aboard.
- The ability to organise their knowledge and learning through use of arrange of information resources, and present their work appropriately.

INDICATIVE CONTENT

- This International Independent Study module is the formal Student Learning Agreement within this Programme of Study for students wishing to Study Abroad on one of the University's approved exchange programmes.
- Students undertaking this module will have completed the formal Study Abroad regulations as identified in the Academic Quality Handbook which include approval by Academic Schools and engagement with External Examiners.
- Students undertaking this International Independent Study module will sign a Learning Agreement drawn up by the International Office in consultation with the Head of School(s) and the student through which agreed in-country programmes, courses and associated assessments will fulfil the aims of the appropriate Programme of Study. The International Office will ensure that the host institution approves the Learning Agreement.

- Pre-Study Abroad Phase.
- A Learning Agreement will be created by the appropriate Head(s) of School(s) and the International Office to include:
- The specific details of the courses which the student agrees to attend and complete assignments for whilst studying abroad.
- Details of additional compulsory practical tasks to be completed during the Study Abroad (e.g. membership of appropriate societies, clubs, teams etc.).
- Details of any additional assessment tasks which could be deemed necessary to fulfil the Aims of the Programme of Study. These agreed additional assessment tasks would normally involve the negotiation of :
- Specific suitable titles for additional areas of study.
- The intended learning outcomes of the areas of study.
- The process by which learning outcomes are to be achieved.

- The proposed assessment tasks, designed to provide evidence that the learning outcomes have been achieved.
- The proposed assessment criteria linked to the learning outcomes.
- In consultation with the tutor the student will negotiate:
- A programme of reading and/or research.
- Arrangements for interaction with the tutor during the Study Abroad.
- A date for the final submission of work.

- Study Abroad Phase.
- During the Study Abroad phase, students will undertake all aspects of the agreed Learning Agreement. In addition, the student will maintain regular contact with relevant staff at the University to monitor progress.

- Post-placement phase.
- Students must ensure that a full record of all work, including copies of all formal assessments undertaken during the Study Abroad, is kept and brought back to the University following the Study Abroad. These must be re-presented to the Head of School and final marks will be agreed as per the arrangements in the Academic Quality Handbook.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning		
Independent learning	400	100%
Placement learning		
TOTAL	**400**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	(as per the Individual Learning Agreement)	100%

This will include the associated assessments for each course studied at the host institution but could include additional assessments tasks (e.g. Study Abroad Journal) as per the agreed Learning Agreement.

Full details to be agreed and signed off by Programme Director on the Formal Agreement.

Assessment Summary

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

MODULE CODE: **HPHP5002**
TITLE: International Independent Study Module (60 credit)
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **60**

JACS CODE: **V100**

AIM(S)

- To offer students the opportunity to pursue and appropriate range of learning experiences whilst studying abroad.

LEARNING OUTCOMES

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

- The ability to undertake an appropriate range of high level courses whilst abroad on an approved student exchange.
- The ability to engage critically and conceptually with all aspects of the chosen courses.
- An appropriate high level of understanding of the chosen agreed areas of study.
- The ability to independently evaluate alternative approaches to their subject area as evidenced aboard.
- The ability to organise their knowledge and learning through use of arrange of information resources, and present their work appropriately.

INDICATIVE CONTENT

- This International Independent Study module is the formal Student Learning Agreement within this Programme of Study for students wishing to Study Abroad on one of the University's approved exchange programmes.
- Students undertaking this module will have completed the formal Study Abroad regulations as identified in the Academic Quality Handbook which include approval by Academic Schools and engagement with External Examiners.
- Students undertaking this International Independent Study module will sign a Learning Agreement drawn up by the International Office in consultation with the Head of School(s) and the student through which agreed in-country programmes, courses and associated assessments will fulfil the aims of the appropriate Programme of Study. The International Office will ensure that the host institution approves the Learning Agreement.

- Pre-Study Abroad Phase.
- A Learning Agreement will be created by the appropriate Head(s) of School(s) and the International Office to include:
- The specific details of the courses which the student agrees to attend and complete assignments for whilst studying abroad.
- Details of additional compulsory practical tasks to be completed during the Study Abroad (e.g. membership of appropriate societies, clubs, teams etc.).
- Details of any additional assessment tasks which could be deemed necessary to fulfil the Aims of the Programme of Study. These agreed additional assessment tasks would normally involve the negotiation of :

- Specific suitable titles for additional areas of study.
- The intended learning outcomes of the areas of study.
- The process by which learning outcomes are to be achieved.
- The proposed assessment tasks, designed to provide evidence that the learning outcomes have been achieved.
- The proposed assessment criteria linked to the learning outcomes.
- In consultation with the tutor the student will negotiate:
- A programme of reading and/or research.
- Arrangements for interaction with the tutor during the Study Abroad.
- A date for the final submission of work.

- Study Abroad Phase.
- During the Study Abroad phase, students will undertake all aspects of the agreed Learning Agreement. In addition, the student will maintain regular contact with relevant staff at the University to monitor progress.

- Post-placement phase.
- Students must ensure that a full record of all work, including copies of all formal assessments undertaken during the Study Abroad, is kept and brought back to the University following the Study Abroad. These must be re-presented to the Head of School and final marks will be agreed as per the arrangements in the Academic Quality Handbook.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	(as per the Individual Learning Agreement)	100%

This will include the associated assessments for each course studied at the host institution but could include additional assessments tasks (e.g. Study Abroad Journal) as per the agreed Learning Agreement.

Full details to be agreed and signed off by Programme Director on the Formal Agreement.

Assessment Summary

Activity type	**Percentage**
Written exam	
Coursework	100%

Practical	
TOTAL	**100%**

MODULE CODE: **HPAN5018**
TITLE: **International Political Economy**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**
JACS CODE: **L600**

AIM(S)

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

LEARNING OUTCOMES

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

- Critically understand the processes of global integration and fragmentation in international politics and economics.
- Distinguish between, and evaluate, different theoretical approaches to international political economy.
- Analyse the different roles of states, international organisations and non-state actors in the politics of international economic relations.

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPAN5018**	
Module Title	**International Political Economy**	
Classification	**Reading List entry**	**Electronic***
Essential	Cohn, Theodore H. Global Political Economy, Seventh Edition (New York: Routledge, 2016).	☐

MODULE CODE: **HPAR5005**
TITLE: **Interrogating the Data: Comparative analysis of source materials**
DATED: 08/01/2018
LEVEL: **5**
CREDITS: **20**

JACS CODE: V400

AIM(S)

- To promote students understanding of analytical methods and how they are applied to discipline specific data and source materials.
- To foster an understanding of how key questions relating to the past can be explored through the analysis of data driven source materials.

LEARNING OUTCOMES

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

- A knowledge and understanding of two key methods or techniques used within a discipline of choice.
- An ability to collect, present and understand data including the use of basic statistics and other graphical representations (e.g. distribution maps, scatterplots etc.).
- The ability to evaluate the limitations of data and the relationship between questions, data and ideas.
- A knowledge and understanding of how data sets should be used to address key questions and problems within cultural and environmental archaeology and other related disciplines.

INDICATIVE CONTENT

This module will examine in detail two techniques that are currently employed within archaeology and/or related disciplines. Through a series of staff supported lectures and student led seminars students will gain an understanding of the theory that underlies the methods, while practical and/or field sessions (where appropriate) will enable students to develop an understanding in the processing and examination of the discipline specific record and source materials from archaeological, historical and other contexts and their associated problems. Students will gain some in depth experience of object and data analysis protocols and practices as well as engaging with appropriate journals and literature. Analytical skills and critical thinking along with inter-personal and time management skills will be developed. Students should expect to engage with and be active in participating in student-led, discussion-based fora. Students may choose any two complementary or contrasting data sources methods as the basis of their independent research question using these to compare and contrast, stating how they either support or refute each other, and finally, how meaningful interpretations are made from such analysis. Research questions will stem from students own interest and are expected to be varied. Students are encouraged to pursue a research topic in a period, subject base, theme or technique that most interests them.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Research Portfolio	4,000 words	80%

Assessment Component 2

Written exam ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Poster	Equivalent to 1,000 words	20%

Assessment Summary

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

READING LIST

Module Code	**HPAR5005**	
Module Title	Interrogating the Data: Comparative analysis of source materials	
Classification	**Reading List entry**	**Electronic***
Further	Cottrell, S. 2005 *Critical Thinking Skills. Developing Effective Analysis and Argument* Basingstoke: Palgrave MacMillan	☐
Further	Cumming, A. 2016 Students' writing from sources for academic purposes: A synthesis of recent research. *Journal of English for Academic Purposes, 23*, 47-59.	☒
Further	Greengrass, M. & Hughes, L. M. 2008 *The virtual representation of the past* (Digital research in the arts and humanities). Farnham: Ashgate.	☐
Further	Hicks et al., 2010. *The Oxford handbook of material culture studies*, Oxford: Oxford University Press.	☐
Further	Hillerdal et al., 2015. *Debating archaeological empiricism : the ambiguity of material evidence*, New York: Routledge.	☐

Further	Knappett, C. 2005 *Thinking through material culture: An interdisciplinary perspective* (Archaeology, culture, and society). Philadelphia: University of Pennsylvania Press.	☐
Further	Lavell, C. 1997 *Handbook for British and Irish archaeology: Sources and resources*. Edinburgh: Edinburgh University Press.	
Further	Rosenthal, J. T. 2012 *Understanding medieval primary sources: Using historical sources to discover medieval Europe* (Routledge guides to using historical sources). London; New York: Routledge.	☐

MODULE CODE: **HPCH5003**

TITLE: **Introduction to Classical Chinese**
DATED: 08/01/2018
LEVEL: **5**
CREDITS: **20**

JACS CODE: **T110**

AIM(S)

- To introduce grammatical structures, function words and vocabulary of the Classical Chinese language (6th – 3rd century BC).
- To develop an understanding of the main themes and concepts of classical Chinese philosophy.

LEARNING OUTCOMES

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

- Translate Classical Chinese texts into English with appropriate reference to the grammatical features of Classical Chinese.
- Analyse and explain commonly used sentence structures and function words.
- Critically analyse and compare text passages taken from the Classical literature with reference to the philosophical, ethical and political ideas of the major school of thought in ancient China.

INDICATIVE CONTENT

- Selection of classical texts including Lunyu, Mengzi, Xunzi, Hanfeizi, Laozi, Zhuangzi, Mozi, Zuozhuan.
- Introduction to major reference works and tools for reading Classical Chinese.
- Grammatical structures and vocabulary of Classical Chinese.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☒ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPCH5003**	
Module Title	**Introduction to Classical Chinese**	
Classification	**Reading List entry**	**Electronic***
Essential	Fuller, Michael A. *An Introduction to Literary Chinese.* Cambridge, Mass.: Harvard University Press, 2004.	☐
Essential	Wang, John C.Y. et al. (eds.). *Classical Chinese Primer*. Hong Kong: Hong Kong University Press, 2007.	☐
Essential	Pulleyblank, Edwin G. *Outline of Classical Chinese Grammar.* Vancouver: University of British Columbia Press, 2003.	☐
Essential	Barnes, Archie; Starr, Don; Ormerod, Graham. *Du's Handbook of Classical Chinese Grammar: An Introduction to Classical Chinese Grammar.* York: Alcuin Academics, 2009.	☐
Further	Graham, Angus C. *Disputers of the Tao: Philosophical Argument in Ancient China.* LaSalle: Open Court, 1989.	☐
Further	Schwartz, Benjamin I. *The World of Thought in Ancient China.* Cambridge, Mass.: Harvard University Press, 1985.	☐
Further	*Cambridge History of Ancient China: From the Origins of Civilization to 221 B.C*. Ed. by Michael Loewe and Edward L. Shaughnessy. Cambridge: Cambridge University Press, 1999.	☐

MODULE CODE: **HPEN5019**
TITLE: **Introduction to the Publisher's World**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q300**

AIM(S)

- To develop students' understanding of the nature of sales and marketing, and their application within the publishing industry.

LEARNING OUTCOMES

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

- Demonstrate a sound understanding of sales and marketing within publishing contexts.
- Deploy good understanding of some of the communities that a marketer of content may have to interact with, including ethical and environmental issues and concerns.
- Exhibit a secure understanding of some aspects of the law relating to copyright and its significance for marketing practices within a publishing context.

INDICATIVE CONTENT

This module will enable students to understand marketing and sales principles, and skills in applying them to meet the demands of modern world of publishing.

Through interaction with publishers and the analysis of existing campaigns and the creation new campaigns, students will explore some or all of the following:

- The history of marketing in publishing and changes in traditional delivery patterns, particularly including the developments in online content.
- The concept of content marketing including new formats, sales channels and models.
- Market research and the publishing spectrum; understanding markets, consumers and influencers and their associated needs, preferences and behaviours.
- How to develop a marketing plan.
- The legal and ethical contexts of sales and marketing.
- Publishing for international markets: international sales and marketing strategies and global management operations.
- Publicity and PR.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2,500 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%**

READING LIST

Module Code	**HPEN5019**	
Module Title	**Introduction to the Publisher's World**	
Classification	**Reading List entry**	**Electronic***
Essential	Baverstock, A.M. How to market books. London: Kogan Page, 2009	☐
Essential	Kotler, P. et al The Principles of effective marketing. London: Pearson, 2010	☐
Essential	Blake, C. From pitch to publication. Basingstoke: Macmillan, 2007	☐
Further	Baverstock, A.M. Are books different? London: Kogan Page, 1993.	☐
Further	Cassel, J. and Bird, T. Brilliant selling. London: Pearson, 2012.	☐
Further	Jones, H. and Benson, C. Publishing Law. London: Taylor and Francis, 2011.	☐
Further	King. S. On Writing. London: Hodder and Stoughton, 2000	☐
Further	Lomax, W. and Stokes F. Marketing, London: Thompson, 2007.	☐
Further	Owen, L. , Selling rights. London: Routledge, 2010.	☐
Further	Reed, J. Get up to speed with online marketing. London: Prentice Hall, 2011.	☐

MODULE CODE: **HPHE5005**
TITLE: **Investigation and Conservation of Historic Buildings & Structures**
DATED: 08/01/2018
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V700**

AIM(S)
This module aims to develop knowledge and critical understanding of:

- The broad outlines of British architectural history through investigation of the styles, context and significance of a range of historic buildings and structures.
- How field and archive research is integrated to assess heritage value and determine the range of threats facing historic buildings and structures.
- The approaches adopted to the physical conservation of the historic environment including a broad appreciation of the suitability of different methods and techniques for a range of different settings.
- Different approaches to long term sustainability adopted by different heritage bodies and organisations. Identification of best practice in a given context.

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

- Demonstrate a broad based understanding of architectural styles, historic context and heritage significance of a broad range of historic buildings and structures.
- Work collaboratively to investigate and assess heritage value and potential threats facing historic buildings and structures.
- Evaluate approaches to the physical conservation of the built environment including the suitability of different methods and techniques in a range of different settings.
- Make reasoned and evidenced recommendations, based upon the integration of different lines of evidence and best practice, for appropriate conservation management strategies.

INDICATIVE CONTENT

- Fragments of the Past - Elements of the Present: The ubiquity of historic buildings and structures. The importance of contexts and relationships beyond the “listed” building and conservation area. Buildings as palimpsests and the influence, both conscious and unconscious, of the physical past on later activity.
- A Framework for Reading Historic Buildings (“Building Spotting”): Identifying the main architectural styles and their broad historical, social and economic context, chronological frameworks and cultural “visibility” and significance.
- Investigating Historic Buildings: Approaches to Standing Building Archaeology, Building Surveys, Conservation Surveys, Dating & Dendrochronology, Architectural History and Archive research.
- Assessing Heritage Significance: Using and integrating multiple sources of data to assess the heritage significance of a given historic building or structure.
- Building Pathology: Identifying threats to the integrity and long term future of historic buildings. In particular those posed by structural and material failures often as a result of past modifications and their cumulative effect.
- Conservation Interventions: Assessing the potential suitability of different methods and techniques for the physical conservation of historic buildings and structures in a range of different settings. Case studies explore the different approaches to

conservation intervention adopted by different heritage bodies and organisations. Identification of best practice in a given context.

- Conservation Management Planning: Integrating and using the lines of evidence noted above to build a conservation management plan (usually based on the conservation cycle) and to make evidenced recommendations for appropriate conservation interventions. The importance of working with stakeholders to explore delivery mechanisms.

LEARNING AND TEACHING STRATEGY

The core concepts of the module will be delivered through a series of **lectures** and discussed in **seminars**. **Field excursions** to key historic buildings & structures in West Wales will allow students to generate their own observations and records which will then be used as study material in follow up **workshop** sessions.

Guided Independent Study allows students to further their independent learning skills with appropriate support provided by the module tutor.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

☐ **Written exam** x **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPHE5005**	
Module Title	**Investigation and Conservation of Historic Buildings & Structures**	
Classification	**Reading List Entry**	**Electronic***
Essential	English Heritage (2013) **Practical Building Conservation: Conservation Basics**. London: English Heritage (now Historic England).	☐
Essential	Forsyth, M. (Editor) (2013) **Understanding Historic Building Conservation** (Historic Building Conservation Volume 1). Oxford: Wiley-Blackwell.	☐
Essential	Forsyth, M. (Editor) (2013) **Structures & Construction in Historic Building Conservation** (Historic Building Conservation Volume 2). Oxford: Wiley-Blackwell.	☐

Essential	Forsyth, M. (Editor) (2012) **Materials & Skills for Historic Building Conservation** (Historic Building Conservation Volume 3). Oxford: Wiley-Blackwell.	☐
Essential	Cadw (2011) **Conservation Principles for the Sustainable management of the historic environment in Wales.** CADW, Cardiff. (see www.cadw.wales.gov.uk)	☐
Further	Alcock, N.W. (1996) **Recording Timber-Framed Buildings: An Illustrated Glossary** (Practical Handbooks in Archaeology 5). York: Council for British Archaeology.	☐
Further	Beckmann, P. & Bowles, R. (2004) **Structural Aspects of Building Conservation** (2nd Edition). Oxford: Elsevier Butterworth-Heinemann.	☐
Further	Brunskill, R.W. (2000) **Vernacular Architecture: An Illustrated Handbook** (4th, fully revised edition). London: Faber & Faber.	☐
Further	Chitty, G. & Baker, D. (eds.) (2013**) Managing Historic Sites and Buildings: Reconciling Presentation and Preservation** (Issues in Heritage Management). Routledge. ISBN: 0415208149	☐
Further	Douglas, J. (2011) **Building Surveys and Reports** (4th Edition). Oxford: Wiley-Blackwell. [Intended for trainee surveyors but an essential aid to understanding non-heritage survey reports]	☐
Further	Forsyth, M. & White, L. (Editors) (2011) **Interior Finishes and Fittings for Historic Building Conservation.** Oxford: Wiley-Blackwell.	☐
Further	Lynch, G. (2007) **The History of Gauged Brickwork: Conservation, Repair and Modern Application.** (Routledge Series in Conservation and Museology). London: Routledge.	☐
Further	Rice, M. (2009) **Rice's Architectural Primer**. London: Bloomsbury Publishing.	☐
Further	Watt, D. **Building Pathology** (2nd Edition). Oxford: Wiley-Blackwell.	☐

MODULE CODE: **HPRS5013**
TITLE: **Islam in the West**

DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V622**

AIM(S)

- To provide an overview of the Muslim presence in 'the West'.
- To explore the historical relationship between the West and Islam.

LEARNING OUTCOMES

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

- Assess the role of Islam and Muslim societies in contemporary 'Western' cultural, political and social contexts.
- Display a thorough understanding of the influences which have impacted upon the development of Islam in 'the West'.
- Evaluate the methodological considerations necessary to approach the study of Islam and Muslims within contemporary western contexts.

INDICATIVE CONTENT

- Locating 'Islam' & the 'West': terminology and historical background.
- Muslim communities in contemporary 'Western' contexts: origins and distribution.
- Perspectives on migration & ethnicity issues.
- Islam in the U.K.: a case study.
- Islam and gender issues.
- Mosques and sacred space.
- 'Islamophobia'.
- Islam, media and culture.
- Islam and education.
- Al--Qaeda, 'radicalisation' and jihad.
-

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
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
Research report	2,500 words, 24 hours to prepare	50%

Assessment Summary

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

READING LIST

Module Code	**HPRS5013**	
Module Title	**Islam in the West**	
Classification	**Reading List entry**	**Electronic***
Essential	Gilliat-Ray, S., *Muslims in Britain: An Introduction* (Cambridge: Cambridge University Press, 2011)	☐
Essential	Lewis, P., *Islamic Britain: Religion, Politics and Identity among British Muslims*, (London: I.B. Tauris, 2008)	☐
Essential	*Oxford Islamic Studies Online*	☒
Further	Bayat, Asef & Linda Herrera, *Being Young and Muslim: New Cultural Politics in the Global South and North* (Oxford University Press, 2010)	☐
Further	Abbas, T., *Muslim Britain: Communities Under Pressure* (London: Zed Books, 2005)	☐
Further	Bowen, Innes. *Medina in Birmingham Najaf in Brent: Inside British Islam* (London: Hurst & Company, 2014)	☐
Further	Halliday, F., *Arabs in Exile: Yemeni Migrants in Urban Britain* (London: I. B. Tauris, 2009).	☐
Further	Cesari, J., *Muslims in the West after 9/11: Religion, Politics and Law* (London: Routledge, 2009).	☐

MODULE CODE: **HPPH5013**
TITLE: **Issues in Metaphysics**
DATED: 08/01/2018
LEVEL: **5**

CREDITS: **20**

JACS CODE: **V500**

AIM(S)

- To provide students with an understanding of key debates and positions in metaphysics.
- To engage the student in the analysis of metaphysics, and assess its 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.
- Understand the context in which the discipline of metaphysics is located.
- Understand different perspectives, approaches and schools of thought within the discipline of metaphysics, and the theories that underpin them.
- Address problems in metaphysics that have limited definition and involve many interacting factors.

INDICATIVE CONTENT

- The 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 topics such as ontology (i.e. the branch of metaphysics which deals with the most basic kinds of things that exist.
- During this course, we will cover a range of subjects in metaphysics, including: : universals and particulars; time, change and identity; necessity and possibility; and causation and counterfactuals.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
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%**

READING LIST

Module Code	**HPPH5013**	
Module Title	**Issues in Metaphysics**	
Classification	**Reading List entry**	**Electronic***
Essential	Lowe, E.J. (2002): A Survey of Metaphysics (Oxford: OUP	☐
Essential	Michael J. Loux, *Metaphysics: A Contemporary Introduction* (Routledge, 2002, 2nd edition).	☐
Essential	Michael C. Rea (ed.), *Arguing about Metaphysics* (Routledge, 2009).	☐
Further	Michael Jubien, *Contemporary Metaphysics* (Blackwell, 1987).	☐
Further	Q. Smith & L.N. Oaklander *Time, Change, and Freedom: An Introduction To Metaphysics* (Routledge, 1995)	☐
Further	T. Crane & K. Farkas, Metaphysics: a guide and anthology	☐

MODULE CODE: **HPRS5014**
TITLE: **Jesus in Context and New Testament Interpretation**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V610**

AIM(S)

- To analyse core texts from the gospels about, and scholarly quests for, the historical Jesus.
- To examine the development of christological beliefs in Jesus' identity and significance.

LEARNING OUTCOMES

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

- Demonstrate a detailed knowledge of the sources for and debates about reconstructing the teaching and activity of Jesus of Nazareth.
- Understand the origins of the Jesus movement in the context of first-century Judaism.
- Evaluate the New Testament sources using appropriate methodologies.
- Assess the origins and development of christology in the New Testament writings.

INDICATIVE CONTENT

- Major questions and concerns of scholarship about the historical Jesus.
- The quests for the historical Jesus.
- Jesus and his Jewish context.
- Key elements in Jesu' teaching: the kingdom of God and ethics.
- Jesus' healings and exorcisms.
- The death and resurrection of Jesus.
- The origins of early christology.
- New Testament Christology and Jewish monotheism.
- Interpretations of Jesus in the canonical gospels.
- Interpretations of Jesus in Paul, Hebrews and Revelation.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** X **Coursework** ☐ **Practical**

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

Assessment Component 2

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Timed assessment	48 hours	50%

Assessment Summary

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

READING LIST

Module Code	**HPRS5014**	
Module Title	Jesus in Context and New Testament Interpretation	
Classification	**Reading List entry**	**Electronic***
Essential	Bond, H.K., *The Historical Jesus: A Guide for the Perplexed* (London: T&T Clark, 2012).	☐
Essential	Tuckett, C., *Christology and the New Testament: Jesus and His Early Followers* (Louisville: Westminster John Knox Press, 2001).	☐
Further	Allison, D.C., *Constructing Jesus: Memory, Imagination and History* (London: SPCK, 2010).	☐
Further	Bockmuehl, M. (ed.), *The Cambridge Companion to Jesus* (Cambridge: Cambridge University Press, 2001).	☐
Further	Burkett, D. (ed.), *The Blackwell Companion to Jesus* (Oxford: Wiley-Blackwell, 2010).	☐
Further	Dawes, G.W., *The Historical Jesus Quest: Landmarks in the Search for the Jesus of History* (Louisville: Westminster John Knox Press, 2001).	☐
Further	Destro, A. and Pesce, M., *Encounters with Jesus: The Man in His Place and Time* (Atlanta: Augsburg, Press, 2011).	☐
Further	Fredriksen, P., *Jesus of Nazareth, King of the Jews: A Jewish Life and the Emergence of Christianity* (New York: Knopf, 1999).	
Further	Hurtado, L.W., *Lord Jesus Christ: Devotion to Jesus in Earliest Christianity* (Grand Rapids: W.B. Eerdmans, 2003).	
Further	Spence, A., *Christology: A Guide for the Perplexed* (London: T&T Clark, 2008).	
Further	Theissen, G. and Merz, A., *The Historical Jesus: A Comprehensive Guide* (London: SCM, 1998).	
Further	Williams, C.H., 'Interpretations of the Identity and Role of Jesus', in Katharine Dell (ed.), *The Biblical World: Volume 2* (London: Routledge, 2017).	

MODULE CODE: **HPRS5032**
TITLE: **Jews and Christians: From Conflict to Dialogue**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V620**

AIM(S)

- To examine the relationship between Jews and Christians in various historical, political and social contexts.
- To explore the treatment and portrayal of Jews from the first century to the twenty-first century.

LEARNING OUTCOMES

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

- Examine the relevant biblical, Christian and Jewish sources.
- Demonstrate good knowledge of the historical landmarks and figures in Jewish-Christian relations.
- Analyse Jewish theological responses to Christianity and Christian understandings of Judaism.
- Assess a range of approaches to Jewish-Christian relations in the aftermath of the Shoah (Holocaust).

INDICATIVE CONTENT

- The origins of anti-Judaism and anti-Semitism.
- Jews, Christians and 'the partings of the ways' in the first centuries CE.
- Early Christian approaches to Jews and Judaism: Melito of Sardis, John Chrysostom, and Augustine.
- Medieval Jewish-Christian relations: anti-Jewish polemic, and the impact of the Crusades and the Inquisition.
- The Reformation: the attitude of Martin Luther and John Calvin towards the Jews.
- The origins of Zionism and the establishment of the state of Israel.
- Twentieth-century anti-Semitism in Europe.
- Jewish and Christian theological responses to the Shoah (Holocaust).
- Jewish-Christian relations and wider interfaith issues.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** X **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2,500 words	50%

Assessment Component 2

☐ **Written exam** X **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPRS5032**	
Module Title	Jews and Christians: From Conflict to Dialogue	
Classification	**Reading List entry**	**Electronic***
Essential	Dunn, J.D.G., *The Partings of the Ways: Between Christianity and Judaism and their Significance for the Character of Christianity* (London: SCM, 2006).	☐
Essential	Fry, H. (ed.), *Christian-Jewish Dialogue: A Reader* (Exeter: University of Exeter, 1996).	☐
Essential	Kessler, E., *An Introduction to Jewish-Christian Relations* (Cambridge: CUP, 2010).	☐
Further	Braybrooke, M., *Time to Meet: Towards a Deeper Relationship between Jews and Christians* (London: SCM, 1990).	☐
Further	Cargas, H.J., *Shadows of Auschwitz* (New York: Crossroads, 1990).	☐
Further	Cohen, J. (ed.), *Essential Papers on Judaism and Christianity in Conflict: From Late Antiquity to the Reformation* (New York: New York University Press, 1991).	☐
Further	Cohen, J., *Living Letters of the Law: Ideas of the Jew in Medieval Christianity* (Berkeley: University of California Press, 1999).	☐
Further	Elukin, K., *Living Together, Living Apart: Rethinking Medieval Jewish-Christian Relations* (Princeton: Princeton University Press, 2007).	☐
Further	Fymer-Kensky, T. et al, *Christianity in Jewish Terms* (Oxford: Westview Press, 2002).	☐
Further	Harries, R., *After the Evil: Christianity and Judaism in the Shadow of the Holocaust* (Oxford: Oxford University Press, 2003).	☐

Further	Hasan-Rozen, G. and Dundes, A. (ed.), *The Wandering Jew: Essays in the Interpretation of a Christian Legend* (Bloomington: Indiana University Press, 1986).	
	Kessler, E. (ed.), *Jews and Christians in Conversation: Crossing Cultures and Generations* (Cambridge: Orchard Academic, 2002).	
	Kessler, E. and Wenborn, N., *A Dictionary of Jewish-Christian Relations* (Cambridge: CUP, 2005). Kessler, E. and Aitken, J. (eds.), *Challenges in Jewish-Christian Relations* (Atlanta: Paulist Press, 2006).	
	Laqueur, W., *The History of Zionism* (London: Weidenfeld and Nicolson, 1972).	
	Nicholls, W., *Christian Antisemitism: A History of Hate* (London: J. Aronson, 1993).	
	Novak, D., *Talking with Christians: Musings of a Jewish Theologian* (London: SCM, 2006).	
	Oberman, H., *The Roots of Anti-Semitism in the Age of Renaissance and Reformation* (Philadelphia: Fortress, 1984).	
	Rubenstein, R.L., *After Auschwitz: History, Theology and Contemporary Judaism* (Baltimore: John Hopkins University Press, 1992).	
	Wigoder, G., *Jewish-Christian Relations Since the Second World War* (Manchester: Manchester University Press, 1988).	
	Yuval, I.J., *Two Nations in your Womb: Perceptions of Jews and Christians in Late Antiquity and the Middle Ages* (Berkeley: University of California Press, 2006).	

MODULE CODE: **HPRS5015**
TITLE: **Judaism: From 70 CE to the Present Day**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V620**

AIM(S)

- To plot the development of Judaism over the course of the last 2000 years.
- To examine the main features of contemporary Jewish faith and culture.

LEARNING OUTCOMES

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

- Show awareness of the chief historical developments within Judaism since the destruction of the second temple.
- Identify the major characteristics of Jewish belief in its various manifestations.
- Discuss a variety of Jewish theological concepts.

INDICATIVE CONTENT

- The destruction of the second temple and its significance for the development of Jewish belief.
- Rabbinic Judaism after 70 CE.
- Nature and development of the Oral Torah.
- Jewish philosophy of the Medieval period.
- Jewish ideas about the Messiah.
- The liturgical cycle.
- Divisions within Judaism and the influence of the Enlightenment.
- The origins and beliefs of Reform Judaism.
- Zionism.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
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
Presentation	15 minutes	50%

Assessment Summary

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

READING LIST

Module Code	**HPRS5015**	
Module Title	**Judaism: From 70 CE to the Present Day**	
Classification	**Reading List entry**	**Electronic***
Essential	Brawer, N., *A Brief Guide to Judaism: Theology, History and Practice* (Philadelphia: Running Press, 2008)	☐
Essential	Hoffman, C. M., *Judaism - An Introduction: Teach Yourself* (London: Hodder Education, 2010)	☐
Essential	Robinson, R., *Essential Judaism: A Complete Guide to Beliefs, Customs and Rituals* (New York: Pocket Books, 2000)	☐
Essential	Segal, E., *Introducing Judaism* (London: Routledge, 2008)	☐
Further	Alon, G., *Jews, Judaism and the Classical World* (London: Varda Books, 2012)	☐
Further	Cohn-Sherbok, D., *Judaism: History, Beliefs and Practices* (London: Routledge, 2003)	☐
Further	Cohn-Sherbok, D., *Judaism Today* (London: Continuum, 2010)	☐
Further	DeLange, N., *An Introduction to Judaism* (Cambridge: Cambridge University Press, 2010)	☐
Further	DeLange, N. and Freud-Kandel, M., *Modern Judaism: An Oxford Guide* (Oxford: Oxford University Press, 2005)	☐
Further	Fonrobert, C. E. and Jaffee, M. S. (eds.), *The Cambridge Companion to the Talmud and Rabbinic Literature* (Cambridge: Cambridge University Press, 2007)	☐
Further	Neusner, J., *A Short History of Judaism: Three Meals, Three Epochs* (Atlanta: Fortress Press, 1995)	
Further	Neusner, J., *Judaism in the Beginning of Christianity* (Philadelphia: Fortress Press, 1984)	
Further	Neusner, J. (ed.), *The Blackwell Companion to Judaism* (London: Blackwell, 2000)	
Further	Neusner, J., *Rabbinic Literature: An Essential Guide* (Nashville, TN: Abingdon, 2005)	
Further	Samuelson, N., *Jewish Philosophy: A Historical Introduction* (London: Continuum, 2003)	

Further	Solomon, S., *Judaism: A Very Short Introduction* (Oxford: Oxford University Press, 1996)	

MODULE CODE: **HPHE5006**
TITLE: **Landscape Archaeology & Heritage**
DATED: 08/01/2018
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V700**

AIM(S)
This module aims to develop knowledge and critical understanding of:

- Landscape as an interaction of natural process and human activity - The landscape palimpsest and competing narratives.
- The range of theoretical approaches in landscape archaeology - the origins and history of these methodologies and how they have been employed; the influence they are having on the discipline and its future development.
- The array of tools that exist to survey and record landscapes including rapid advances in both satellite and low-level remote sensing.
- The broad outline of British landscape history from the late glacial to the present using an integrated approach to "cultural" and "natural" landscapes.

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

- Demonstrate a broad based understanding of landscape as a complex construct describing the interaction of natural processes and human activities.
- Illustrate an understanding of the diversity of theoretical approaches to landscape archaeology: Be able to outline and assess these methodologies, their origins, use and influence on the discipline.
- Illustrate a working knowledge of the range of tools that exist to survey and record landscapes. To be able to decide on the selection of appropriate tools.
- Evidence knowledge of the broad outline of British landscape history from the late glacial to the present including the differences between regions. Assess the threats facing archaeological and historic landscapes and outline integrated approaches to their sustainable management.

INDICATIVE CONTENT
The main themes will include:

- Landscape as "Layers of Ghosts" – the Palimpsest and how to begin to read it.
- Landscape Theory – from Local History to Phenomenology and beyond.
- Tools for landscape investigation – from basic field survey tools to Satellite remote sensing and Lidar. Determining chronologies. Recording and analysis of landscapes.
- Reading the Landscape:
    - Early Prehistoric Landscapes.
    - Later Prehistoric and Roman Landscapes.
    - Post-Roman and Medieval Landscapes.
    - Post-Medieval Landscapes – Reformation to the Industrial Revolution.
    - 20th Century and Contemporary Landscapes.
- Not in My Backyard - The range of threats (including those from both conservation and development proposals) facing archaeological and historic landscapes. Community value of sites, monuments and historic landscapes and the relevant

bodies, organisations, legal instruments and mechanisms engaged in the protection and conservation of archaeological sites, monuments and historic landscapes.

LEARNING AND TEACHING STRATEGY

Lectures provide a theoretical spine for the module. **Seminars** promote discussion and exploration of key concepts. Both prepare the participants for **field excursions** to local sites of relevant interest. **Workshops** will examine the observations made during the field excursions and support participants preparation for the assessment.

Guided Independent Study allows students to further their independent learning skills with appropriate support provided by the module tutor(s).

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** x **Practical**

Mode of assessment	**Volume**	**Weighting**
Field Record	Equivalent to 2,000 words	40%

Assessment Component 2

☐ **Written exam** x **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Report	Equivalent to 3,000 words	60%

Assessment

Assessment will be based on participating in an element of an ongoing landscape survey.

Assessment Summary

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

READING LIST

Module Code	**HPHE5006**	
Module Title	**Landscape Archaeology & Heritage**	
Classification	**Reading List Entry**	**Electronic***
Overview	Crane, N. (2017) **The Making Of The British Landscape: From the Ice Age to the Present.** London, W&N. ISBN-10: 0753826674	☐

Essential	Hingley, R. & Fleming, A. (eds.) (2007) **Prehistoric and Roman Landscapes** (Landscapes History After Hoskins). Windgather Press. ISBN-10: 1905119178	☐
Essential	Rippon, S. & Gardiner, M. (eds.) (2007) **Medieval Landscapes** (Landscapes History After Hoskins). Windgather Press. ISBN-10: 1905119186	☐
Essential	Palmer, M. & Barnwell, P.S. (eds.) (2007**) Post-Medieval Landscapes** (Landscapes History After Hoskins). Windgather Press. ISBN-10: 1905119194	
Essential	David, B. & Thomas, J. (eds.) (2012) **Handbook of Landscape Archaeology** (World Archaeological Congress Research Handbooks in Archaeology). EDS Publications Ltd. ISBN-10: 1598746162	☐
Essential	Bradley, R. 2000. **An Archaeology of Natural Places**. London, Routledge. ISBN 0 415 22150 1	☐
Further	Kluiving, S.J. & Guttmann-Bond, E. (2014) **Landscape Archaeology Between Art and Science: From a Multi- to an Interdisciplinary Approach** (Landscape and Heritage Series). Amsterdam, Amsterdam University Press. ISBN-10: 9089644180	☐
Further	Aston, M. (1985) Interpreting **the Landscape: landscape archaeology & local history**. London: Routledge	☐
Further	Johnson, M. (2006) **Ideas of Landscape.** London, Wiley-Blackwell. ISBN-10: 1405101601	☐
Further	Bender, B., Hamilton, S. & Tilley, C. (2007) **Stone Worlds: Narrative and Reflexivity in Landscape Archaeology**. Institute of Archaeology, University College London : Left Coast Press Inc.	☐
Further	Walsh, K. (2013) The **Archaeology of Mediterranean Landscapes: Human-Environment Interaction from the Neolithic to the Roman Period.** Cambridge, Cambridge University Press. ISBN-10: 052185301X	☐
Further	Rippon, S. (2004). **Historic Landscape Analysis: Deciphering the Countryside** (CBA Practical Handbook). York, Council for British Archaeology. ISBN-10: 1902771443	☐
Further	Ripon, S. Claughton, P. & Smart, C. 2009. **Mining in a Mediaeval Landscape: The Royal Silver Mines of the Tamar Valley.** Exeter, University of Exeter Press. ISBN 978 0 85989 7.	☐
Further	Hill, P. & Wileman, J. (2002) **Landscapes of War: The Archaeology of Aggression and Defence.** The History Press. ISBN-10: 0752419633	☐
Further	Gormley, A. & Penrose, S. (20017) **Images of Change: An archaeology of England's contemporary landscape: England's Late 20th Century Landscapes.** English Heritage. ISBN-10: 190562414X	☐

Further	Cowley, D.C. (2011) **Remote Sensing for Archaeological Heritage Management** (Eac Occasional Paper). Archaeolingua. 312 pages. ISBN-10: 9639911208.	☐
Further	Bewley, R. & Raczkowski, W. (eds.) (2002) **Aerial Archaeology: developing future practice.** Amsterdam, IOS Press 930.1028AER	☐
Further	French, C. (2015) **A Handbook of Geoarchaeological Approaches to Settlement Sites and Landscapes** (Studying Scientific Archaeology). Oxbow Books. ISBN-10: 178570091X	☐

MODULE CODE: **HPLA5001**
TITLE: **Latin 1**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q600**

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:

- 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.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPLA5001**	
Module Title	**Latin 1**	
Classification	**Reading List entry**	**Electronic***
Essential	JACT. 2007. *Reading Latin: Text and Vocabulary*	☐
Essential	JACT. 2007. *Reading Latin: Grammar and Exercises*	☐
Further	N. R. R. Oulton. 2000. *So You Really Want to Learn Latin Book 1*. Galore Park, UK edition.	☐

MODULE CODE: **HPLA5002**
TITLE: **Latin 2**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q600**

AIM(S)

- To provide students with a basic background in Latin a greater knowledge of some of the more complex elements of Grammar and Syntax.

LEARNING OUTCOMES

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

- Be able to translate intermediate adapted Latin texts.
- Have a good understanding of some of the more complex Latin grammar and syntax.

INDICATIVE CONTENT

- This module is aimed at students who have completed Latin 1 or already have a knowledge of basic Latin grammar and syntax.
- The module introduces students to more complex grammatical patterns and structures, and a more developed vocabulary, so that they can translate intermediate level texts.
- Students will work on a variety of grammatical exercises and on the reading and translation of specially adapted texts.

PREREQUISITES

- Students are required to have successfully completed Latin 1 to take this module.
- Alternatively, students who have received a C or above grade at GCSE Latin (or a grade equivalent) may start at Latin 2.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPLA5002**	
Module Title	**Latin 2**	
Classification	**Reading List entry**	**Electronic***
Essential	JACT. 2007. Reading Latin: Text and Vocabulary	☐
Essential	JACT. 2007. Reading Latin: Grammar and Exercises	☐
Further	N. R. R. Oulton. 2001. *So You Really Want to Learn Latin Book 2*. Galore Park, UK edition.	☐

MODULE CODE: **HPLA5003**
TITLE: **Latin 3**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q600**

AIM(S)

- To provide students with a background in Latin a thorough knowledge of some of the elements of Grammar and Syntax.

LEARNING OUTCOMES

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

- Be able to translate unadapted Latin texts.
- Have a good understanding of some of a broad range of Latin grammar and syntax.

INDICATIVE CONTENT

- This module is aimed at students who have completed Latin 2 or already have a knowledge of a range Latin grammar and syntax.
- The module introduces students to complex grammatical patterns and structures, and a broad vocabulary, so that they can translate intermediate-advanced level texts.
- Students will work on a variety of grammatical exercises and on the reading and translation of specially adapted and unadapted texts.

PREREQUISITES

- Students are required to have successfully completed Latin 2 to take this module.
- Alternatively, students who have received a grade E to C for A Level Latin (or a grade equivalent) may start at Latin 3.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPLA5003**	
Module Title	**Latin 3**	
Classification	**Reading List entry**	**Electronic***
Essential	JACT. 2007. Reading Latin: Text and Vocabulary	☐
Essential	JACT. 2007. Reading Latin: Grammar and Exercises	☐
Further	N. R. R. Oulton. 2001. *So You Really Want to Learn Latin Book 3*. Galore Park, UK edition.	☐

MODULE CODE: **HPAN5021**
TITLE: **Law and Ethics for a Future: People and Planet**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **L600**

AIM(S)

- To understand the development and role of Environmental Law and Policy.
- To consider the relationship between Environmental Protection, Sustainability and Economic pressures and legal mechanisms for enforcement and change.
- To consider the issues of status, rights and laws relevant to refugees, migrants and victims of social, economic and environmental displacement.

LEARNING OUTCOMES

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

- Critically understand and appreciate the challenges posed to the law in relation to Environmental Protection and Sustainability on the national and international stage.
- Effectively identify the issues of law and governance facing developing countries particularly those affected by political instability and climate change.
- Critically understand and appreciate the ethical, political, commercial and legal issues giving rise to and sustaining trafficking and terrorism.
- Appreciate the historical, political, economic and definitional issues relating to distinctions drawn between those identified as refugees, migrants and other categories of persons and the implications in current and future law.

INDICATIVE CONTENT

The module will explore the following content:

- Review domestic and International Environmental Law and Policy.
- Legal and Ethical shifts in the global politics of Climate Change.
- Economic and Political constraints and opportunities for Environmental Law and Sustainability.
- Legitimating human being – migrants, refugees and states of transience.
- Trafficking and Terrorism – links between human and ecological tides.
- Third Generation or ‘Green’ Human Rights, human displacement and conceptions of citizenship.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Reflective diary	1,250 words	**25%**

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Review essay	3,750 words	**75%**

Assessment Summary

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

READING LIST

Module Code	**HPAN5021**	
Module Title	**Law and Ethics for a Future: People and Planet**	
Classification	**Reading List entry**	**Electronic***
Essential	Allocating the Earth a Distributional Framework for Protecting Capabilities in Environmental Law and Policy. Breena, Holland. Oxford University Press 2016	
Essential	Courts, codes, and custom: legal tradition and state policy toward international human rights and environmental law. Zartner, Dana. New York: Oxford University Press 2014	
Essential	The Future of the Law of the Sea. Springer International Publishing 2017	
Essential	Rightlessness in an age of rights: Hannah Arendt and the contemporary struggles of migrants. Gündogdu, Ayten Author Gèundogdu, Ayten. New York: Oxford University Press 2014	
Essential	Protecting Civilians in War the ICRC, UNHCR, and Their Limitations in Internal Armed Conflicts. Miriam. Bradley. First edition. Oxford: Oxford University Press 2016	
Further	Refugee Education and Justice Issues of Representation, Redistribution and Recognition Keddie, Amanda. Cambridge Journal of Education, 2012, Vol.42 (2), p.197-212	
Further	Review of European, comparative & international environmental law. Malden, MA: Blackwell Publishing Ltd. 2013	
Further	Globalisation and ecological integrity in science and international law. Laura Westra; Klaus Bosselmann;	

	Colin L Soskolne (Colin Lionel). Newcastle upon Tyne: Cambridge Scholars Pub. 2011	
Further	Human Rights and Climate Change a Review of the International Legal Dimensions Siobhan. McInerney-Lankford Mac Darrow; Lavanya Rajamani; World Bank Content Provider Washington: World Bank Publications 2011	
Further	Global Justice and Territory Cara. Nine Oxford: Oxford University Press 2012	
Further	Karel Vasak, "Human Rights: A Thirty-Year Struggle: the Sustained Efforts to give Force of law to the Universal Declaration of Human Rights", UNESCO Courier 30:11, Paris: United Nations Educational, Scientific, and Cultural Organization, November 1977	
Further	Democracy, ecological integrity and international law. J. Ronald Engel; Laura Westra; Klaus Bosselmann. Newcastle upon Tyne England: Cambridge Scholars Pub. 2010	
Further	Environmental crime. Mary Clifford 1964-; Terry D Edwards. 2nd ed. Burlington, MA: Jones & Bartlett Learning ©2012	
Further	Transgovernance: Advancing Sustainability Governance. Louis Meuleman Meuleman, Louis Contributor; Meuleman, Louis Editor; Springer 2013	
Further	World ethics and climate change: from international to global justice. Paul G. Harris. Edinburgh: Edinburgh University Press ©2010	
Further	Frontiers of justice: disability, nationality, species membership. Martha Craven Nussbaum 1947- Cambridge, Mass.: The Belknap Press: Harvard University Press 2006	
Further	The human right to water: legal and policy dimensions. Salman M. A. Salman 1948- Siobhán Alice McInerney-Lankford 1974- Washington, D.C.: World Bank c2004	
Further	Principles of international environmental law I / Frameworks, standards and implementation; Philippe Sands. Manchester; New York : Manchester University Press 1995	
Further	http://www.coe.int/en/web/compass/the-evolution-of-human-rights	
Further	http://www.globalization101.org/three-generations-of-rights/	

MODULE CODE: HPRS5016
TITLE: **Life of Muhammad**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V622**

AIM(S)

- To introduce key concepts and issues surrounding the Prophet Muhammad, in relation to the historical and social contexts in which he received Revelation.
- To utilise portions of the Qur'an in association with various biographical sources of the Prophet.
- To develop student transferable skills including: reading primary texts (in translation) and acquisition of religious-studies terminology and methodology.

LEARNING OUTCOMES

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

- Show through written work a critical and informed approach towards the life of the Prophet Muhammad through diverse religious, historical and interpretative perspectives.
- Demonstrate a good basic knowledge of this formative period in Islam and Muslim society.
- Articulate through written work an understanding of the historical influences that have impacted upon the development of Muslim expression, and awareness of the development of primary source materials (including biography).

INDICATIVE CONTENT

- Pre-Islamic Arabia.
- Early Life of Muhammad; the Initial Revelations.
- Military and Political factors; Entry into Medina.
- The Final Sermon and the Death of Muhammad.
- Approaches towards the Life of Muhammad.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
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
Case study	2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPRS5016**	
Module Title	**Life of Muhammad**	
Classification	**Reading List entry**	**Electronic***
Essential	Lings, Martin, *Muhammad: His life based on the earliest sources*, (George Allen and Unwin, 1983).	☐
Essential	Moussalli, Ahmad S. and Gordon D. Newby. "Muḥammad." In *The Oxford Encyclopedia of the Islamic World*. *Oxford Islamic Studies Online*,	☒
Essential	*The Qur'an*, M.A.S. Abdul Haleem, (trans.), (Oxford & New York: Penguin, 2004)	☒
Further	"Muḥammad." *Encyclopaedia of Islam, Second Edition*. Edited by: P. Bearman, Th. Bianquis, C.E. Bosworth, E. van Donzel, W.P. Heinrichs. Brill Online	☐
Further	Ramadan, Tariq. *The Messenger: The Meanings of the Life of Muhammad*. (London: Allen Lane, 2007).	☐
Further	Rogerson, Barnaby, *The Prophet Muhammad: A Biography.* (London: Little Brown, 2011)	☐
Further	Armstrong, Karen. *Muhammad*. (London: Gollancz Paperback, 2ed, 1995)	☐
Further	Ishaq, Ibn, *The Life of Muhammad* (trans. A. Guillaume) (Karachi: Oxford University Press, 1955).	☐

MODULE CODE: **HPED5003**
TITLE: **Lines of Enquiry**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **40**
JACS CODE: **X300**

AIM(S)

- To explore key issues in education through placement experience and to increase students' awareness of the importance of educational research.

LEARNING OUTCOMES

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

- Identify, discuss and explore key issues in education.
- Demonstrate an awareness of various research methodologies that are relevant to education, and explore their strengths, weaknesses and limitations in the research field.
- Demonstrate an awareness of ethical issues relating to working with children and professionals in a variety of contexts.
- Organise their knowledge and learning through the use of a range of information sources, including ICT and present their work at the appropriate level.

INDICATIVE CONTENT

- An overview of quantitative and qualitative research methodologies and their function.
- An overview of ethical issues, including the use of ICT, that need to be considered when undertaking research.
- Preparation for observation placement: how to engage in reflective practice; ethical issues; health and safety concerns; communication and interpersonal skills; and also personal effectiveness.
- An exploration of relevant and current issues in primary or secondary education such as inclusion, literacy, numeracy, the Cwricwlwm Cymreig, Education for Sustainable Development and Global Citizenship,(ESDGC) social justice issues and assessment.
- The equivalent of a two-week placement experience in a setting in order to focus on key module themes. These settings can include schools, businesses, museums, galleries, national parks, and other contexts such as working alongside interested parties within a field related to education.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to relevant concepts, principles and practices. Practical examples in lectures will be used to support the application, discussion, and critical evaluation of subject knowledge acquired. Where applicable visiting speakers and educational visits will be used to broaden the students' experience and knowledge.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**400**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	A range of assessments equivalent to 10,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPED5003**	
Module Title	**Lines of Enquiry**	
Classification	**Reading List entry**	**Electronic***
Essential	Bolton, G. (2014) *Reflective Practice: Writing and Professional Development. (3rd Ed).* London: Sage. (Carm. 808.066 BOL)	☒
Essential	Thompson, S. and Thompson, N. (2008) *The Critically Reflective Practitioner*. Basingstoke: Palgrave MacMillan. (Carm 153.42 THO)	☐
Further	Bartlett,S. & Burton, D. (2012) *Introduction to Education Studies. (3rd edition)* London: Sage.	☒
Further	Burton, D. & Bartlett, S. (2004) *Practitioner Research for Teachers*, London: Paul ChapmanPublishing.	☐
Further	Cheminais, R. (2006) *Every Child Matters; A Practical Guide for Teachers,* London: Fulton.	☒
Further	Cohen, L. and Manion, L. (2011) *Research Methods in Education,* (7th ed) London: Routledge.	☒
Further	Davies, S. (2006) *The Essential guide to teaching*, Hayes: Pearson.	☐
Further	MacNaughton, G., Rolfe, S. & Siraj-Blatchford, I. (2010) *Doing Early Childhood Research: International perspectives on Theory and Practice,* (2nd edition) Berkshire: Open University Press.	☐

Further	Roberts-Holmes, G. (2008) *Doing Your Early Years Research Project*, London: Sage.	☐
Further	Welsh Assembly Government. (2008) *The National Curriculum for Wales, Key Stages 2 – 4*, Cardiff: WAG.	☐
Further	Christensen, P. & James, A. (2008) *Research with Children: Perspectives and Practices* (2nd edition) London: Falmer Press.	☐
Further	Cresswell, J. W. (4th edition) (2014) *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* Pearson Education International. Etherington, K. (2004) *Becoming a Reflexive Researcher: Using Ourselves in Research* London: Jessica Kingsley.	☐
Further	Freebody, P. (2003) *Qualitative Research in Education in Education: Interaction andPractice*, London: Sage.	☐
Further	Hopkins, D. (2008) *A Teacher's Guide to Classroom Research,* (4th edition) Buckingham: Open University Press.	☐
Further	Koshy, V. (2009) *Action Research for Improving Educational Practice*, (2nd edition) London, Paul ChapmanPublishing. (Online)	☐
Further	Kumar, R. (2011) *Research Methodology: A Step-by-Step Guide for Beginners*. (3rd edition). Sage Publications: London.	☐
Further	Mauther, M. Birch, M. Jessop, J. and Miller, T. (2002) *Ethics in Qualitative Research*, London: Sage.	☐
Further	McNamee, M. & Bridges, D. (2002) *The Ethics of Educational Research,* Oxford: Blackwells.	☐
Further	McNiff, J. Lomax, P. & White, J. (2003) *You and Your Action Research Project*, London: Routledge Falmer.	☐
Further	Muijs, D. (2004) *Doing Quantitative Research in Education with SPSS,* London, Sage.	☐
Further	Wilkinson, D. (2000) *The Researcher's Toolkit*, London: Routledge	☐
Websites	Welsh Assembly Government. (2008) *Foundation Phase Framework for Children's Learning*, Cardiff: Welsh Assembly Government	☒

MODULE CODE: **HPRS5017**
TITLE: **Living Ancestors and Talking Tree: Indigenous Religions Today**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V620**

AIM(S)

- To familiarise students with a range of beliefs and practices of indigenous people in various parts of the world.
- To enable students to examine the debate about indigenous religions in the academic field of the study of religions.

LEARNING OUTCOMES

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

- Demonstrate knowledge of the diversity of indigenous religions.
- Reflect critically on the situation and status of indigenous religions in the 21st century.
- Assess how indigenous religions are discussed in the study of religions.

INDICATIVE CONTENT

- Exploration of indigenous religions (with examples drawn from different parts of the world such as Native American religions and African traditional religions).
- Why study indigenous religions?
- From "Primitive" to "indigenous": The academic study of indigenous religions.
- The "God controversy" in pre-Christian indigenous religions.
- Modernity, resistance and indigenous people in the 21st century (with examples drawn from different parts of the world).

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	**Volume**	**Weighting**
Poster presentation	8 minutes	25%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	3,750 words	75%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75%
Practical	25%
TOTAL	**100%**

READING LIST

Module Code	**HPRS5017**	
Module Title	**Living Ancestors and Talking Tree: Indigenous Religions Today**	
Classification	**Reading List entry**	**Electronic***
Essential	Cox, J.L., *From Primitive to Indigenous: The Academic Study of Indigenous Religions* (London: Ashgate, 2007).	☐
Essential	Cox, J.L., *The Invention of God in Indigenous Societies* (Durham: Acumen, 2014).	☐
Further	Harvey, G. (ed.), *Readings in Indigenous Religions* (London: Continuum, 2002).	☐
Further	Harvey, G. (ed.), *Indigenous Religion: A Companion* (London: Continuum, 2000).	☐
Further	Olupona, J. K., *African Religions: A Very Short Introduction* (Oxford: Oxford University Press, 2014).	☐
Further	Harvey, G. (ed.), *Religions in Focus: New Approached to Tradition and Contemporary Practices* (London: Equinox, 2009).	☐
Further	Deloria, V. and J. Treat, *For this Land: Writings on Religion in America* (New York: Routledge, 1999).	☐
Further	Meyer, B., *Translating the Devil: Religion and Modernity among the Ewe of Ghana* (1999).	☐

MODULE CODE: **HPHE5007**
TITLE: **Managing Heritage Projects**
DATED: 08/01/2018
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V700**

AIM(S)

This module aims to develop knowledge and critical understanding of:

- The tools, techniques and strategies employed in the management of projects in the heritage sector including the broad theory of project management and the particular issues of the heritage context.
- Options for the governance and direction of projects - The importance of "fitness for purpose" of these structures.
- The key tools for strategic planning and the financial management of projects.
- How effective relationships can be built with stakeholders, partners, communities, audiences, customers and markets to enable the delivery and successful operation of the project.

LEARNING OUTCOMES

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

- Demonstrate an operational understanding of the range of tools, techniques and strategies available to deliver a heritage project and be able to apply those to a specific setting or activity.
- Appraise the governance structures, strategies and financial management systems of heritage projects. Where necessary formulate proposals for improvement.
- Design project plans and be able to evaluate and develop existing plans – Be able to make reasoned contributions to discussions about project implementation and progress.
- Evaluate, for a given project, the range of stakeholders, partners, communities, audiences, customers and markets and outline appropriate methods for initial and on-going engagement.

INDICATIVE CONTENT

- The scope of Heritage Project Management - Understanding and defining "need".
- Being "Fit for Purpose" - Why Governance, Strategy and Financial Management Matters. Evaluating existing structures and strategies. Creating strategic direction. Setting up appropriate structures to enable progress.
- Introduction to the broad theory of project management – Exploration of the identifying characteristics of heritage to determine what is transferable and applicable. The MORPHE system.
- Critical analysis of strategic planning: Exploring the key stages for Project delivery and how these relate to the Heritage Cycle:
    - Inception / Appraisal / Strategic Definition.
    - Feasibility / Concept Plan / Concept Design.
    - Developed Plan / Design.
    - Planning for Project Delivery (including specialist Technical Design).
    - Delivery / Activity / Construction.
    - Hand over / Operation / After Care.
- Who do we work for and who do we work with? What do they want? Exploring stakeholders, partners, communities, audiences, customers and markets. Working with Contractors.

- Beyond the Project Plan – Case studies in the realities of project delivery.

LEARNING AND TEACHING STRATEGY

Lectures provide a theoretical spine for the module. **Seminars** promote discussion and exploration of key concepts. Both prepare the participants for the field excursion.
Field excursions promote engagement with the reality of heritage project management and develop an appreciation of some of the factors which lie outside the project plan.
Workshops will examine the observations made during the field excursions and support participants preparation for the assessment.
Guided Independent Study allows students to further their independent learning skills with appropriate support provided by the module tutor(s).

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

☐ **Written exam** x **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Report	5,000 words	100%

Assessment

The module will be assessed by a report setting out a project management plan / design for the delivery for a heritage project selected from the set list.

Assessment Summary

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

READING LIST

Module Code	**HPHE5007**	
Module Title	**Managing Heritage Projects**	
Classification	**Reading List Entry**	**Electronic***
Essential	Carpenter, J. (2011) **Project Management in Libraries, Archives and Museums: Working with Government and Other External Partners.** London: Chandos.	☐
Essential	Lee, E. 2009 (2nd Edition) **Management of Research Projects in the Historic Environment: The MoRPHE Project Managers' Guide.** Download from:	x
	Historic England – On Line Guidance: See https://historicengland.org.uk/advice/technical-advice/project-management-for-heritage/	

Essential	Schofield, J., Carman, J. & Belford, P. (2011) **Archaeological Practice in Great Britain: A Heritage Handbook**. London, Springer.	☐
Further	National Historic Ships (2010) **Conserving Historic Vessels** Understanding Historic Vessels, Volume 3. NHS, Greenwich.	☐
Further	Association for Project Management (2004) (3rd edition) **A Guide to the Project Management Body of Knowledge**. Project Management Institute, London.	☐
Further	Young, T.L (2001) **The Handbook of Project Management – A Practical Guide to Effective Policies and Procedures.** Professional Paperbacks, Kogan Page, London.	☐
Further	Locock, M. (2012) **10 Simple Steps to Better Archaeological Management: Practical Tips to Improve Your Performance.** Carreg Ffylfan Press; 2nd revised edition.	☐
Further	Vilanova, R., Kloppenborg, T.J. & Wells, K.N. (2014) **Project Management for Archaeology** (Ebook). Business Expert Press.	☐
Further	Stapp, D.C. & Longenecker, J.G. (2009) **Avoiding Archaeological Disasters: A Risk Management Approach.** Techniques & Issues in CRM 2. Left Coast Press, Walnut Creek.	☐
Further	Willems, W. (2015). **Quality Management in Archaeology.** Oxbow Books.	☐
Further	Carman, J. (2015) **Archaeological Resource Management: An International Perspective.** Cambridge, Cambridge University Press.	☐

MODULE CODE: **HPAN5004**
TITLE: **Material Worlds: Approaches to Economic Relations**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **L600**

AIM(S)

- To develop students' awareness of the key principles and approaches in economic anthropology.
- To develop students' understanding of the ways material objects can create, maintain and rupture social relations.

LEARNING OUTCOMES

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

- Demonstrate the ability to discuss diverse anthropological approaches and perspectives to material objects.
- Explain how humans, in a range of social and cultural contexts, use objects to construct and communicate their biographies, tastes and social identities.
- Explain how objects create, maintain and rupture social relations using both conceptual models and specific ethnographic examples.
- Examine formalist models of economic practice and their use in a range of contemporary societies.

INDICATIVE CONTENT

- This module explores, through the use of ethnographic examples and more theoretical texts, the interactions between people and objects.
- In particular it considers how humans, in a range of social and cultural contexts, use objects to construct their identities and biographies, and communicate their position in social hierarchies.
- The module also considers how objects draw people, who may never tangibly meet, into networks of relatedness, and explores how objects – and the ways they are variably used – can create, maintain and rupture social relations.
- In so doing, it encourages students to critically question 'Western' formalist models of economic behaviour and the assumptions on which they are premised, and asks them to examine the ways in which economic practices and the treatment of objects are embedded in social relations.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** X **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Review Essay	1,000 words	20%

Assessment Component 2

Written exam x **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Research Portfolio	4,000 words	80%

Assessment Summary

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

READING LIST

Module Code	**HPAN5004**	
Module Title	**Material Worlds: Approaches to Economic Relations**	
Classification	**Reading List entry**	**Electronic***
Essential	Appadurai, A (ed). 1986, *The Social Life of Things: Commodities in Cultural Perspective,* Cambridge: CUP	☐
Essential	Bloch M & J Parry (eds.) 1989 *Money and the Morality of Exchange,* Cambridge: CUP	☐
Essential	Roseberry, W. ' The Rise of Yuppie Coffees and the Reimagination of Class in the United States, *American Anthropologist* 98 (4) 762-75	
Essential	Malinowski, B. 1922. 'The Essentials of the Kula' in *Argonauts of the Western Pacific.* London: Routledge	
Essential	Weiner, A. 1985, 'Inalienable Wealth', *American Ethnologist* 12(2)	x
Essential	Mauss, M. 1990. *The Gift: The Form and Reason for Exchange in Archaic Societies.*	
Essential	Hann C (ed). 1998, *Property Relations: Renewing the Anthropological Tradition*. Cambridge: CUP	
Essential	Myers, F. 'Burning the Truck and Holding the Country: Property, Time and the Negotiation of Identity among Pintupi Aborigines', in *Hunters and Gatherers: Property, Power and Ideology.* (vol 2) T Ingold, J Woodburn & D Riches (eds); pp 52-74, London: Berg	
Essential	Zaloom, C. 2003 'Ambiguous Numbers: Trading Technologies and interpretation in financial markets', *American Ethnologist*. 30(2): 258-272	x
Essential	Caldwell M. 2004, Domesticating the French Fry: McDonald's and Consumerism in Moscow' *Journal of Consumer Culture* 4(1), 5-26.	x

Further	Maurer, Bill. 2006, 'The Anthropology of Money', *Annual Review of Anthropology*. 35:15-36	x
Further	Miller, D (ed). 1996, *Material Culture: Why Some Things Matter,* Chicago: University of Chicago Press	☐
Further	Abbots, E-J. 2011 "It Doesn't Taste as Good from the Pet Shop": Guinea Pig Consumption the Performance of Transnational Kin and Class Relations in Highland Ecuador & New York City', *Food, Culture & Society* 14(2): 205-224	x
Further	Veblen, T. (1994 [1899] *The Theory of the Leisure Class*. New York: Dover	
Further	Lewis, T and A. Potter (eds.) *Ethical Consumption: A Critical Introduction*. London: Routledge	x
Further	Carsten, J. (ed) 2007 *Ghosts of Memory: Essays on Remembrance and Relatedness* Oxford: Blackwell (especially chapter by Empson)	x
Further	Gell, A. 1986, 'Newcomers to the World of Goods; Consumption among the Muria Gonds' in *The Social Life of Things,* A. Appadurai (ed.) Cambridge: Cambridge University Press	x
Further	Bennett, J. 2010 *Vibrant Matter: The Political Ecology of Things*. Durham: Duke	
Further	West, H.G & N. Domingos. 2012, 'Gourmandizing Poverty Food: The Serpa Cheese Slow Food Presidium', *Journal of Agrarian Change* 12(1): 120-143	x
Further	Law, J. and J Hassard, (eds.) 1999, *Actor Network Theory and After* (Sociological Review Monographs), Oxford: Wiley-Blackwell	
Further	Carrier, J. 2005 *A Handbook of Economic Anthropology*, Cheltenham: Edgar Elgar	
Further	Graeber, D. 2001, *Toward an Anthropological Theory of Value*	
Further	Narotsky, S. 1997. *New Directions in Economic Anthropology,* London: Pluto Press	
Further	Ritzer, G (ed). 2010, *McDonaldization: The Reader, 3rd ed.* LA: Pine Forge	
Further	Wilk, R. 1996, *Economies and Cultures: Foundations of Economic Anthropology*, Boulder CO: Westview Press	
Further	Latour, B. 2005. *Reassembling the Social: An Introduction to Actor-Network Theory*. Oxford: Oxford University Press	
Further	Hart, K and C. Hann. 2011 *Economic Anthropology,* Cambridge: Polity Press	x
Further	Strathern, M. 1988, *The Gender of the Gift.* Berkeley: University of California Press	
Further	Sahlins, M. 1974, *Stone Age Economics.* London: Routledge	
Further	Brown, M.F. 1998, 'Can Culture Be Copyrighted?', *Current Anthropology* 39(2): 193-222	x
Further	Taussig, M. 1977, 'The Genesis of Capitalism Among a South American Peasantry: Devil's Labour and the Baptism of the Banknote', *Comparative Studies in Society and History* 19	x

MODULE CODE: **HPAN5009**
TITLE: Materialities in Anthropology
DATED: 08/01/2018
LEVEL: 5
CREDITS: 20
JACS CODE: L600

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	equivalent of 3,000 words	60%

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Exhibit and presentation	14 minutes	40%

Assessment Summary

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

READING LIST

Module Code	**HPAN5009**	
Module Title	**Materialities in Anthropology**	
Classification	**Reading List entry**	**Electronic***
Essential	Bennett, J. 2010 *Vibrant Matter: a political ecology of things* Duke University Press	☒
Essential	Coole, S and Frost, D (eds.) 2013 *New Materialisms: ontology, agency and politics* Duke University Press	☒
Essential	Ingold, T. 2013 *Making: anthropology, archaeology, art and architecture*. Oxon: Routledge	☒
Further	Neimanis, A. G., Chen, C., & Macleod, J. 2013 *Thinking with Water* McGill-Queen's University Press: Montréal & Kingston	☒
Further	Kirksey, E 2014 *The Multispecies Salon* Duke University Press	☒
Further	Knappett, C. 2005. *Thinking Through Material Culture: an interdisciplinary perspective (Archaeology, culture and society)* University of Pennsylvania Press: Philadelphia	☒
Further	Hodder, I. 2012 *Entangled: an archaeology of the relationships between humans and things*. John Wiley; Oxford	☒
Further	Malafouris, L. 2013 *How Things Shape the Mind: a theory of material engagement* MIT Press: MIT	☒
Further	Miller, D. 2010 *Stuff* Polity Press: Cambridge	☐
Further	Morton, T. 2013 *Hyperobjects: philosophy and ecology after the end of the world* University of Minnesota Press: Minnesota	☒
	Strang, V 2015 *Water: Nature and Culture* Reaktion: London	

Module Code: **HPAN5029**
TITLE: Measuring Up? The Psychology of Difference
Dated: 08/01/2018
Level: 5
Credits: 20

JACS Code: **C800**

AIMS(S)

- To provide students with an understanding of differential psychology and individual differences.
- To enable students to engage with some of the key concepts and debates surrounding the use of psychometric data.

LEARNING OUTCOMES

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

- Demonstrate a broad understanding of individual differences and evaluate evidence from a range of relevant sources.
- Present and interpret some form of diagnostic data and appreciate the context in which such data may be used.
- Demonstrate an awareness and understanding of issues relating to the collection and application of individual data for selection and employment purposes.
- Appreciate and consider cultural and philosophical implications relevant to this research area.

INDICATIVE CONTENT

This module is for humanities students of various disciplines and provides an insight into differential psychology and its applications.
Differential psychology considers individual differences between particular people and groups of individuals, as opposed to documenting similarities, or patterns of behaviour, which can be collectively applied to people in general.

Students will be introduced to concepts such as:

- Normal and abnormal behaviour.
- The classification of abnormality.
- Differences in personality traits.
- Personality disorders.

Methodological and ethical concerns of research and practice will be considered and critically examined, as well as examples of practical applications to areas such as health, employment and forensic psychology.

LEARNING AND TEACHING STRATEGY

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		

TOTAL	**200**	**100%**

Assessment

Assessment Component 1 - 50%

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2,500 words	50%

Assessment Component 2 - 50%

☐ **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%**

READING LIST

Module Code	**HPAN5029**	
Module Title	**Measuring Up? The Psychology of Difference**	
Classification	**Reading List entry**	**Electronic***
Essential	Coolican, H. 1994. *Research Methods and Statistics in Psychology*. London: Hodder & Stoughton**.**	☐
	Gross, R. 2010. *Psychology: The Science of Mind and Behaviour*. London: Hodder Education.	☒
Recommended	Furnham, A. 2008. *Personality and intelligence at work*. London: Routledge.	x
	Haslam, N. 2007. *Introduction to Personality and Intelligence* (Sage foundations of psychology series). Sage Publications.	
	Maltbey, J., Day, L. & Macaskill, A., 2013. *Personality, individual differences and intelligence* 3rd ed., Harlow: Pearson.	x
	Morrison, W. 2016. *Theoretical Criminology from Modernity to Post -Modernism.* [S.l.]: Routledge-Cavendish.	x

MODULE CODE: **HPAN5007**
TITLE: Medical Anthropology
DATED: **08/01/2018**

LEVEL: 5
CREDITS: 20

JACS CODE: L600

AIM(S)

- To apply anthropological theories and methods to the study of culture, health and illness.
- To develop a detailed appreciation of the key perspectives and current debates in the field of medical anthropology.

LEARNING OUTCOMES

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

- Demonstrate an understanding of the nature of health and illness, and the role of social relations in shaping disease and its treatment.
- Demonstrate a clear knowledge and understanding of different cultural beliefs and practices surrounding physical and mental health.
- Demonstrate an understanding of anthropological and biocultural methods of investigation and their application to contemporary health issues.
- Discuss the different ways (cultural and biological) that humans accommodate and adapt to challenges to their health and the consequences of these.

INDICATIVE CONTENT

Medical anthropology, according to the Society for Medical Anthropology, is 'a subfield of anthropology that draws upon social, cultural, biological, and linguistic anthropology to better understand those factors which influence health and well being (broadly defined), the experience and distribution of illness, the prevention and treatment of sickness, healing processes, the social relations of therapy management, and the cultural importance and utilization of pluralistic medical systems.' The module is broadly divided into four parts:

- Understanding health and illness – the contested meanings of health, cultural definitions of health and ill health, health as a universal right, mental health.
- Theories of disease causation – explanatory models, ethnographic explanations, biocultural and ecological models, structural and critical theories.
- Treatment and prevention – ethnomedicine, case studies and cross-cultural examples, ethnography of Western biomedicine, complementary and pluralistic medical systems, medicine and symbolism, structural and radical responses to ill-health.
- Applied medical anthropology – using knowledge, theories and methods of medical anthropology to address real-world health issues.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%

Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** X **Coursework** ☐ **Practical**

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

Assessment Component 2

Written exam x **Coursework** ☐ **Practical**

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

Assessment Summary

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

Reading List

Module Code	**HPAN5007**	
Module Title	**Medical Anthropology**	
Classification	**Reading List entry**	**Electronic***
Essential	Brown, P. and Barrett, R. *Understanding and Applying Medical Anthropology.* (2nd ed.) McGraw Hill Higher Education, 2009.	☐
Essential	Helman, C. *Culture, Health and Illness*. (5th ed.) Hodder Arnold, 2007.	☐
Essential	Singer, M and Baer, H. *Introducing Medical Anthropology: A Discipline in Action.* Plymouth: AltaMira Press, 2007.	x
Further	Good, B. J. *Medicine, Rationality and Experience: An Anthropological Perspective.* Cambridge University Press:Cambridge. 1994.	x
Further	Inhorn, M. C. & Wentzell, E. A. (Eds). *Medical Anthropology at the Intersections: Histories, Activisms , and Futures.* Duke University Press. 2012.	
Further	Farmer, P. *Infections and Inequalities: The Modern Plagues.* University of California Press, 1999.	
Further	Inhorn, M. C. & Wentzell, E. A. (Eds). *Medical Anthropology at the Intersections: Histories, Activisms , and Futures.* Duke University Press. 2012.	x

Further	Littlewood, R. and Dein, S. *Cultural psychiatry and medical anthropology : an introduction and reader*. London: Athlone Press, 2000.	☐
Further	Lupton, D. *Medicine as Culture: Illness, Disease and the Body in Western Societies.* London: Sage, 2003.	x
Further	Sargent, C. F. & Johnson, T. M. (Eds.) *Medical Anthropology: Contemporary Theory and Method.* Praeger:Westport. 1996	☐
Further		
Further	Winkelman, M. *Culture and Health: Applying Medical Anthropology.* Jossey-Bass, 2008.	x

MODULE CODE: HPHI5015
TITLE: Medieval Prose in Wales
DATED: 08/01/2018

LEVEL: 5
CREDITS: 20

JACS CODE: Q300

AIM(S)

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

LEARNING OUTCOMES

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

- Demonstrate a detailed knowledge and appreciation of a selection of medieval prose texts relating to Wales.
- Critically analyse, interpret and evaluate specific examples of primary medieval sources and the hypotheses proposed about these texts in a range of secondary sources.
- Transmit their understanding and knowledge of key aspects of these medieval texts orally in class and textually in written coursework.

INDICATIVE CONTENT

This module 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 (for example the White Book of Rhydderch) 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 the concept of the *mab darogan* (the son of prophecy). 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. Other concepts to be considered include medieval chivalry and key medical ideas such as the four humours. A selection of medicinal recipes, some of which are associated with the Physicians of Myddfai, will be considered. Native medieval Welsh law texts and what they reveal about social status, the ruler and his court, murder, insult, 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, Teilo and Winefride) will also be analysed and hagiography will be compared with secular historical writings such as the medieval Life of Gruffudd ap Cynan.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Oral presentation	6 minutes	20%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
essay	4,000 words	80%

Assessment Summary

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

READING LIST

Module Code	**HPHI5015**	
Module Title	Medieval Prose in Wales	
Classification	**Reading List entry**	**Electronic***
Essential	Bromwich, R. *et al.* (eds), *The Arthur of the Welsh* (Cardiff: University of Wales Press, 1991).	☐
Essential	Davies, S. (trans.) *The Mabinogion* (Oxford: Oxford University Press, 2007).	☐
Essential	Jenkins, Dafydd. *The Law of Hywel Dda: Law Texts from Medieval Wales* (Llandysul: Gomer, 1986).	☐
Essential	Jenkins, Dafydd and Owen, Morfydd E. (eds), *The Welsh Law of Women* (Cardiff: University of Wales Press, 1980).	☐
Essential	Owen, Morfydd E. 'Meddygon Myddfai: a preliminary survey of some medieval writings in Welsh', *Studia Celtica,* 9/10 (1995), 201-33.	☒
Essential	Russell Paul (ed. and trans.), *Vita Griffini Filii Conani: the medieval Latin Life of Gruffudd ap Cynan* (Cardiff: University of Wales Press, 2005).	☐

Further	Cartwright, Jane. *Feminine Sanctity and Spirituality in Medieval Wales* (Cardiff: University of Wales Press, 2008)	
Further	Cartwright, Jane (ed.) *The Cult of St Ursula and the 11,000 Virgins* (Cardiff: University of Wales Press, 2016)	☒
Further	Davies, S. 'Written text as performance: the implications for Middle Welsh prose narratives', in Huw Pryce (ed.), *Literacy in Medieval Celtic Societies* (Cambridge: Cambridge University Press), 1998, pp. 133-48.	☐
Further	Evans, D. Simon (ed.and trans.) *A Mediaeval Prince of Wales: the life of Gruffudd ap Cynan* (Felinfach: Llanerch, 1990).	☐
Further	Evans, J. Wyn and Wooding, Jonathan M. (eds), *St David of Wales: Cult, Church and Nation* (Woodbridge: The Boydell Press, 2007)	
Further	Geoffrey of Monmouth, *History of the Kings of Britain* (trans.) Lewis Thorpe (Harmondsworth: Penguin, 1966).	☐
Further	Henken, Elissa R. *Traditions of the Welsh Saints* (Cambridge: D.S. Brewer, 1987).	☐
Further	Huws, Daniel. *Medieval Welsh Manuscripts* (Cardiff: University of Wales Press and the National Library of Wales, 2000)	☐
Further	Jones, Thomas (ed. and trans.), *Brut y Tywysogion or the Chronicles of the Princes: Peniarth MS 20 Version* (Cardiff: University of Wales Press, 1952).	☐
Further	Luft, Diana, 'The meaning of Mabinogi', *Cambrian Medieval Celtic Studies*, 62 (2011), 57-80	☒
Further	Roberts, Brynley F. *Studies on Middle Welsh Prose Narratives: From Traditional Tale to Literary Stories* (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', *Cambridge Medieval Celtic Studies*, 6 (1991), 31-61.	☒
Further	Sims-Williams, P. *Irish Influence on Medieval Welsh Literature* (Oxford: Oxford University Press, 2010)	☐
Further	Siraisi, Nancy. *Medieval and Early Renaissance Medicine: An Introduction to Knowledge and Practice* (Chicago: University of Chicago Press, 1990)	
Further	Valente, Roberta L. '*Merched y Mabinogi*: Women and the Thematic Structure of the Four Branches' (unpublished PhD thesis, Cornell University, 1986)	☒

MODULE CODE: **HPAR5006**
TITLE: Mediterranean Seafaring
DATED: 08/01/2018
LEVEL: 5
CREDITS: 20

JACS CODE: V400

AIM(S)

- To enable students to explore the various techniques developed to identify, record and analyse the archaeological remains of ships and boats.
- To explore the development of boat and ship building traditions in the Mediterranean from the Pre-dynastic Egyptian period to the late Medieval period.

LEARNING OUTCOMES

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

- An in-depth knowledge of developments in shipbuilding traditions in the Mediterranean from Pre-dynastic to late Medieval periods.
- A detailed knowledge of techniques employed in the prospection, excavation and documentation of remains of ships and boats located in and around the Mediterranean.
- The ability to contextualise major ship and boat finds within their cultural and landscape contexts.
- The ability to critically evaluate the archaeological remains of boats and ships through reference to previous nautical discoveries.

INDICATIVE CONTENT

Through a series of lectures, students will be introduced to the development of boats, ships, seafaring and maritime trade in the Mediterranean world. Topics covered include the following broad themes:

- Ships and Seafaring in the Bronze Age Mediterranean.
- Ships and Seafaring in the Archaic and Classical Periods.
- Roman Ships and Seafaring.
- Early Medieval Ships and Seafaring in the Byzantine Mediterranean.

Lectures will focus on key sites and topics like Predynastic and Dynastic Egyptian Ships and Seafaring, Khufu's Boat and the Dashur Boats, Bronze Age Shipwrecks/Cape Gelidonya Shipwreck, the Uluburun Shipwreck, the Bon Porte, Giglio, Ma'agan Michael, Porticello, Tektas shipwrecks, the Kyrenia Shipwreck, Early Mediterranean Warships, Roman Merchantmen/Madrague de Giens Shipwreck, Anchors and Roman Harbours, Maritime Trade and Transport (Amphoras), Byzantine Seafaring, the Yassiada Shipwrecks, and the Serce Limani shipwreck.

Students will be encouraged to consider these discoveries within the context of archaeological study of contemporary society rather than as a separate discipline. Ethical and management issues will be explored through seminars addressing topical debates within the sphere of nautical archaeology

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage

Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT
Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment	2,500 words	50%

Assessment Component 2

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
In Class Test	2 hours	50%

Assessment Summary

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

READING LIST

Module Code	**HPAR5006**	
Module Title	**Mediterranean Seafaring**	
Classification	**Reading List Entry**	**Electronic***
Essential	Bowens, A., & Nautical Archaeology Society. (2009). **Underwater archaeology: The NAS guide to principles and practice.** Malden, MA: Blackwell Pub.	☐
Essential	Casson, L. 1995. **Ships and Seamanship in the Ancient World.** The Johns Hopkins University Press	
Essential	Catsambis, A., Ford, B., & Hamilton, D. L. (2011). **The Oxford handbook of maritime archaeology**. Oxford: Oxford University Press.	☐
Essential	Morrison, J., and Coates, J. 1996. **Greek and Roman Oared Warships**. Oxford: Oxbow Books	☐
Essential	Steffy, J. R 1994 **Wooden ship building and the interpretation of shipwrecks**. London : Chatham Publishing ; College Station : Texas A&M University Press	☐

Further	Delgado, J.P. (ed.) 2001 **British Museum Encyclopaedia of Underwater and Maritime Archaeology**. London: British Museum Press.	☐
Further	Green, J. N. 2004. **Maritime archaeology: A technical handbook.** Amsterdam: Elsevier/Academic Press.	☐
Further	Muckelroy, K. 1978 **Maritime Archaeology**. Cambridge University.	☐
Further	Hutchinson, G. 1997 **Medieval Ships and Shipping**. Leicester University Press, London.	☐
Further	McGrail S 1998 **Ancient boats in North-West Europe** Longman	☐
Journals	International Journal of Nautical Archaeology Journal of Maritime Archaeology Journal of Roman Archaeology	☐

MODULE CODE: **HPPH5014**
TITLE: **Merleau-Ponty and Wittgenstein**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V500**

AIM(S)

- To provide students with an understanding of the work of two of the major figures of 20th century philosophy: figures who, while normally located in different traditions, have close affinities in their philosophical concerns and approaches.

LEARNING OUTCOMES

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

- Outline the central features of the thought of Merleau-Ponty and Wittgenstein, and the relationship between the two in their treatment of particular issues.
- Assess their contributions to philosophy, engaging critically with their most important lines of thought.

INDICATIVE CONTENT

- Merleau-Ponty's treatment of perception and Wittgenstein's of 'seeing an aspect'.
- Merleau-Ponty on my experience of my own body.
- Wittgenstein on my experience of others.
- Merleau-Ponty and Wittgenstein on language.
- The self and privacy.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
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%**

Module Code	HPPH5014	
Module Title	**Merleau-Ponty and Wittgenstein**	
Classification	**Reading List entry**	**Electronic***
Essential	Merleau-Ponty, Phenomenology of Perception	☐
Essential	Ludwig Wittgenstein's *Philosophical Investigations*	☐
Essential	Ludwig Wittgenstein, *The Blue and Brown Books*	☐
Further	Marie McGinn, *Wittgenstein and the Philosophical Investigations*	☐
Further	Fergus Kerr, *Theology after Wittgenstein*	☐
Further	Eric Matthews, *The Philosophy of Merleau-Ponty*	☐
Further	Simon Glendinning, *In the name of phenomenology*	☐
Further	Carman and Hansen (eds), *The Cambridge Companion to Merleau-Ponty*	☐
Further	O. Hanfling, *Wittgenstein's Later Philosophy*	☐

MODULE CODE: **HPPH5022**
TITLE: **Metaethics**

DATED: 08/01/2018
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V500**

AIM(S)

- To develop an understanding of key debates and positions in metaethics.
- To engage the student in the analysis of key debates and positions in metaethics.

LEARNING OUTCOMES

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

- The ability to analyse, interpret, evaluate and present relevant information, concepts and ideas in the study of philosophy.
- An awareness of the nature and scope of moral philosophy.
- An understanding of the different perspectives, approaches or schools of thought within the discipline of moral philosophy and the reasoning behind them.
- The ability to address broadly defined, complex problems in moral philosophy.

INDICATIVE CONTENT

- Moral realism and moral non-realism.
- Cognitivism and non-cognitivism.
- Error Theory.
- Moral motivation.
- The problem of moral saint and the moral overriding principle.
- The problem of moral luck.
- The nature of moral obligation

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
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%**

READING LIST

Module Code	**HPPH5022**	
Module Title	**Metaethics**	
Classification	**Reading List entry**	**Electronic***
Essential	Fisher, Andrew, Metaethics: An Introduction, (Durham: Acuman, 2011)	☒
Essential	Gensler, Harry J., Ethics: A Contemporary Introduction,(New York: Routledge, 2011)	☒
Essential	McNaughton, David, Moral Vision, (Oxford: Blackwell, 1988)	☐
Further	Mackie, J.L. Ethics: Inventing Right and Wrong, (London: Penguin, 1977)	☐
Further	Raphael, D.D., Moral Philosophy, (Oxford: Oxford University Press, 1981)	☐
Further	Williams, Bernard, Morality, (Cambridge: Cambridge University Press, 1976)	☐
Further	Smith, Michael, The Moral Problem, (Oxford: Wiley - Blackwell, 1994)	☐
Further	Brink, David O., Moral Realism and the Foundation of Ethics, (Cambridge: Cambridge University Press, 1989)	☐

Module Code: HPAN5016
TITLE: Mind Games: Media Psychology
Dated: 08/01/2018

Level: 5
Credits: 20

JACS Code: **C800**

AIMS(S)

- To introduce the sub-discipline of media psychology.
- To examine the main psychological approaches to understanding media and behaviour.
- To explore how psychology is applied to the study, development and practices in media.

LEARNING OUTCOMES

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

- An understanding of the main applications of psychology in media communication and persuasion.
- An appreciation of how different forms of media communication affect individual and group/societal behaviour.
- An understanding of psychological research methods used in analysing media practices.

INDICATIVE CONTENT

This module is for humanities students of various disciplines and provides an insight into media psychology and its applications.
The module will provide an introduction to major psychological theories related to different aspects of media communication. It will cover four main areas:

- Cinema and Film: exploring how film has influenced behaviour and how psychological differences have been used to inform film scripts and production.
- Advertising: examining the psychological “techniques” used in advertising and the impact on different groups within society, eg. gender, sexuality, body image.
- Social Media: discussing current, dynamic psychological research being carried out on a number of social media communication methods, and exploring the impact on individual and group behaviour, eg. Facebook, Twitter, Instagram etc.
- Music: exploring the use of music as a media tool, the psychological effect of music when used as a mode of communication, and how the wider music industry uses music, lyrics, videos etc. to modify/change behaviour.

LEARNING AND TEACHING STRATEGY

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1 - 100%

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPAN5016**	
Module Title	**Mind Games: Media Psychology**	
Classification	**Reading List entry**	**Electronic***
Essential	Coolican, H. 1994. *Research Methods and Statistics in Psychology*. London: Hodder & Stoughton**.**	☐
	Gross, R. 2010. *Psychology: The Science of Mind and Behaviour*. London: Hodder Education.	☒
Recommended	Brewer, G. (2011) *Media Psychology.* Basingstoke:Palgrave Macmillan.	
	Brock, T. (2005) *Persuasion, Psychological Insights and Perspectives.* London:Sage.	
	Burr, V. (1998) *Gender and Social Psychology.* London:Routledge	
	Giles, D. (2010) *Psychology of the Media*. Basingstoke:Palgrave Macmillan.	
	Hills, M. (2002) *Fan Cultures.* London:Routledge	
	Joinson, A. (2003) *Understanding the Psychology of Internet Behaviour: Virtual Worlds, Real Lives.* Basingstoke:Palgrave Mcmillan	

MODULE CODE: **HPEN5008**
TITLE: Modernism and Modernisms
DATED: 08/01/2018

LEVEL: 5
CREDITS: 20
JACS CODE: **Q300**

AIM(S)

- To explore the internal variety and range of experimentation encompassed by the critical concept of 'Modernism' and exhibited within early twentieth-century writing.
- To examine critically the configurations of social, historical, and cultural forces to which specific Modernist texts both refer and respond.

LEARNING OUTCOMES

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

- Show a sound knowledge of a varied range of Modernist texts informed by understanding historical and sociocultural contexts.
- Exhibit a secure understanding of the ongoing critical debates concerning 'Modernism', its precise definition, and historical importance through a systematic understanding of the key concepts and characteristic formal and thematic features associated with literary Modernism.
- Demonstrate, through a secure understanding of the key concepts and characteristic formal and thematic features associated with literary Modernism, a grasp of the ongoing critical debates concerning the precise definition, and historical importance of 'Modernism'.

INDICATIVE CONTENT

- Focusing primarily (but not exclusively) upon writing in English from the period 1890-1939, this module will explore a range of experimental texts which can be seen to grow out of and respond to the heterogeneous artistic and cultural movements active in European Modernism.
- Close reading techniques will be employed in order to draw out the implications of particular formal and stylistic innovations, but the Modernist quest for new forms and languages will also be placed firmly within its appropriate social and historical contexts.
- Close attention will be paid to the ways in which Modernist writers respond not only to the broad economic and technological transformations of modernisation, including changing understandings of the self and of the nature of time, but also to specific historical 'events' which have left their marks upon modern consciousness. These include:
    - The sinking of HMS Titanic.
    - The Russian Revolution.
    - The Easter Rising of 1916.
    - The Great War.
- Literary and artistic production will also be discussed in relation to the major intellectual and political developments of the period, and the dynamic, interdisciplinary nature of Modernist artistic practice will be emphasised.
- Modernism will be understood, furthermore, as a 'movement of movements', an internally various and often contradictory phenomenon in which the demand to 'make

it new' through radical experimentation is balanced against a deep-seated investment in tradition and continuity.
- This dialectical approach will also foreground problems of definition and differentiation, and students will be encouraged to think about the construction (and possible deconstruction) of Modernism as a critical concept.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 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%**

READING LIST

Module Code	**HPEN5008**	
Module Title	Modernism and Modernisms	
Classification	**Reading List entry**	**Electronic***
Essential	Conrad, J. *Heart of Darkness*. Harmondsworth: Penguin, 2000.	☐
Essential	Eliot, T.S. *The Waste Land and Other Poems*. Harmondsworth: Penguin, 2003.	☐
Essential	Joyce, J. *Dubliners*. New York: Norton, 2006.	☐
Essential	Kafka, F. *The Metamorphosis*. New York: Norton, 1996.	☒

Essential	Nicholls, P. *Modernisms: A Literary Guide.* Basingstoke: Macmillan, 1995.	☐
Essential	Pound, E. 'Cathay', *Selected Poems*. London: Faber and Faber, 2004.	☒
Essential	Stein, Gertrude, 'Melanctha' in *Three Lives*	☒
Essential	Woolf, V. *To the Lighthouse*. Oxford: Oxford World's Classics, 2006.	☒
Essential	Yeats, W.B. *Selected Poems*. Harmondsworth: Penguin, 2000.	☒
Further	Ayers, D. *Modernism: A Short Introduction*. Oxford: Blackwell, 2004.	☒
Further	Berman, M. *All that is Solid Melts into Air: The Experience of Modernity*. London: Verso, 1983	
Further	Booth, A. *Postcards from the Trenches: Negotiating the Space between Modernism and the First World War*. Oxford: Oxford University Press, 1996.	☐
Further	Bradbury, M. & McFarlane, J. eds. *Modernism* 1890-1930. Harmondsworth: Penguin, 1990.	☐
Further	Brooker, P. ed. *Modernism/Postmodernism*. London; New York: Longman, 1992.	☐
Further	Butler, C. *Early Modernism: Literature, Music and Painting in Europe 1900-1916.* Oxford: Clarendon, 1994.	☐
Further	Cahoone, L. ed. *From Modernism to Postmodernism: An Anthology*. Oxford: Blackwell, 2002. Press, 1999	☐
Further	Childs, P. *Modernism*. London; New York: Routledge, 2000.	☐
Further	Emig, R. *Modernism in Poetry: Motivations, Structures and Limits*. London; New York: Longman, 1995	☐
Further	Goldman, J. *Modernism 1910-1945: Image to Apocalypse*. Basingstoke: Palgrave, 2004.	☐
Further	Kolocotroni, V. et al eds. *Modernism: An Anthology of Sources and Documents.* Edinburgh: Edinburgh University Press, 1998	☐
Further	Levenson, M. ed., *The Cambridge Companion to Modernism*. Cambridge: Cambridge University Press, 1999	☐
Further	Miller, T. *Late Modernism: Politics, Fiction, and the Arts between the World Wars*. Berkeley: University of California Press, 1999.	☐
Further	Stevenson, R. *Modernist Fiction: An Introduction*. Hemel Hempstead: Harvester Wheatsheaf, 1992.	☐
Further	Trotter, D. *The English Novel in History 1895-1920*. London; New York: Routledge, 1993	☐
Further	Williams, R. *The Politics of Modernism: Against the New Conformists*. London: Verso, 1996.	☐

MODULE CODE: **HPAH5035**
TITLE: **Monsters, Ghosts and Revenants**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q800**

AIM(S)

- To enable students to interpret and analyse representations of monsters within ancient Greco-Roman culture and evaluate modern scholarship on monstrosity.

LEARNING OUTCOMES

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

- Demonstrate an understanding and knowledge of the main uses of monstrosity in ancient texts, iconography and cultural practice.
- Analyse the main areas of modern debate concerning monstrosity in ancient culture.

INDICATIVE CONTENT

This course will explore the representations of supernatural beings in the ancient world:

- It will use literary, iconographic and archaeological evidence to examine the roles of monsters, ghost and revenants in ancient thought, culture and life.
- We will consider the definitions of monstrosity, and the ways in which the perception and definition of monstrosity is dependent on cultural context.
- We will examine the ways that the boundary crossing natures of monsters and other supernatural begins were used to consider and define the boundaries of the world (e.g. human/animal, god/monster, living/dead).
- We will examine such creatures not only in mythological contexts, but also in ancient geography, science, religion and cultural practices.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2,500 words	50%

Assessment Component 2

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Take home exam	6 hours, 2,500 words	50%

Assessment Summary

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

Reading List

Module Code	**HPAH5035**	
Module Title	**Monsters, Ghosts and Revenants**	
Classification	**Reading List entry**	**Electronic***
Essential	Cohen, J.J., 1996. 'Monster Culture'. In J. J. Cohen, ed. *Monster Theory: Reading Culture*. Minneapolis, MN: University of Minnesota Press.	☒
Essential	Murgatroyd, P., 2007. *Mythical Monsters in Classical Literature*, London: Duckworth.	☒
Further	Aston, E., 2011. *Mixanthropoi: Animal-human Hybrid Deities in Greek Religion*, Liege: Kernos.	☐
Further	Clay, J.S., 2003. *Hesiod's Cosmos*, Cambridge: Cambridge University Press.	☒
Further	Csapo, E., 2005. *Theories of Mythology*, Malden, MA: Blackwell.	☐
Further	Friedman, J.B., 2000. *The Monstrous Races in Medieval Art and Thought*, Syracuse, NY: Syracuse University Press.	☐
Further	Garland, R., 2010. *The Eye of the Beholder: Deformity and Disability in the Graeco-Roman World*, Bristol: Bristol Classical Press.	☐
Further	Hopman, M.G., 2013. *Scylla: Myth, Metaphor, Paradox*, Cambridge: Cambridge University Press.	☐
Further	Lenfant, D., 1999. 'Monsters in Greek Ethnography and Society in the Fifth and Fourth Centuries BCE'. In R. Buxton, ed. *From Myth to Reason? Studies in the Development of Greek Thought*. Oxford: Oxford University Press.	☐
Further	Lowe, D., 2015. *Monsters and Monstrosity in Augustan Poetry*, Ann Arbor: University of Michigan Press.	☐
Further	Mayor, A., 2001. *The First Fossil Hunters: Paleontology in Greek and Roman Times*, Princeton, NJ: Princeton University Press.	☐
Further	Morgan, W., 1984. *Constructing the Monster: Notions of the Monstrous in Classical Antiquity*. Victoria: Deakin University.	☒
Further	Ogden, D., 2013. *Drakōn: Dragon Myth and Serpent Cult in the Greek and Roman Worlds*, Oxford: Oxford University Press.	☐
Further	Ogden, D., 2001. *Greek and Roman necromancy*, Princeton, NJ; Woodstock: Princeton University Press.	☐

Further	Ogden, D., 2002. *Magic, Witchcraft, and Ghosts in the Greek and Roman Worlds A Sourcebook*, Oxford: Oxford University Press, USA.	☐
Further	Purves, A.C., 2010. *Space and Time in Ancient Greek Narrative*, Cambridge: Cambridge University Press.	☐
Further	West, M.L., 1983. *The Orphic Poems*, Oxford: Clarendon Press.	☐
Further	West, M.L., 1966. *Theogony*, Oxford: Clarendon Press.	☐
Further	Yartz, F.J., 1997. 'Aristotle on Monsters'. *Ancient World*, 28, pp.67–72.	☒

MODULE CODE: HPAH5036
TITLE: **Monsters, Ghosts and Revenants: Greek Verse**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q700**

AIM(S)

- To enable students to interpret and analyse representations of monsters within ancient Greco-Roman culture and evaluate modern scholarship on monstrosity.
- To engage with some key texts in their original Greek.

LEARNING OUTCOMES

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

- Demonstrate an understanding and knowledge of the main uses of monstrosity in ancient texts, iconography and cultural practice.
- Analyse the main areas of modern debate concerning monstrosity in ancient culture.
- Translate some key texts from Greek to English.

INDICATIVE CONTENT

This course will explore the representations of supernatural beings in the ancient world:

- It will use literary, iconographic and archaeological evidence to examine the roles of monsters, ghost and revenants in ancient thought, culture and life.
- We will consider the definitions of monstrosity, and the ways in which the perception and definition of monstrosity is dependent on cultural context.
- We will examine the ways that the boundary crossing natures of monsters and other supernatural begins were used to consider and define the boundaries of the world (e.g. human/animal, god/monster, living/dead).
- We will examine such creatures not only in mythological contexts, but also in ancient geography, science, religion and cultural practices.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

Reading List

Module Code	HPAH5036	
Module Title	**Monsters, Ghosts and Revenants: Greek verse**	
Classification	**Reading List entry**	**Electronic***
Essential	Cohen, J.J., 1996. 'Monster Culture'. In J. J. Cohen, ed. *Monster Theory: Reading Culture*. Minneapolis, MN: University of Minnesota Press.	☒
Essential	Murgatroyd, P., 2007. *Mythical Monsters in Classical Literature*, London: Duckworth.	☒
Further	Aston, E., 2011. *Mixanthropoi: Animal-human Hybrid Deities in Greek Religion*, Liege: Kernos.	☐
Further	Clay, J.S., 2003. *Hesiod's Cosmos*, Cambridge: Cambridge University Press.	☒
Further	Csapo, E., 2005. *Theories of Mythology*, Malden, MA: Blackwell.	☐
Further	Friedman, J.B., 2000. *The Monstrous Races in Medieval Art and Thought*, Syracuse, NY: Syracuse University Press.	☐
Further	Garland, R., 2010. *The Eye of the Beholder: Deformity and Disability in the Graeco-Roman World*, Bristol: Bristol Classical Press.	☐
Further	Hopman, M.G., 2013. *Scylla: Myth, Metaphor, Paradox*, Cambridge: Cambridge University Press.	☐
Further	Lenfant, D., 1999. 'Monsters in Greek Ethnography and Society in the Fifth and Fourth Centuries BCE'. In R. Buxton, ed. *From Myth to Reason? Studies in the Development of Greek Thought*. Oxford: Oxford University Press.	☐
Further	Lowe, D., 2015. *Monsters and Monstrosity in Augustan Poetry*, Ann Arbor: University of Michigan Press.	☐
Further	Mayor, A., 2001. *The First Fossil Hunters: Paleontology in Greek and Roman Times*, Princeton, NJ: Princeton University Press.	☐
Further	Morgan, W., 1984. *Constructing the Monster: Notions of the Monstrous in Classical Antiquity*. Victoria: Deakin University.	☒
Further	Ogden, D., 2013. *Drakōn: Dragon Myth and Serpent Cult in the Greek and Roman Worlds*, Oxford: Oxford University Press.	☐
Further	Ogden, D., 2001. *Greek and Roman necromancy*, Princeton, NJ; Woodstock: Princeton University Press.	☐
Further	Ogden, D., 2002. *Magic, Witchcraft, and Ghosts in the Greek and Roman Worlds A Sourcebook*, Oxford: Oxford University Press, USA.	☐

Further	Purves, A.C., 2010. *Space and Time in Ancient Greek Narrative*, Cambridge: Cambridge University Press.	☐
Further	West, M.L., 1983. *The Orphic Poems*, Oxford: Clarendon Press.	☐
Further	West, M.L., 1966. *Theogony*, Oxford: Clarendon Press.	☐
Further	Yartz, F.J., 1997. 'Aristotle on Monsters'. *Ancient World*, 28, pp.67–72.	☒

MODULE CODE: **HPAH5037**
TITLE: **Murder, Mayhem and Megalomania: The Life and Times of the Emperor Nero**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V160**

AIM(S)

- To provide an examination of the life and times of the Emperor Nero, including the biographical and historical record relating to Nero, as well as the literary, architectural and artistic developments which took place during his reign.

LEARNING OUTCOMES

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

- Adopt an interdisciplinary approach to the subject in order to understand the historical and cultural developments which took place during the reign of Nero.
- Place the development of this literature and art produced in this period in a broader social and historical context.
- Engage with a wide array of modern scholarship that relates to the study of this period.

INDICATIVE CONTENT

- A study of the life of the emperor and the wider political, economic, military and cultural developments of the period.
- The student will be required to critically consider a range of questions, such as the extent to which it is possible to recover a valid sense of the reign of Nero and its impact from a frequently hostile source tradition.
- Whether the cultural flowering which took place in his reign happened because of the Emperor's interest, patronage and participation or in spite of it.
- To become familiar and engage with a range of evidence. Not simply literary texts (historical, philosophical and poetic), but also wall paintings, architecture, sculptures and coin imagery.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	A range of assessments equal to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPAH5037**	
Module Title	**Murder, Mayhem and Megalomania: The Life and Times of the Emperor Nero**	
Classification	**Reading List entry**	**Electronic***
Essential	Champlin, E. 2003: *Nero*. Cambridge.	☐
Essential	Rudich, V. 1997: *Dissidence and Literature under Nero: The Price of Rhetoricization*. London.	☐
Further	Ahl, F. 1976: *Lucan : An introduction* (Cornell studies in classical philology ; v. 39). Ithaca, N.Y.: Cornell University Press.	☐
Further	Ball, L. F. 2003: *The Domus Aurea and the Roman Architectural Revolution*. Cambridge.	☐
Further	Boyle, A. J. 2008: *Octavia*. Oxford ; New York: Oxford University Press.	☐
Further	Buckley, E. and Dinter, M. (eds.), 2013: *A Companion to the Neronian Age*. Chichester.	☒
Further	Courtney, E. 2001: *A Companion to Petronius*. Oxford: Oxford University Press.	☐
Further	Eden, P. T. 1984: [Translation of] Seneca *Apocolocyntosis*. Cambridge: Cambridge University Press.	☐
Further	Griffin, M.T. 1987: *Nero: the End of a Dynasty*, London.	☐
Further	Leach, E. W. 2008: The Implied Reader and the Political Argument in Seneca's *Apocolocyntosis* and *De Clementia*. In *Seneca: Oxford Readings in Classical Studies* Fitch, J. G. (ed.), Oxford: 264-298.	☒
Further	Rudich, V. 1993: *Political Dissidence under Nero*, London.	☐
Further	Malitz, J. 2005: *Nero* (Blackwell ancient lives).	☒
Further	Sullivan, J.P. 1985: *Literature and Politics in the Age of Nero*, London.	☐
Further	Wiedemann, T.E. 1989: *The Julio-Claudian Emperors*, Bristol.	☐

MODULE CODE: **HPAH5055**
TITLE: **Murder, Mayhem and Megalomania: The Life and Times of the Emperor Nero: Latin Prose**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q600**

AIM(S)

- To provide an examination of the life and times of the Emperor Nero, including the biographical and historical record relating to Nero, as well as the literary, architectural and artistic developments which took place during his reign.

LEARNING OUTCOMES

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

- Adopt an interdisciplinary approach to the subject in order to understand the historical and cultural developments which took place during the reign of Nero.
- Place the development of this literature and art produced in this period in a broader social and historical context.
- Engage with a wide array of modern scholarship that relates to the study of this period.

INDICATIVE CONTENT

- A study of the life of the emperor and the wider political, economic, military and cultural developments of the period.
- The student will be required to critically consider a range of questions, such as the extent to which it is possible to recover a valid sense of the reign of Nero and its impact from a frequently hostile source tradition.
- Whether the cultural flowering which took place in his reign happened because of the Emperor's interest, patronage and participation or in spite of it.
- To become familiar and engage with a range of evidence. Not simply literary texts (historical, philosophical and poetic), but also wall paintings, architecture, sculptures and coin imagery.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPAH5055**	
Module Title	Murder, Mayhem and Megalomania: The Life and Times of the Emperor Nero: Latin Prose	
Classification	**Reading List entry**	**Electronic***
Essential	Champlin, E. 2003: *Nero*. Cambridge.	☐
Essential	Rudich, V. 1997: *Dissidence and Literature under Nero: The Price of Rhetoricization*. London.	☐
Further	Ahl, F. 1976: *Lucan : An introduction* (Cornell studies in classical philology ; v. 39). Ithaca, N.Y.: Cornell University Press.	☐
Further	Ball, L. F. 2003: *The Domus Aurea and the Roman Architectural Revolution*. Cambridge.	☐
Further	Boyle, A. J. 2008: *Octavia*. Oxford ; New York: Oxford University Press.	☐
Further	Buckley, E. and Dinter, M. (eds.), 2013: *A Companion to the Neronian Age*. Chichester.	☐
Further	Courtney, E. 2001: *A Companion to Petronius*. Oxford: Oxford University Press.	☐
Further	Eden, P. T. 1984: [Translation of] Seneca *Apocolocyntosis*. Cambridge: Cambridge University Press.	☐
Further	Griffin, M.T. 1987: *Nero: the End of a Dynasty*, London.	☐
Further	Leach, E. W. 2008: The Implied Reader and the Political Argument in Seneca's *Apocolocyntosis* and *De Clementia*. In *Seneca: Oxford Readings in Classical Studies* Fitch, J. G. (ed.), Oxford: 264-298.	☐
Further	Rudich, V. 1993: *Political Dissidence under Nero*, London.	☐
Further	Shotter, D. 2008: *Nero Caesar Augustus: Emperor of Rome*, Edinburgh.	☐
Further	Sullivan, J.P. 1985: *Literature and Politics in the Age of Nero*, London.	☐
Further	Wiedemann, T.E. 1989: *The Julio-Claudian Emperors*, Bristol.	☐

MODULE CODE: **HPHE5008**
TITLE: **Museums, Heritage & Representation**
DATED: 08/01/2018
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V700**

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

The application of heritage within contemporary society is a fundamentally important issue for both practitioners and non-practitioners of the subject. How the past is conceived of and put to use by private individuals, public companies, governments and international bodies needs to be understood in terms of motivation, resource and practice.
Many of the issues considered are complex; they may also be highly controversial. A number of themes are addressed, dealing with various aspects of the presentation of the past, the development of the museum as an institution, the ethics and politics of collecting ancient objects, the ethical treatment of human remains, historic sites, memorials, archaeology and nature conservation, and heritage and its representation in the media as well as in broader political contexts (e.g. the exploitation of the past, in its many guises, by the Nazis).
The course is organised around a programme of lectures, some of which incorporate seminar sessions. There is also a compulsory one-day visit to the National Museum Wales (Cardiff and/or St Fagans).

LEARNING AND TEACHING STRATEGY
Lectures introduce the students to the concepts, principles, and practices of the topics studied for the module. Case studies may be used to provide examples and will be used to develop further understanding of what has been learned.

Tutorials and **seminars** are used to support the discussion and critical evaluation of what has been learned, normally in a smaller group size than a lecture.
External visits allow students to gain a deeper understanding of the topic(s) studied for the module through a visit to a location outside the usual learning spaces.
Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s).

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT
Assessment Component 1
☐ **Written exam** ☐ **Coursework** x **Practical**

Mode of assessment	Volume	Weighting
Practical Report	Equivalent to 2,000 words	40%

Assessment Component 2
☐ **Written exam** x **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPHE5008**	
Module Title	**Museums, Heritage & Representation**	
Classification	**Reading List Entry**	**Electronic***
Essential	Carbonell, B. (ed.) (2004) **Museum studies: an anthology of contexts.** Malden, Mass. and Oxford: Blackwell.	☐
Essential	Cassman, V., Odegaard, N. and Powell, J. (eds) (2007) **Human remains: guide for museums and academic institutions**. Lanham, Md. and Plymouth: AltaMira Press.	☐
Essential	Smith, L.J. (2006) **The Uses of Heritage.** London: Routledge.	☐
Further	Brodie, N., Doole, J. & Renfrew, C. (eds) (2001). **Trade in Illicit Antiquities: the destruction of the world's archaeological heritage.** Cambridge: McDonald Institute Monographs.	☐

Further	Cleere, H. (ed.) (1989) **Archaeological Heritage Management in the Modern World.** London: Routledge.	☐
Further	Corbey, R. (2000) **Tribal Art Traffic: A Chronicle of Taste, Trade and Desire in Colonial and Post-Colonial times.** Amsterdam: Royal Tropical Institute.	☐
Further	Gathercole, P. and D. Lowenthal (eds) (1990) **The Politics of the Past.** London: Unwin Hyman.	☐
Further	Greenfield, J. (1995) (1990) **The Return of Cultural Treasures.** Cambridge: Cambridge University Press.	☐
Further	Hooper-Greenhill, E. 1992 **Museums and the Shaping of Knowledge.** Routledge: London.	☐
Further	Layton, R. (ed.) 1989 **Conflict in the Archaeology of Living Traditions.** London: Unwin Hyman.	☐
Further	Lowenthal, D. (1985). **The Past is a Foreign Country.** Cambridge; CUP.	☐
Further	Lowenthal, D. (2015). **The Past is a Foreign Country - Revisited.** Cambridge; CUP.	☐
Further	MacInnes L. and Wickham-Jones C. (eds.) (1992) **All Natural Things: Archaeology and the Green Debate.** Oxford: Oxbow Books.	☐

MODULE CODE: **HPAR5007**
TITLE: Nautical Archaeology
DATED: 08/01/2018

LEVEL: 5
CREDITS: 20

JACS CODE: V400

AIM(S)

- To enable students to explore the various techniques developed to identify, record and analyse the archaeological remains of ships and boats.
- To explore the development of boatbuilding traditions in Northern Europe from the late prehistoric to the early modern period.

LEARNING OUTCOMES

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

- An in-depth knowledge of developments in shipbuilding traditions in Northern Europe from the late prehistoric to early post-medieval periods.
- A detailed knowledge of techniques employed in the prospection, excavation and documentation of remains of ships and boats whether located in wetlands, intertidal contexts or underwater.
- The ability to contextualise major ship and boat finds within their cultural and landscape contexts.
- The ability to critically evaluate the archaeological remains of boats and ships through reference to previous nautical discoveries.

INDICATIVE CONTENT

Through a series of lectures, students will be introduced to techniques and methods employed in the discovery, recording, recovery and analysis of boats and ships - often the most complex machines constructed in pre-industrial communities. Subsequent lectures will focus on key sites ranging from the Bronze Age to the early post-medieval period, located in Northern Europe (Atlantic, Irish and North Seas). Students will be encouraged to consider these discoveries within the context of archaeological study of contemporary society rather than as a separate discipline. Ethical and management issues will be explored through seminars addressing topical debates within the sphere of nautical archaeology.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT
Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment	2,500 words	50%

Assessment Component 2

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
In Class Test	2 hours	50%

Assessment Summary

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

READING LIST

Module Code	**HPAR5007**	
Module Title	**Nautical Archaeology**	
Classification	**Reading List Entry**	**Electronic***
Essential	Bowens, A., & Nautical Archaeology Society. (2009). **Underwater archaeology: The NAS guide to principles and practice.** Malden, MA: Blackwell Pub.	☐
Essential	Catsambis, A., Ford, B., & Hamilton, D. L. (2011). **The Oxford handbook of maritime archaeology**. Oxford: Oxford University Press.	☐
Essential	Muckelroy, K. 1978 **Maritime Archaeology**. Cambridge University	☐
Essential	Crumlin-Pedersen, O. 2010 **Archaeology and the Sea in Scandinavia and Britain: A Personal Account** (Maritime Culture of the North). Viking Ship Museum, Roskilde.	☐
Further	Delgado, J.P. (ed.) 2001 **British Museum Encyclopaedia of Underwater and Maritime Archaeology**. London: British Museum Press.	☐
Further	Green, J. N. 2004. **Maritime archaeology: A technical handbook.** Amsterdam: Elsevier/Academic Press.	☐
Further	Hutchinson, G. 1997 **Medieval Ships and Shipping**. Leicester University Press, London.	☐

Further	McGrail S 1998 **Ancient boats in North-West Europe** Longman	☐
Further	Steffy, J. R 1994 **Wooden ship building and the interpretation of shipwrecks** London : Chatham Publishing ; College Station : Texas A&M University Press	☐
Journals	International Journal of Nautical Archaeology Journal of Maritime Archaeology	☐

MODULE CODE: **HPAH5016**
TITLE: **Origins: the Emergence of Civilisation**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V430**

AIM(S)

- To introduce students to significant innovations in material culture, society and economy in Mesopotamia, the Near East and the Aegean associated with the rise of 'civilisation'.
- To explore the archaeological concept and intellectual concepts of 'civilisation'.

LEARNING OUTCOMES

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

- Knowledge and understanding of key events and material innovations in the Neolithic and Bronze Age of the Near East (including Mesopotamia and the Aegean) as interpreted through the archaeological record.
- The ability to evaluate the importance of these material innovations in shaping of human experience in these regions.
- Knowledge and understanding of the debates surrounding the concepts of civilisation and complex societies.
- Knowledge and understanding of the archaeological emphasis on the concepts of origins and material engagement in understanding the emergence of civilisation.

INDICATIVE CONTENT

This course is designed to introduce students to key social and material developments in the Near East (including Mesopotamia and the Aegean) during the Neolithic and Bronze Age. It specifically problematizes the concepts of complexity and civilisation, focusing in detail on current archaeological debates on 'origins', whether this is of ideas, material technologies, past lifeways, individuals and societies. The focus of the course is the Near East (the Levant), Mesopotamia and the Aegean – areas commonly recognized as the 'cradle of civilization' during the Neolithic and Bronze Age, looking at the earliest evidence for the introduction of major social and economic technologies associated with complex society and their impact on ancient societies.

- Theoretical approaches to complexity; 'questioning civilisation'.
- Origins of settled communities.
- Experiencing the Neolithic.
- Technological innovations: pottery and metallurgy.
- Development of art and symbolism.
- Urbanisation.
- Origins of writing.
- Ancient economies.
- Palaces, states and empires.
- Long distance trade / exchange.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

Teaching will be organised into lectures, interactive workshops and seminars.

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	3,750 words	75%

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	8 minutes	25%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75%
Practical	25%
TOTAL	**100%**

READING LIST

Module Code	**HPAH5016**	
Module Title	Origins: the Emergence of Civilisation	
Classification	**Reading List entry**	**Electronic***
Essential	Cauvin, J. 2000. *The Birth of the Gods and the Origins of Agriculture*. Cambridge: CUP.	☐
Essential	Chapman, R. 2003. *Archaeologies of Complexity.* London: Routledge.	☐
Essential	Creekmore, A. and Fisher, K. (eds) 2014. *Making Ancient Cities: Space And Place In Early Urban Societies*. Cambridge: CUP.	☐
Essential	Cline, E. and Graham, M.W. (eds) 2011. *Ancient Empires: from Mesopotamia to the Rise of Islam*. Cambridge: CUP.	☐
Essential	Powell, B. 2009. *Theory and History of the Technology of Civilization*. Oxford: John Wiley	
	Trigger, B.G. 2003. *Understanding Early Civilizations*. Cambridge: CUP.	
Essential	Watkins, T. 2010. New light on Neolithic revolution in south-west Asia. *Antiquity* 84: 621–634	☐

Further	Bahrani, Z. 2017. *Mesopotamia: Ancient Art and Architecture*. London: Thames and Hudson.	☐
Further	Forest, J.-D. 2005. The state: the process of state formation as seen from Mesopotamia. In S. Pollock and R. Bernbeck (eds), *Archaeologies of the Middle East: Critical Perspectives*. 184-206. Oxford: Blackwell.	
Further	Parkinson, W.A. and Galaty, M.L. 2007. Secondary states in perspective: an integrated approach to state formation in the prehistoric Aegean. *American Anthropologist* 109(1): 113-29.	☐
Further	Schmandt-Besserat, D. 1992. *Before Writing*. Austin: University of Texas Press.	☐
	Smith, M.E. 2009. V. Gordon Childe and the Urban Revolution: a Historical Perspective on a Revolution in Urban Studies. *Town Planning Review* 80(1): 3-29.	
Further	Wailes B. (ed.) 1996. *Craft Specialization and Social Evolution: In Memory of V. Gordon Childe*. 25-38. University Museum Monograph 93. Philadelphia: University of Pennsylvania Museum.	☐

MODULE CODE: **HPAR5008**
TITLE: **Palaeoenvironmental Records: Archaeological Interpretations**
DATED: 08/01/2018

LEVEL: 5
CREDITS: 20

JACS CODE: V400

AIM(S)

- To introduce students to some of the core aspects of palaeoenvironmental archaeological methods and techniques.
- To introduce students to aspects of palaeoenvironmental archaeology from the earliest period in human existence.

LEARNING OUTCOMES

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

- A knowledge and understanding of the earliest periods of human-animal-environment interaction and relationships.
- A clear understanding of palaeoenvironmental methods and concepts that help explain these earliest times.
- A clear understanding of the collection of data, formation of the archaeo-environmental record, issues of taphonomy and preservation and the integration of data sets.
- The ability to evaluate the archaeological evidence to produce considered judgements and opinions on the relationship between the environment and people in the past.

INDICATIVE CONTENT

The recovery, analysis and interpretation of archaeo-environmental remains are of fundamental importance when attempting to interpret the very earliest periods in human existence and human behaviours. The analysis of such remains can highlight the relationship people have their environment, how people shape their environment and how the environment shape their lives. This course introduces students to a range of depositional environments and examines survivorship of the palaeoenvironmental remains (such as pollen, plant macros, molluscs, animal remain, wood and sediments) particular to that environment.

It attempts to show how the recovery and detailed analysis of these remains can enable the archaeologist to interpret people's relationship with both plants and animals, as well as landscape and climate change. Practical session within the Palaeoenvironmental Laboratories will support the learning.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

Teaching will be organised into lectures, interactive workshops and practical sessions.

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Laboratory Portfolio	4,000 words	80%

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	6 minutes	20%

Assessment Summary

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

READING LIST

Module Code	**HPAR5008**	
Module Title	**Palaeoenvironmental Records: Archaeological Interpretations**	
Classification	**Reading List entry**	**Electronic***
Essential	Evans, J.G. and O'Connor, T. 2005 *Environmental archaeology. Principles and Methods*. Alan Sutton: Stroud.	☐
Essential	Wilkinson, K. and Stevens, C. 2003 *Environmental Archaeology: Approaches, Techniques and Applications.* Stroud: Tempus	☐
Essential	Evans, J.G 2003 *Environmental Archaeology and the Social Order*, New York: Routledge.	☒
Further	Johnson, M. 2010 *Archaeological Theory: An introduction*. Willey-Blackwell Publishing	☐

Further	Ellis, S., Fenwick, H., & Lillie, M. 2007 *Wetland Archaeology and Environments: Regional issues, global perspectives*. Oxford: Oxbow Books.	☐
Further	Dincauze, D. 2000 *Environmental archaeology: Principles and practice*. Cambridge: Cambridge University Press.	☐
Further	Márquez-Grant, N., & Roberts, J. 2012 *Forensic ecology handbook: From crime scene to court* (Developments in forensic science). Chichester, West Sussex, UK ; Hoboken, NJ: Wiley Blackwell.	☐
Further	Michaels, G. 2012 Environmental Archaeology. *The Oxford Companion To Archaeology,* The Oxford Companion To Archaeology.	☒
Further	Newsom, L. A., Reitz, E. J. & Scudder, S. J. 1997 *Case studies in environmental archaeology* (Interdisciplinary contributions to archaeology). London: Plenum.	☐
Further	Pişkin, E., Marciniak, A., & Bartkowiak, 2018 *Environmental Archaeology: Current theoretical and methodological approaches*. UK: Springer	☒
Further	Reiztz, E. & Shackley, M. 2018 *Environmental Archaeology*. UK:Springer	☒

MODULE CODE: **HPAH5038**
TITLE: **Persephone in myth**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q800**

AIM(S)

- To critically analyse the use of the Persephone abduction myth in literature in its socio-cultural and historical contexts, using detailed knowledge.
- To engage with scholarly approaches to and theoretical frameworks for the study of the Persephone abduction myth and its manifestation in literary texts in ancient culture.

LEARNING OUTCOMES

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

- Demonstrate a sound knowledge of the Persephone abduction myth and of the individual literary manifestations of the myth read as part of the module.
- Display an understanding and critical appreciation of key themes and diverse scholarly approaches to the Persephone abduction myth.
- Demonstrate an understanding of literary, socio-cultural and historical contexts, and how these affect our interpretation of the literary manifestations of the myth.

INDICATIVE CONTENT

The myth of Hades' abduction of Persephone and the fertility goddess Demeter's reaction to the abduction has been told and retold throughout antiquity. This module examines the use and function of the myth in the ancient world across a period of some ten centuries, and provides students with a detailed study of the myth in a variety of literary works. A selection of literary versions of the myth will be studied in depth, such as the *Homeric Hymn to Demeter*, Ovid *Fasti* 4.417-620, Ovid *Metamorphoses* 5.341-661, and Claudian *De Raptu Proserpinae*. The module offers the student the opportunity to explore the impact of the socio-cultural and historical context (such as the compositional, performative and religious backdrop) and the impact of the literary context, including the importance of intertextual relations between the literary versions. The module also affords students an opportunity to critically explore attitudes to gender, rape and marriage as conveyed through the studied texts.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**

Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPAH5038**	
Module Title	Persephone in myth	
Classification	**Reading List entry**	**Electronic***
Essential	Doherty, Lillian E. 2003. Gender and the interpretation of classical myth (London)	☒
Essential	Melville, A. D., (trans.) 1986. *Ovid's Metamorphoses* (Oxford)	☐
Essential	Slavitt, David R. (trans.). 1997. *Broken Columns: Two Roman Epic Fragments:The Achilleid of Publius Papinius Statius and The Rape of Proserpine of Claudius Claudianus. With an Afterword by David Konstan*. (Philadelphia)	☐
Further	Bowden, H. 2010. *Mystery cults of the ancient world* (Princeton)	☐
Further	Clay, J. S. 1997. 'The Homeric Hymns', in Morris and Powell (eds.), *A New Companion to Homer* (Leiden, New York, Cologne), 489-507.	☐
Further	Fantham, E. (ed.). 1998. *Fasti 4* (Cambridge).	☐
Further	Foley, H. (ed.). 1994. *Homeric Hymn to Demeter: translation, commentary, and interpretative essays* (Princeton).	☒
Further	Hinds, S. 1987. *The Metamorphosis of Persephone: Ovid and the Self-conscious Muse* (Cambridge).	☐

MODULE CODE: **HPAH5039**
TITLE: **Persephone in myth: Latin Verse**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q600**

AIM(S)

- To critically analyse the use of the Persephone abduction myth in literature in its socio-cultural and historical contexts, using detailed knowledge.
- To engage with scholarly approaches to and theoretical frameworks for the study of the Persephone abduction myth and its manifestation in literary texts in ancient culture.
- To engage with some key texts in their original Latin.

LEARNING OUTCOMES

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

- Demonstrate a sound knowledge of the Persephone abduction myth and of the individual literary manifestations of the myth read as part of the module.
- Display an understanding and critical appreciation of key themes and diverse scholarly approaches to the Persephone abduction myth.
- Demonstrate an understanding of literary, socio-cultural and historical contexts, and how these affect our interpretation of the literary manifestations of the myth.
- To translate some key texts from Latin to English.

INDICATIVE CONTENT

The myth of Hades' abduction of Persephone and the fertility goddess Demeter's reaction to the abduction has been told and retold throughout antiquity. This module examines the use and function of the myth in the ancient world across a period of some ten centuries, and provides students with a detailed study of the myth in a variety of literary works. A selection of literary versions of the myth will be studied in depth, such as the *Homeric Hymn to Demeter*, Ovid *Fasti* 4.417-620, Ovid *Metamorphoses* 5.341-661, and Claudian *De Raptu Proserpinae*. The module offers the student the opportunity to explore the impact of the socio-cultural and historical context (such as the compositional, performative and religious backdrop) and the impact of the literary context, including the importance of intertextual relations between the literary versions. The module also affords students an opportunity to critically explore attitudes to gender, rape and marriage as conveyed through the studied texts.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPAH5039**	
Module Title	Persephone in myth: Latin Verse	
Classification	**Reading List entry**	**Electronic***
Essential	Gruzelier, C. 1993. De raptu Proserpinae (Oxford)	☐
Essential	Melville, A. D., (trans.) 1986. *Ovid's Metamorphoses* (Oxford)	☐
Essential	Slavitt, David R. (trans.). 1997. *Broken Columns: Two Roman Epic Fragments:The Achilleid of Publius Papinius Statius and The Rape of Proserpine of Claudius Claudianus. With an Afterword by David Konstan*. (Philadelphia)	☐
Further	Bowden, H. 2010. *Mystery cults of the ancient world* (Princeton)	☐
Further	Clay, J. S. 1997. 'The Homeric Hymns', in Morris and Powell (eds.), *A New Companion to Homer* (Leiden, New York, Cologne), 489-507.	☐
Further	Fantham, E. (ed.). 1998. *Fasti 4* (Cambridge).	☐
Further	Foley, H. (ed.). 1994. *Homeric Hymn to Demeter: translation, commentary, and interpretative essays* (Princeton).	☐
Further	Hinds, S. 1987. *The Metamorphosis of Persephone: Ovid and the Self-conscious Muse* (Cambridge).	☐

MODULE CODE: **HPPH5023**
TITLE: **Phenomenology and Existentialism**
DATED: 08/01/2018
LEVEL: **5**
CREDITS: **20**
JACS CODE: **V500**

AIM(S)

- To provide students with an understanding of key debates and positions in phenomenology and existentialism.
- To engage the student in the critical analysis of phenomenology and existentialism.

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

Phenomenology and existentialism are two of the major movements in 20th century European philosophy, and each attempted to reassess the methodology and subject matter of philosophy to uncover the concrete elements of human experience lost in the abstractness of the philosophical tradition, namely the richness and complexity of the phenomena in our experience, and the manner in which human existence is shaped by the challenge of making decisions in the face of an unpredictable future.

This module begins with an examination of the classical phenomenology of Edmund Husserl, especially his concept of intentionality that emphasises the way memory and expectation shape experience. Thereafter the module turns to Martin Heidegger's 'fundamental ontology' and to Maurice Merleau-Ponty's phenomenological analysis of the role of the body in human experience, while in the latter half it turns to Jean-Paul Sartre's somewhat different conceptions of the nature of human existence, including Sartre's concern with social and political responsibility. These philosophers (and possibly other relevant philosophers) will be introduced in chronological order so that students can grasp the developments and connections in existentialist thought; developments that can be traced from one writer to another.

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

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles, and practices of the topics studied for the module. Case studies may be used to provide examples and will be used to develop further understanding of what has been learned.

Tutorials and seminars are used to support the discussion and critical evaluation of what has been learned, normally in a smaller group size than a lecture.

Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s) (e.g. preparation for lectures and seminars, follow-up work, background reading, revision, completion of assessment tasks).

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Paired seminar presentation	10 minutes per person	50%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPPH5023**	
Module Title	**Phenomenology and Existentialism**	
Classification	**Reading List entry**	**Electronic***
Essential	Sartre, Jean-Paul, *Being and Nothingness* (1943), trans. Hazel E. Barnes (New York: Washington Square Press, 1993), selected sections.	☐
Essential	Sartre, 'Existentialism is a Humanism' (1946), in *Existentialism from Dostoyevsky to Sartre*, ed. Walter	☐

	Kaufman (New York: Meridian Publishing Company, 1989).	
Essential	Extracts from Husserl, *The Paris Lectures*, translation and introduction by Peter Koestenbaum (Lancaster, Boston and Dordrecht: Martinus Nijhoff, 1985). [From documents written in 1929.]	☐
Essential	Extracts from Husserl, *The Idea of Phenomenology* [1907], trans. William P. Alston and George Nakhnikian, introduction by George Nakhnikian (The Hague: Martin Nijhoff, 1964).	☐
Essential	Extracts from the work of Heidegger and of Kierkegaard in John Cottingham (ed.), *Western Philosophy: An Anthology*, second edn. (Oxford: Blackwell Publishing, 2008)	☐
Essential	Nietzsche, *On the Genealogy of Morals*, tr. Walter Kaufmann, in *Basic Writings* (NY: Modern Library, 1968), selected sections.	☐
Essential	Merleau-Ponty [1945], *Phenomenology of Perception* (London & New York: Routledge, 2002), Part I.	☐
Essential	Camus, Albert, *The Outsider* [1942], trans. Joseph Laredo (London: Penguin Books, 1983).	☐
Further	Nietzsche, *The Gay Science*, tr. R.J. Hollingdale, in *Nietzsche Reader* (London: Penguin, 1977).	☐
Further	Warnock, Mary, *Existentialism* (Oxford and NY: Oxford University Press, 1970).	☐
Further	Gallagher and Zahavi, *The Phenomenological Mind*, second edn. (London & NY: Routledge,2012).	☒
Further	Blackham, *Six Existentialist Thinkers* (London: Routledge & Kegan Paul Ltd, 1952).	☐
Further		☐
Further	Barrett, William, *Irrational Man: a study in existentialist philosophy* (Heinemann,1961).	☐
Further	Merleau-Ponty, 'The Intertwining—The Chiasm', in *The Visible and Invisible* (Evanston, Ill., Northwestern University Press 1968).	☐
Further	Matthews, Eric, *The Philosophy of Merleau-Ponty* (Chesham: Acumen, 2002).	☐
Further	Gilbert, Paul & Kathleen Lennon, *The World, the Flesh and the Subject* (Edinburgh University Press, 2005).	☐
Further	Olafson, Frederick A., *What is a Human Being: a Heideggerian view* (Cambridge: Cambridge University Press 1995).	☐
Further	Glendinning, Simon, *In the Name of Phenomenology* (London: Routledge, 2007).	☐

MODULE CODE: **HPPH5009**
TITLE: **Philosophy of Mind**

DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V500**

AIM(S)

- To provide students with an understanding of key debates and positions in contemporary philosophy of mind.
- To engage students in the critical analysis of various topics and positions in contemporary philosophy of mind, and systematically assess their influence on other contemporary philosophical issues.

LEARNING OUTCOMES

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

- A coherent knowledge and understanding of the range of concepts and ideas in the philosophy of mind.
- A critical understanding of the different perspectives, approaches and schools of thought within the philosophy of mind, and the theories that underpin them, particularly dualist and competing materialist accounts of the mind/brain.
- A coherent knowledge and understanding of a wide range of competing philosophical views of the nature of consciousness.
- The ability to analyse, interpret and evaluate complex information, ideas and theories in philosophy of mind.

INDICATIVE CONTENT

What is the nature of the mind, and how does it relate to the body? These questions have concerned philosophers for centuries, and in this module students will consider some of the answers that have been proposed. Dualists, like Descartes, claim that there is a sharp distinction between mind and body in that the body is physical and the mind non-physical, while mind-brain identity theorists claim that the mind is (i.e. is identical to) the brain. These views will be considered along with several rival theories, such as, for example, functionalism and behaviourism.

In order to do justice to these theories, throughout the module students will be asked to consider various conceptual issues such as the nature of the 'physical', the nature of the 'mental', and the various ways in which key notions like 'consciousness' have been understood by philosophers. The module will also focus on a consideration of a number of cognate topics, such as, for example, personal identity, the problem of other minds, the problem of consciousness, and the issue of animal minds.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles, and practices of the topics studied for the module. Case studies may be used to provide examples and will be used to develop further understanding of what has been learned.

Tutorials and seminars are used to support the discussion and critical evaluation of what has been learned, normally in a smaller group size than a lecture.

Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s) (e.g. preparation for lectures and seminars, follow-up work, background reading, revision, completion of assessment tasks).

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Book or article review	2,500 words	50%

Assessment Component 2

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Take home exam	6 hours, 2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPPH5009**	
Module Title	**Philosophy of Mind**	
Classification	**Reading List entry**	**Electronic***
Essential	Maslin, K., *An Introduction to the Philosophy of Mind*, revised edn. (Malden, MA, and Cambridge: Polity, 2007), selected sections.	☐
Essential	McGinn, C., 'Can we solve the mind-body problem?', Mind, 98, 1989, pp. 349-66, in O' Connor, T., and D. Robb (eds.), *Philosophy of Mind: Contemporary Readings* (London: Routledge, 2003), selected readings.	☐
Essential	Parfit, Derek, 'Personal Identity' [1971], in *Metaphysics: A Guide and Anthology*, edited by	☐

	Crane and Farkas (Oxford: Oxford University Press, 2004).	
Essential	Putnam, Hilary, 'Mental States as Functional States: Hilary Putnam, Psychological Predicates' (an extract from Putnam's 'The Nature of Mental States' [1975]), in John Cottingham (ed.), *Western Philosophy: an anthology* (Oxford: Blackwell, 2008), pp.256-62.	☐
Essential	Ryle, G., *The Concept of Mind* (London & New York: Routledge, 2009), selected chapters.	☐
Essential	.	☒
Essential	Velmans, M., and S. Schneider (eds.), *The Blackwell Companion to Consciousness* (Oxford: Blackwell, 2007), selected sections.	☒
Essential	Lurz (ed.), Robert W., *The Philosophy of Animal Minds* (Cambridge, UK, and New York: Cambridge University Press 2009).	☒
Further	Robinson, W., 'Knowing Epiphenomena', *Journal of Consciousness Studies*, 2006, 13, 85-100	☐
Further	Gertier, B., and L. Shapiro (eds.), *Arguing about the Mind* (London: Routledge, 2007).	☒
Further	Jackson, Frank, 'Epiphenomenal Qualia', in *Philosophical Quarterly*, 32, 1982, 127-36.	☒
Further	Pauen, M., A. Staudacher, and S. Walter, 'Epiphenomenalism: dead end or way out?' *Journal of Consciousness Studies*, 13, 2006, 7-19.	☐
Further	Chalmers, D., *The Character of Consciousness* (Oxford: Oxford Universoty Press, 2010).	☒
Further	Cockburn, D., *An Introduction to the Philosophy of Mind* (Basingstoke, Hampshire: Palgrave, 2001).	☐

MODULE CODE: **HPPH5011**
TITLE: **Philosophy of Religion**

DATED: 08/01/2018
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V500**

AIM(S)

- To engage students in the analysis of various topics and positions in contemporary philosophy of religion, and assess their influence on other contemporary philosophical issues.

LEARNING OUTCOMES

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

- Demonstrate a coherent knowledge and understanding of the range of concepts and ideas in the philosophy of religion.
- Demonstrate an understanding of the different perspectives, approaches and schools of thought within the philosophy of religion, and the theories that underpin them.
- Demonstrate a coherent knowledge and understanding of various religious traditions such as faith, religious experience and miracles.
- Demonstrate the ability to analyse, interpret and evaluate complex information, ideas and theories in philosophy of religion.

INDICATIVE CONTENT

This module focuses on a number of key topics and themes in the Philosophy of Religion, as traditionally encountered in the Western tradition. The topics to be covered include some or all of the following:

- The traditional proofs or arguments for the existence of God (and contemporary reworkings thereof).
- The problem of evil and the associated projects of defence and theodicy.
- The rationality of faith.
- Religious experience.
- Miracles.
- Resurrection / life and death.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
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%**

READING LIST

Module Code	**HPPH5011**	
Module Title	**Philosophy of Religion**	
Classification	**Reading List entry**	**Electronic***
Essential	Davies, B. (ed.) (2000), Philosophy of Religion: a Guide and Anthology (Oxford University Press)	☐
Essential	Davies, B., Introduction to the Philosophy of Religion, new ed. (Oxford University Press, 1993),	☐
Further	Mackie (1982), J.L., The Miracle of Theism (Oxford: Clarendon Press	☐
Further	Smart, J.J.C. & Haldane, J.J., Atheism & Theism (Oxford: Blackwell Publ., 1996)	☐
Further	Swinburne, R. (1996), Is There a God? (Oxford University Press),	☐
Further	Flew A. (1966), God and Philosophy (London: Hutchinson & Co.)	☐
Further	Kenny, A. (1987), Reason and Religion (Oxford)	☐
Further	Le Poidevin, R. (1996), Arguing for Atheism (London & New York: Routledge)	☐
Further	Brian R. Clack, An Introduction to Wittgenstein's Philosophy of Religion (Edinburgh University Press, 1999)	☐
Further	Fergus Kerr, Theology After Wittgenstein (London: SPCK, 1997)	☐
Further	Adams, M.M. & R.M., The Problem of Evil (Oxford University Press, 1990).	☐
Further	Hick, J., *Evil and the God of Love*, 2nd ed. (Basingstoke: Macmillan Press Ltd, 1985).	☐

MODULE CODE: **HPAN5006**
TITLE: **Political Anthropology: Theorising to Power**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **L600**

AIM(S)

- To provide students with a detailed knowledge of a range of theoretical positions and ethnographic examples in the fields of political anthropology.
- To enable students to utilise their acquired ethnographic and theoretical knowledge to re-examine existing Euro-American assumptions about current global political situations and power relations.

LEARNING OUTCOMES

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

- A knowledge and understanding of a range of thematic areas within the sub-fields of political anthropology.
- An awareness of the relationships between production, consumption and power in a range of ethnographic contexts.
- The ability to display an understanding of appropriate theoretical positions in the field of political anthropology.
- The ability to evaluate ethnographic data in relation to appropriate theoretical positions and utilising comparative ethnographic examples.

INDICATIVE CONTENT

- Social anthropology is distinguished from subjects such as economics or political science by its holistic range, the attention it gives to the diversity of culture and society across the world, and the capacity this gives the discipline to re-examine conventional Euro-American assumptions.
- This module will provide students with detailed insight into a range of political systems found in diverse social and cultural contexts.
- Students will be asked to engage with the complex ways in which humans create, maintain and challenge power relations and explore the mechanisms utilised in such processes. They will also be introduced to a number of theories of power dynamics, such as those of Marx and Foucault, and evaluate their application to ethnographic data.
- Thematic areas which will be covered include political systems and forms of governance, migration and its impact on political identity, state-formation and (trans) nationalism, indigenous movements and peasant politics.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** X **Coursework** ☐ **Practical**

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

Assessment Component 2

☐ **Written exam** X **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPAN5006**	
Module Title	**Political Anthropology: Theorising to Power**	
Classification	**Reading List entry**	**Electronic***
Essential	Anderson B. 1983, *Imagined Communities: Reflections on the Origin and Spread of Nationalism.* London Verso.	☐
Essential	Gledhill, J. 2000, *Power and its Disguises: Anthropological Perspectives on Politics* (esp. chapter 4). London: Pluto Press	☐
Essential	Mollona, M. 2005, 'Factory, Family and Neighbourhood: The Political Economy of Informal Labour in Sheffield', *Journal of the Royal Anthropological Institute* 11: 527-548	x
Essential	Carrier, J. 1992,'Emerging Alienation in Production: A Maussian History', *Man* 27: 539- 558	x
Essential	Ong, A. 1988, 'The Production of Possession: Spirits and the Multinational Corporation in Malaysia', *American Ethnologist* 15(1):28-42	x
Essential	Sharp, L. 2000, 'The commodification of the body and its parts', *Annual Review of Anthropology* 29: 287-328.	x

Essential	De Genova, N. 2002, 'Migrant "Illegality" and Deportability in Everyday Life', *Annual Review of Anthropology* 31: 419-47	x
Essential	Gill, L. 2007, 'Right There with You': Coca-Cola, Labor Restructuring, and Political Violence in Colombia', *Critique of Anthropology* 27 (3): 235–60.	x
Essential	Kuper, A., 2003, The Return of the Native, *Current Anthropology* 44(3): 389-402	x
Essential	Baudrillard, J. 1995, *The Gulf War Did Not Take Place*, Sydney: Power	☐
Further	Burawoy, M. 1982, *Manufacturing Consent.* (esp. ch 4) Chicago: University of Chicago Press	☐
Further	Engels, F. 1884, *The Origin of the Family, Private Property and the State*. Penguin Classics Thompson, E.P., 1967, 'Time, Work Discipline and Industrial Capitalism', *Past and Present* 38	☐
Further	Scheper-Hughes, N. 2000, 'The global traffic in human organs', *Current Anthropology* 41: 191-224.	x
Further	Foucault, M. 1977, *Discipline and punish: The birth of the prison*. London Allen Lane.	
Further	Abbots, E-J. 2012, 'In the Absence of Men?: Gender, Migration and Domestic Labour in the Southern Ecuadorean Andes', *Journal of Latin American Studies* 44(1)	x
Further	Kenrick, J. and J. Lewis. 2004, 'Indigenous People's Rights and the Politics of the Term "Indigenous."', *Anthropology Today* 20(2): 4-9	x
Further	Kurkiala, M. 2002, Objectifying the Past: Lakota Responses to Western Historiography, *Critique of Anthropology*, 22(4).	x
Further	Clifford, J. 1988, 'Identity in Mashpee' in *The Predicament of Culture: Twentieth-Century Ethnography, Literature, and Art*. Cambridge: Harvard University Press.	
Further	West, H.G & N. Domingos. 2012, 'Gourmandizing Poverty Food: The Serpa Cheese Slow Food Presidium', *Journal of Agrarian Change* 12(1): 120-143	x
Further	Eriksen T. 1993, *Ethnicity and Nationalism: Anthropological Perspectives.* London: Pluto Press	
Further	Radcliffe, A & S. Westwood. 1996, *Remaking the Nation*	
Further	Meillassoux, C. 1981, *Maidens, Meal and Money.* Cambridge: CUP	
Further	Appadurai A. 1990, 'Disjuncture and Difference in the Global Cultural Economy', in *Global Culture: Nationalism, Globalisation and Modernity.* M Featherstone (ed) London: Sage.	
Further	Brass, T. 1997, 'The Agrarian Myth, the New Populism and the 'New' Right, *Economic and Political Weekly* 32(4): 25-31	
Further	Stiglitz J. 2002, *Globalisation and Its Discontents.* (chs 1-2 & 4) London: Allen Lane. See also Stiglitz's chapter in *The Globalization Reader*, F. Lechner and J. Boli (eds.), Malden MA: Blackwell.	

Further	Turner, T. 1992, 'Defiant Images: The Kayapo appropriation of video', *Anthropology Today*, 8(6)	
Further	Conklin, B. 2002, 'Shamans versus Pirates in the Amazonian Treasure Chest', *American Anthropologist.* 104(4): 150-1061	x
Further	Marx, K. 1954 (1857). *Capital vol 1.* Moscow & London: Lawrence and Wishart	
Further	Gellner, E. 1983, *Nations and Nationalism*. Oxford: Blackwell.	
Further	Hansen T. & F. Steppatat (eds.). 2001, *States of Imagination: Ethnographic Explorations of the Postcolonial State,* Duke University Press	
Further	Abu-Lughod, L. 2002, 'The Object of Soap Opera' in *The Anthropology of Media: A Reader,* K. Askew & A. Wilk (eds) Oxford: Blackwell. This article also appears in *Worlds Apart* (1995, ed. D. Miller), London: Routledge	

MODULE CODE: **HPAN5001**
TITLE: **Political Economy of Natural Resources**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V100**

AIM(S)

- To supply students with an overview of the hydrocarbons industry, including some of the technological and economic particulars that set it apart from the production of other commodities.
- To explain the role that hydrocarbons play in the political and economic development of individual countries.

LEARNING OUTCOMES

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

- Analyze the impact of natural resources on a variety of economic and political issues, including growth, macroeconomic stability, corruption, civil war, women's rights, and democracy.
- Critically understand the resource curse.
- Evaluate and assess resource management related issues.

INDICATIVE CONTENT

- Introduction to oil and other extractive industries.
- Natural resources and development.
- Resource nationalism.
- Oil curse.
- Governance of natural resources.
- Transparency.
- Natural resources and conflict.
- Geopolitics of energy.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Country position paper	3,000 words	60%

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Classroom Simulation	During seminar. 8 minutes	40%

Assessment Summary

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

READING LIST

Module Code	HPAN5001	
Module Title	Political Economy of Natural Resources	
Classification	Reading List entry	Electronic*
Essential	Yergin, D. (2011) *The Quest: Energy, Security, and the Remaking of the Modern World.* Penguin Books.	☐
		☐

MODULE CODE: **HPRS5022**
TITLE: **Popular Spiritualities**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V620**

AIM(S)

- To enable students to appreciate the ways in which religious and spiritual belief and belonging might be presented and interpreted in a contemporary setting.
- To demonstrate the relevance of popular spiritualities in the contemporary world.

LEARNING OUTCOMES

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

- Understand the ways in which popular spiritualities have been defined and categorised and the inherent problems in doing this.
- Identify and evaluate some popular spiritualities.
- Engage with debates on how religion is categorised and how the study of religion is undertaken.

INDICATIVE CONTENT

- Terminology, definitions and categorization.
- Assessing religious belief and belonging.
- The secularization theories.
- Types of popular spiritualities (eg environmentalism and ecology, health and healing, food and eating).
- The impact of popular spiritualities on the study of religion.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPRS5022**	
Module Title	**Popular Spiritualities**	
Classification	**Reading List entry**	**Electronic***
Essential	Davie, Grace, *Religion in Britain: A Persistent Paradox*, (Sussex: Wiley-Blackwell, 2015)	☒
Essential	Urban, Hugh B, *New Age, Neopagan, and New Religious Movements: Alternative Spirituality in Contemporary America, (*Berkeley, CA: University of California Press, 2015)	☒
Essential	Sutcliffe, Steven J & Ingvild Saelid Gilhus (eds) *New Age Spirituality: Rethinking Religion*, London: Routledge, 2013	☒
Further	Harvey, Graham & Charlotte Hardman, eds, *Paganism Today*, (London: Thorsons, 1995)	☐
Further	Heelas, Paul, *Spiritualities of Life: New Age Romanticism and Consumptive Capitalism*, (Sussex: Wiley-Blackwell, 2008)	☒
Further	Heelas, Paul & Woodhead, Linda, *The Spiritual Revolution. Why religion is giving way to spirituality*, (Oxford: Blackwell, 2005)	☐
Further	Lewis, James R & J Gordon Melton eds, *Perspectives on the New Age*, (Albany: State University of New York Press, 1992)	☐
Further	Woodhead, Linda, et al, *Religions in the Modern World*, (London: Routledge, 2006)	☐

MODULE CODE: **HPAN5023**
TITLE: **Population Growth, Urbanisation and Sustainability**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **L600**

AIM(S)

- To examine key demographic factors driving social and economic change globally.
- To consider how these factors particularly apply in the case of less developed countries.

LEARNING OUTCOMES

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

- An appreciation of broad patterns in world population growth in the past 300 years.
- An understanding of the importance of the shift, at various stages in modern times from subsistence to market economy and the related shift from rural to urban living worldwide.
- An awareness of how these shifts impact on sustaining a rapidly growing world population with particular reference to climate change and other challenges in the 21st century.

INDICATIVE CONTENT

The module will introduce the students to the exponential trend in human population increase since the beginning of the industrial revolution in Europe. It will examine reasons for that growth and for differential growth between countries and regions of the world, particularly focussing on third world demographics. The module will examine the implications of the worldwide shift from subsistence to market conditions, from rural to urban living, the rapid growth of urban living and associated issues of food security, housing and employment, locating these issues in the context of global climate change.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**

portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	HPAN5023	
Module Title	Population Growth, Urbanisation and Sustainability	
Classification	Reading List entry	Electronic*
	Ed., Brazier, C. Raging Against the Machine. London, New Internationalist Publications	☐
	Colomer, J M. 2007. Great Empires, Small Nations. London: Routledge	☐
	Dale, G. 2010. Karl Polanyi: The Limits of the Market. Cambridge: Polity	☐
	Dukakis Smith, D W. 1986. Urbanisation in the developing world. London: Croom Helm	☐
	Faaland, J. 1982. Population and World Economy in the 21st Century. Oxford: Blackwell	☐
	Fukuyama, F. 1992. The End of History and the Last Man. London: Penguin	☐
	Girardet, H. 1999. Creating Sustainable Cities. Totnes: Green Books	☐
	Guha-Khasnobis, B et al. 2006. Linking the Formal and Informal Economy: Concepts and Policies. Oxford: Oxford University Press	☐
	Hardoy, J E and Satterthwaite, D. 1989. Squatter Citizen.: Life in the Urban Third World. London: Earthscan	☐
	Kohr, L. 2001. The Breakdown of Nations. Totnes: Green Books	☐
	Levitsky, J. 1989. Microenterprises in Developing Countries. London: IT Publications	☐
	Litvinoff, M. 1990. Earthscan Action Handbook. London: Earthscan	☐
	Malthus, T R. 2008 (1798). An Essay on the Principle of Population. Oxford: Oxford University Press	☐
	Mitchell, M and Bevan, A. 1992. Culture, Cash and Housing. London: VSO/IT Publications	☐
	Schumacher, E F. 1974. Small is Beautiful. London: Abacus	☐
	Tranter, N L. 1973. Population and Industrialization: the evolution of a concept and its practical application. London: A & C Black	☐
	Wilkinson, R and Pickett, K. 2009. The Spirit Level: Why Equality is Better for Everyone. London: Penguin	☐

	Wrigley, E A. 2004. Poverty, Progress and Population. Cambridge: Cambridge University Press	☐
	Amis, P. 1984. Squatters or Tenants: The commercialisation of unauthorized housing in Nairobi. World Development, Vol. 12 (1) 1984	☐

MODULE CODE: HPAN5022
TITLE: **Post-Colonial States and Civil Society**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V100**

AIM(S)

- To consider major issues in nation-building and state-building which have confronted countries emerging from colonial rule, especially since 1945.
- To examine issues of governance in post-colonial states.

LEARNING OUTCOMES

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

- A knowledge and critical understanding of the process of de-colonisation in Africa and Asia after 1945.
- An appreciation of the challenges to stable development and democratic government faced by many post-colonial states.
- A critical awareness of major issues, factors and patterns in the resort to military rule in various post-colonial states - including an examination of external intervention/de-stabilisation.

INDICATIVE CONTENT

The module will examine de-colonisation in Africa and Asia since 1945, comparing this process to the much earlier experiences of de-colonisation in Latin America. It will critically examine concepts of neo-colonialism and hegemony. The module will specifically explore examples of failure in democratic governance, especially from the 1950s to the 1980s, and the role of military governments in particular. It will examine ideas on the factors required for a more stable pattern of governance in the 21st century.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows: The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
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%**

READING LIST

Module Code	HPAN5022	
Module Title	Post-Colonial States and Civil Society	
Classification	Reading List entry	Electronic*
Essential	Collins, L and Lapierre, D. 1975. Freedom at Midnight: How Britain Gave Away an Empire. London: Collins	☐
Essential	Fanon, F. 1965. A Dying Colonialism. London: Penguin	☐
Essential	Gunder Frank, A. 1980. Crisis in the World Economy. London: Heinemann	☐
Essential	Gunder Frank, A. 1981. Reflection on the World Economic Crisis. London: Hutchinson	☐
Essential	James, L. 1997. Raj: The Making and Unmaking of British India. London: Abacus	☐
Essential	Malik, I. 2010. Pakistan: Democracy, Terror and the Building of a Nation. London: New Holland	☐
Further	Ali, T. 2002. The Clash of Fundamentalisms: Crusades, Jihads and Modernity. London: Verso	☐
Further	Chomsky, N. 2010. Hopes and Prospects. London: Penguin	☐
Further	Cocker, M. 1999. Rivers of Blood, Rivers of Gold: Europe's Conflicts with Tribal Peoples. London: Pimlico	☐
Further	Eds., Gordon, L R., Sharpley-Whiting, T D and White, R T. 1996. Fanon: A Critical Reader. Oxford: Blackwell	☐
Further	Fischer, L. 1982. The Life of Mahatma Gandhi. London: Grafton	☐
Further	Fursenko, A and Naftali, T. 1999. "One Hell of a Gamble": Khruschev, Castro, Kennedy and the Cuban Missile Crisis 1958-1964. London: Pimlico	☐
Further	Halliday, J. 1975. A Political History of Japanese Capitalism. London: Monthly Review Press	☐
Further	Hutton, W. 2000. The Writing on the Wall: China and the West in the 21st Century. London: Abacus	☐
Further	James, C L R. 1938 (1980). The Black Jacobins. London: Allison and Busby	☐

Further	Jones, B. 2008. Hugo! London: Bodley Head	☐
Further	Keane, J. 2009. The Life and Death of Democracy. London: Simon and Schuster	☐
Further	Mandela, N. 1994. Long Walk to Freedom. London: Little, Brown	☐
Further	Reid-Henry, S. 2009. Fidel and Che: A Revolutionary Friendship. London: Hodder and Stoughton	☐
Further	Rooney, R. 1988. Kwame Nkrumah: The Political Kingdom in the Third World. London: I B Tauris	☐
Further	Van Dormael, A. 1978. Bretton Woods: Birth of a Monetary System. London: MacMillan	☐

MODULE CODE: **HPAR5009**
TITLE: **Post Excavation & Analysis**
DATED: 08/01/2018
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V400**

AIM(S)

- To offer students to the management and practice of archaeological post-excavation and analysis
- To offer students a practical study of archaeological material, including artefacts and data sets, and the practical experience of creating and interpreting different types of graphs and carrying out basic statistical analyses.

LEARNING OUTCOMES

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

- An understanding of the processes necessary for the management of archaeological sites and the handling or archaeological data and materials.
- An understanding of different types of graphic presentation of data and an ability to decide what type of graph will best represent their data.
- An ability to describe and critically evaluate data. Students should be able to interpret data, while understanding the limitations.
- An ability to form hypotheses and state how they will be tested, based on a sound knowledge of archaeological methods.

INDICATIVE CONTENT

The course will build on the Level 4 or 5 Excavation module (which is a pre-requisite) by taking the student into the post-excavation stage. In the first term of the final year the student will attend lectures and workshops addressing issues of post-excavation analysis and interpretation using a range of data which would typically be collected in an archaeological excavation or survey. Workshops will allow students to plot and analyse a variety of data sets. Case studies will illustrate a wide range of archaeological problems and solutions.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles, and practices of the topics studied for the module. Case studies may be used to provide examples and will be used to develop further understanding of what has been learned.
Tutorials and seminars are used to support the discussion and critical evaluation of what has been learned, normally in a smaller group size than a lecture.
Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s) (e.g. preparation for lectures and seminars, follow-up work, background reading, revision, completion of assessment tasks).

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%

Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** x **Practical**

Mode of assessment	Volume	Weighting
Practical Report	1,000 words	25%

Assessment Component 2

☐ **Written exam** x **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Project Design	4,000 words	75%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75%
Practical	25%
TOTAL	**100%**

READING LIST

Module Code	**HPAR5009**	
Module Title	**Post Excavation & Analysis**	
Classification	**Reading List Entry**	**Electronic***
Essential	Bowden, M. (ed.) 1999, Unravelling the Landscape Stroud: Tempus.	☐
Essential	Roskams, S.P. 2001 Excavation. Cambridge: Cambridge Archaeological Press.	☒
Essential	Shennan, S. 1997. Quantifying Archaeology. Edinburgh University Press.	☒
Further	Carver, M.O.H., 2009. *Archaeological investigation*, London: Routledge.	☐
Further	English Heritage 2006 *Management of Research Projects in the Historic Environment, The MoRPHE Project Managers' Guide*. https://content.historicengland.org.uk/images-books/publications/morphe-project-managers-guide/HEAG024-MoRPHE-Managers-Guide.pdf/	☒
Further	English Heritage 2006 *MoRPHE, Project Planning Note 3: Archaeological Excavation*. https://content.historicengland.org.uk/images-books/publications/morphe-project-planning-note-3/morpheprojectplanningnote3.pdf/	☒

Further	Francovich, R., Patterson, H. and Barker, G. 2000. *Extracting Meaning from Ploughsoil Assemblages*. Archaeology of Mediterranean Landscapes 5. Oxford: Oxbow Books.	☐
Further	Roskams, S.P. 2000 *Interpreting Stratigraphy. Site evaluation, recording procedures and stratigraphic analysis***.** BAR International Series 910. Archaeopress: Oxford.	☐

MODULE CODE: **HPRS5037**
TITLE: **Postmodern Theology**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V610**

AIM(S)

- To introduce students to the academic study of postmodern forms of Christian theology.
- To present some major theological reactions to postmodernity from the Christian perspective.

LEARNING OUTCOMES

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

- Discuss the meaning and significance of the emergence of post-modernity.
- The ability to display knowledge of the implications of postmodernity for Christian theology.
- The ability to describe how Christian theology has reacted to the arguments of post-modernity.

INDICATIVE CONTENT

- What is postmodenity?
  - Foucault / Derrida / Baudrillard.
  - Key features, themes, and trends.
  - Post / Late Modernity.
- What does this mean for theology?
  - Authority / Identity / Narrative.
  - Critiques to theology within post-modern thinking.
- Two differing reactions – such as:
  - Nihilist Textualism.
  - Radical Orthodoxy.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**

Portfolio	4 elements, 2,500 words	50%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assessment	2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPRS5037**	
Module Title	**Postmodern Theology**	
Classification	**Reading List entry**	**Electronic***
Essential	Hyman, G., The Predicament of Postmodern Theology: Radical Orthodoxy or Nihilist Textualism. (Louisville: Westminster John Knox Press, 2004)	☐
Essential	Smith, JKA., Introducing Radical Orthodoxy: Mapping a Post-Secular Theology (Grand Rapids: Baker Academic, 2004)	☐
Essential	Cupitt, D., Taking Leave of God. (London: SCM Press, 2010)	☐
Further	Altizer, T., The Call to Radical Theology. (New York: SUNY Press, 2013)	☐
Further	Altizer T., The New Gospel of Christian Atheism. (Aurora: The Davies Group, 2002)	☐
Further	Taylor, M., Erring: A Post-modern A/theology. (Chicago: University of Chicago Press, 1987)	☐
Further	Cupitt, D., The Fountain: A Secular Theology. (London: SCM Press, 2010)	☐
Further	Cupitt, D., Theology's Strange Return. (London: SCM Press, 2010)	☐
Further	Milbank, J., Theology and Social Theory.(London: Blackwell, 2005)	☐
Further	Milbank, J, Pickstock, C & Ward G., Radical Orthodoxy: A New Theology. (London: Routledge, 1998)	☒

MODULE CODE: **HPEN5014**
TITLE: **Psyche, Text, and Society: Critical and Cultural Theory**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **Q300**

AIM(S)

- To provide students with the opportunity to construct an historical overview of the development of critical and cultural theories from the early twentieth century to the present; to apply those theories to the analysis of literary texts with an awareness of their implications, potentialities and limitations; and to analyse and interrogate the formal distinction between literature and theory.

LEARNING OUTCOMES

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

- Demonstrate a coherent understanding of a range of theoretical developments that have taken place during the twentieth and twenty-first centuries, and an ability to describe their main conceptual frameworks and the underpinnings of their practical methodologies.
- Demonstrate a sound awareness of the implications and possibilities of different theoretical positions and techniques for the student's own reading and critical practice, and an ability to apply a range of critical and/or cultural theories in the critical analysis and interpretation of specific works of literature.
- Demonstrate an ability to interrogate the formal distinction between literature and theory, by analysing both the literary aspects of critical and cultural theory and the dynamics of authority in the act of interpretation.

INDICATIVE CONTENT

- The course will typically begin with the earliest formulations of how to interpret literature psychoanalytically – classical psychoanalysis of the author and of character – and by way of psychoanalytic theory's encounters with other critical and cultural theories, students will typically study structuralism, post-structuralism, Marxist cultural theory, feminist theory, new historicism, and cultural materialism.
- Theoretically informed critical analysis and interpretation of a selection of literary works chosen specifically for one of a number of reasons, such as the availability of a suitable example of a seminal or highly significant published work of criticism written from a particular theoretical perspective, or the opportunity afforded by the choice of literary work for students to practice theoretically informed criticism in the absence of an available exemplar. A careful balance will be struck between detailed theoretical discussion and the practical exposition of particular techniques, so that students are enabled to develop a degree of conceptual sophistication and to apply these ideas to their own critical practice.
- Sustained analysis of particular literary texts from a range of theoretical perspectives in order to encourage an awareness of how theories may combine or conflict with one another; and similarly sustained analysis of the literary dimensions of some theoretical texts as well as the generation or interrogation of 'theory' by literary texts.
- In the dynamics of the application of critical and cultural theory to the analysis of literary texts, particular attention will be paid to the authority often implicitly granted to theory to interpret. This authority will be interrogated and challenged by a serious

consideration of a range of issues: the phenomenon in which the use of theory prevents us from being influenced by the literary text; the origins of some theoretical concepts in works of literature; the figurality or literariness of some theoretical models; the historical emergence, ongoing formation, development and re-interpretation of theory; and the historical and other objections that have been made (often by theorists) to the application of certain modern (and post-modern) theoretical formulations to literary texts, especially those of the medieval and early modern periods.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
In-class seminar presentation	9 minutes	30%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	**100%**

READING LIST

Module Code	**HPEN5014**	
Module Title	**Psyche, Text, and Society: Literature and Theory**	
Classification	**Reading List entry**	**Electronic***
Essential	Hertz, Neil, 'Freud and the Sandman', in *Textual Strategies: Perspectives in Post-Structuralist Criticism*, ed. by Josué Harari. London: Methuen, 1980, pp. 296-321.	☐ Text supplied

Essential	Hoffman, E.T.A. The Sand-Man and The Elementary Spirit (Two Mysterious Tales). trans. J. Oxenford. New York: Mondial, 2008.	☐
Essential	Howard, Jean E., 'Sex and Social Conflict: The Erotics of *The Roaring Girl*', in *Erotic Politics: Desire on the Renaissance Stage*, ed. Susan Zimmerman. London: Routledge, 1992	☐ Text supplied
Essential	Middleton, T. and Dekker, T. The Roaring Girl. ed. E. Cook, New Mermaid series London: A&C Black, 2003.	☐
Essential	Bonaparte, Marie, *The Life and Works of Edgar Allan Poe: A Psycho-Analytic Interpretation*, Ch. XXXVII 'The Black Cat'. London: Imago, 1949, pp. 458-85.	☐ Text supplied
Essential	Poe, E.A. 'The Black Cat' in The Fall of the House of Usher and Other Writings. ed. D. Galloway, Harmondsworth: Penguin, 1986.	☐
Essential	Jones, Ernest, 'Hamlet and Oedipus', in *Shakespeare: 'Hamlet'*, ed. by John Jump, Casebook Series. London: MacMillan, 1968; repr.1969; repr. Nashville, Tennessee: Aurora Publishers, 1970), pp.51-63.	☐ Text supplied
Essential	Rose, Jacqueline, 'Sexuality in the Reading of Shakespeare: *Hamlet* and *Measure for Measure*', in *Alternative Shakespeares*, ed. John Drakakis. London; Routledge, 1988, pp. 95-118.	☐ Text supplied
Essential	Shakespeare, W. Hamlet, ed. G. R. Hibbard. Oxford: Oxford UP, 2008	☐
Further	Frank Lentricchia and Thomas McLaughlin, eds, *Critical Terms for Literary Study*, 2nd edn (Chicago: Chicago University Press, 1995)	☒
Essential	Eagleton, Terry, *Criticism and Ideology*. London: NLB, 1976. Ch. 4 'Ideology and Literary Form', pp. 102-61, esp. section 7 'W.B. Yeats', pp. 151-54	☐ Text supplied
Essential	Yeats, W.B. The Collected Poems. Ware: Wordsworth Editions, 2000.	☐
Essential	Dollimore, Jonathan, *Radical Tragedy: Religion, Ideology and Power in the Drama of Shakespeare and his Contemporaries*, 3rd edn. Basingstoke: Palgrave Macmillan, 2003	☐ Text supplied
Essential	Webster, John. The White Devil, in Three Revenge Tragedies, ed. G. Salgado. Harmondsworth: Penguin, 2004.	☐
Essential	Barthes, Roland. A Lover's Discourse: Fragments. Trans. R. Howard. London: Vintage, 2002	☐
Further	Leitch, Vincent, et al., eds, *The Norton Anthology of Theory and Criticism*. London: W.W. Norton, 2010.	☐
Further	Belsey, C. Critical Practice. 2nd edn. London: Routledge, 2002.	☐
Further	Barry, P. *Beginning Theory: An Introduction to Literary and Cultural Theory.* 2nd ed. Manchester: Manchester University Pres, 2002	☐
Further	Eagleton, T. After Theory. Harmondsworth: Penguin, 2004.	☐
Further	Eagleton, T. Literary Theory: An Introduction. rev. ed. Oxford: Blackwell, 1996.	☐

Further	Althusser, L. *On Ideology*. London; New York: Verso, 2007	☐
Further	Althusser, Louis, 'Ideology and Ideological State Apparatuses (Notes Towards and Investigation)', in *Lenin and Philosophy and Other Essays*, trans. Ben Brewster. New York: Monthly Review Press; London: NLB, 1971, pp. 121-73.	☐
Further	Rancière, Jacques, Althusser's Lesson, trans. Emiliano Battista. London: Bloomsbury, 2017.	☒
Further	Eagleton, T. and Drew M. eds. *Marxist Literary Theory: A Reader*. Oxford: Blackwell, 1996.	☐
Further	Freud, S. The Penguin Freud Reader. ed., Adam Phillips. Harmondsworth: Penguin, 2006.	☐
Further	Rabaté, Jean-Michel, The Cambridge Introduction to Literature and Psychoanalysis. Cambridge: Cambridge University Press, 2014.	☒
Further	Meltzer, Françoise, ed. *The Trial(s) of Psychoanalysis*. Chicago; London: University of Chicago Press, 1988	☐
Further	Felman, Shoshana. Ed. *Literature and Psychoanalysis: The Question of Reading: Otherwise*. Baltimore; London: Johns Hopkins University Press, 1982.	☐
Further	Felman, Shoshana, 'On Reading Poetry: Reflections on the Limits and Possibilities of Psychoanalytical Approaches', in *The Literary Freud: Mechanisms of Defense and the Poetic Will*, ed. Joseph H. Smith. New Haven; London: Yale University Press, 1980, pp. 119-48.	☐
Further	Donald, James. Ed. *Psychoanalysis and Cultural Theory: Thresholds*. London: Macmillan, 1991.	☐
Further	Joseph, John E., *Saussure*. Oxford: Oxford University Press, 2012	☐
Further	Benvenuto, B. and R. Kennedy. *The Works of Jacques Lacan: An Introduction*. London: Free Association Books, 1986.	☐
Further	Wright, E. *Psychoanalytic Criticism: Theory in Practice*. New Accents. London: Routledge, 1984	☐
Further	Wilson, R. and R. Dutton. Eds. *New Historicism and Renaissance Drama*. Longman Criticial Readers. London: Longman, 1992.	☐
Further	Barker, Francis, *The Tremulous Private Body: Essays on Subjection*, 2nd edn (Ann Arbor: University of Michigan Press, 1995; reprinted several times), 'A Challenged Spectacle', pp. 1-63	☐
Further	Selden, Raman, Peter Widdowson & Peter Brooker. A Reader's Guide to Contemporary Literary Theory, 6th edn. London: Routledge, 2017.	☒
Further	Ryan, K. ed. *New Historicism and Cultural Materialism: A Reader*. London: Arnold, 1996.	☐
Further	Norris, C. *Deconstruction: Theory and Practice*, 3rd ed. London; New York: Routledge, 2002.	☐

Further	Moi, T. *Sexual/Textual Politics*. London; New York: Routledge, 1985.	☐
Further	Howes, Marjorie and John Kelly, eds, *The Cambridge Companion to W.B. Yeats*. Cambridge: Cambridge University Press, 2006	☐
Further	Frazer, Paul, ed. The White Devil: A Critical Reader. London: Bloomsbury, 2016	☐

MODULE CODE: **HPHE5009**
TITLE: **Putting the Past to Work: Heritage Led Regeneration & Place Making**
DATED: 08/01/2018
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V700**

AIM(S)

- To enable students to develop and express a coherent vision for the future of historic buildings, structures and environments.
- To present reasoned interventions in debates about the repurposing and reuse of heritage assets based on an understanding of heritage significance, exemplars of sustainable re-use and an appreciation of the needs of communities.
- To develop knowledge and understanding of the principles and practice of heritage-led regeneration.
- To critically examine the governance, finance and economics of regeneration and heritage-led regeneration programmes.
- To critically reflect on the importance of integrated design in protecting and shaping historic buildings, environments and "sense of place". Notably the inter-relationship with planning, landscape architecture and architecture.

LEARNING OUTCOMES

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

- Express a coherent vision for the future of heritage buildings, structures, environments and landscapes and make reasoned interventions in debates about the repurposing and reuse of heritage assets.
- Demonstrate an understanding of the principles and practice of heritage-led regeneration including governance, finance, economics, community engagement, partnership working and the key bodies involved.
- Explore, research, understand, and assess the impact of regeneration proposals upon the heritage resource and outline ways in which this may be prevented, ameliorated and/or managed.

INDICATIVE CONTENT

- Thinking it Through - The development and communication of a coherent vision for the future of heritage buildings, structures and environments.
- Making a case - The presentation of reasoned interventions in debates about the repurposing and reuse of heritage assets based on an understanding of heritage significance, exemplars of sustainable re-use and an appreciation of the needs of communities.
- The principles of regeneration: The key bodies involved and the changing face of regeneration - from top-down to bottom-up approaches. The centrality of partnership working and the need for community engagement.
- The governance, finance and economics of regeneration and heritage-led regeneration programmes including understanding of funding mechanisms, relevant funding sources, together with a broad appreciation of the workings of the property market and methods of valuation.

- The importance of design quality in protecting and shaping heritage buildings, historic environments and the "sense of place". Notably the inter-relationship of heritage management with planning, landscape architecture and architecture.
- Critical analysis and evaluation of the impact of regeneration proposals upon the heritage resource. How this may be ameliorated and/or managed.
- The importance of inter-disciplinary working - Holding onto a "Sense of Place" - The importance of design in protecting and shaping heritage buildings, historic environments and place.

LEARNING AND TEACHING STRATEGY

Lectures provide a theoretical spine for the module. **Seminars** promote discussion and exploration of key concepts. Both prepare the participants for **field excursions** to local sites of relevant interest. **Workshops** will examine the observations made during the field excursions and support participants preparation for the assessment.

Guided Independent Study allows students to further their independent learning skills with appropriate support provided by the module tutor(s).

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

☐ **Written exam** x **Coursework** ☐ **Practical**

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

Assessment

A report setting out a project management plan for the delivery of a heritage project selected from a set list (5,000 words; 100 %).

Assessment Summary

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

READING LIST

Module Code	**HPHE5009**	
Module Title	**Putting the Past to Work: Heritage Led Regeneration & Place Making**	
Classification	**Reading List Entry**	**Electronic***
Essential	Jones, P. and Evans, J. (2013) **Urban Regeneration in the UK** (2nd edition). Sage, London.	☐
Essential	Taggart, F. (Editor) (2006) **The Regeneration Through Heritage Handbook: How to Use a Redundant Historic**	☐

	Building as a Catalyst for Change in Your Community. Chichester: Phillimore for The Princes Regeneration Trust.	
Essential	Kalman, H. (2014) **Heritage Planning – Principles and Process**. Routledge, London.	☐
Essential	Rizzo, I. & Mignosa, A. (eds.)(2015). **Handbook on the Economics of Cultural Heritage.** Elgar Original Reference. Edward Elgar Publishing Ltd. ISBN-10: 1782547487	☐
Further	Towse, R. (2010). **A Textbook of Cultural Economics**. Cambridge, Cambridge University Press. ISBN-10: 0521717027	☐
Further	Roberts, P. & Sykes, H. (editors) (2008) **Urban Regeneration: A Handbook**. London: Sage.	☐
Further	Stubbs, M. (2004) Heritage-sustainability: developing a methodology for the sustainable appraisal of the historic environment. **Planning Practice and Research**, 19(3), 285-305.	☐
Further	Hampton, M. P. (2005). Heritage, local communities and economic development. **Annals of Tourism Research**, 32(3), 735-759.	☐
Further	Rodwell, D. (2006). Managing Historic Cities: the Management Plans for the Bath and Edinburgh World Heritage Sites. **Journal of Architectural Conservation**, 12(2), 41-61.	☐
Further	Cadw (2011) **Conservation Principles for the Sustainable management of the historic environment in Wales**. CADW, Cardiff. (see www.cadw.wales.gov.uk)	☐
Further	Little, B.J. & Shackel, P.A. (2014) **Archaeology, Heritage, and Civic Engagement: Working toward the Public Good**. Walnut Grove: Left Coast Press.	☐
Further	UNESCO-ICOMOS Documentation Centre (2010) Management plans and the World Heritage Convention: A bibliography. See: http://www.international.icomos.org/centre_documentation/bib/Management_plans_bibliography.pdf	☐

MODULE CODE: **HPRS5038**
TITLE: **Questioning Gender and Theology**

DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V610**

AIM(S)

- To introduce and explore gendered and queered readings of Christian Theology.
- To situate the insights of contemporary feminist and queer theologies within contemporary theological and social debates.

LEARNING OUTCOMES

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

- Describe the historical and sociological origins of gendered and queer readings of theological contexts.
- Students will understand the relationship of normative forms of Christian Theology to contemporary accounts of sexuality and gender.
- Students will have introductory knowledge of trends and current foci in Queer and Feminist Theology.

INDICATIVE CONTENT

- The foundations of Feminist and Queer critiques of religion.
    - The history and genealogy of Feminist Theory.
    - Relationship with gender / sexuality critiques of theology.
    - The importance of performativity for queer living.
- Gender / Queer Traditions.
- Gender / Queer Incarnations.
- Gender / Queer Christologies.
- Gender / Queer Rites.
- Heterosexuality & Masculinity.
- Theology, Politics, Economics, and the Body.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPRS5038**	
Module Title	**Questioning Gender and Theology**	
Classification	**Reading List entry**	**Electronic***
Essential	Thatcher, A., The Oxford Handbook of Theology, Sexuality, and Gender. (Oxford: Oxford University Press, 2017)	☐
Essential	Watson, N., Feminist Theology (Loiusville: Eerdman's, 2003)	☐
Essential	Cheng, P., Radical Love: An Introduction to Queer Theology. (New York: Seabury Books, 2011)	☐
Further	Althaus-Reid, M& Isherwood., The Sexual Theologian: Essays on sex, God, and politics. (London: T&T Clark International, 2004)	☐
Further	Rogers, E., Sexuality and the Christian Body. (Oxford: Blackwell, 1999)	☐
Further	Stuart, E., Gay and Lesbian Theologies: Repetitions with Critical Difference. (Burlington: Ashgate Publishing, 2003)	☐
Further	Goss, R & West, M., Take Back the Word: A Queer Reading of the Bible. (Cleveland: Pilgrim Press, 2000)	☐
Further	Bonache, T., Christology From the Margins. (London: SCM Press, 2008)	☐
Further	Thomas, C., Straight with a Twist. (Chicago: University of Illinois Press, 2000)	☐
Further	Butler, J., Gender Trouble: Feminism and the Subversion of Identity. (New York: Routledge, 1990)	☐

MODULE CODE: **HPPH5018**
TITLE: **Rationalists and Empiricists**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V500**

AIM(S)

- To provide students with an understanding of the work of various influential 17th and 18th Century philosophers, including Descartes, Spinoza (often referred to as the rationalists, on account of their belief that reason is the fundamental source of knowledge), Locke, Berkeley and Hume (often referred to as the empiricists, on account of their belief that experience is the only source of knowledge).

LEARNING OUTCOMES

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

- Articulate the general outlook of the philosophers covered in the course and their detailed views and defences of them on a range of central philosophical issues.
- Engage critically with those outlook and views.

INDICATIVE CONTENT

- Scepticism and different responses to it.
- The self and its identity over time.
- Realism and idealism: in general terms and in relation to the distinction between primary and secondary qualities.
- Causal necessity and inductive reasoning.
- Freedom and necessity.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
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%**

READING LIST

Module Code	**HPPH5018**	
Module Title	**Rationalists and Empiricists**	
Classification	**Reading List entry**	**Electronic***
Essential	Spinoza, *The Ethics*	☒
Essential	*Descartes,* Meditations	☒
Essential	David Hume, *Enquiry Concerning Human Understanding*	☒
Further	A. Kenny, *Descartes: A Study of His Philosophy*	☐
Further	*Bernard Williams,* Descartes: The Project of Pure Enquiry	☐
Further	Jonathan Bennett, *Locke, Berkeley and Hume*	☐
Further	John Locke, *An Essay Concerning Human Understanding*	☒
Further	Stuart Hampshire, *Spinoza*	☐
Further	Berkeley, *Three Dialogues*	☒
Further	Descartes, *Passions of the Soul,* Part One	☒

MODULE CODE: **HPRS5019**
TITLE: **Reading Biblical Texts: The Hebrew Bible and Apocrypha**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V610**

AIM(S)

- To encourage close reading and analysis of a range of biblical books from the Hebrew Bible.

LEARNING OUTCOMES

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

- Be able to demonstrate an ability to engage in exegesis of set texts.
- Be familiar with scholarly issues and debates relating to the biblical texts.

INDICATIVE CONTENT

- There will be close readings of biblical books and/or sections of biblical texts, such as the books of Genesis, Ruth and Esther.
- There will be a strong emphasis on exegetical reading of primary sources using secondary material to enhance understanding.
- To look at the historical, cultural and social impact of the biblical texts in a wider historical context.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 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%**

READING LIST

Module Code	**HPRS5019**	
Module Title	**Reading Biblical Texts: The Hebrew Bible and Apocrypha**	
Classification	**Reading List entry**	**Electronic***
Essential	Gunn, D. M., and Fewell, D. N. (eds) (*Narrative in the Hebrew Bible*, (Oxford: Oxford University Press, 1993).	☐
Essential	Yairah, A., *Reading Biblical Narratives: Literary Criticisms and the Hebrew Bible* (Minneapolis: Fortress Press, 2001).	☐
Essential	Brettler, M. et al., *The Historical-Critical Reading of the Hebrew Bible/Old Testament* (Oxford: Oxford University Press, 2012).	☐
Further	Davidson, R. *Genesis 1-11* (Cambridge: Cambridge University Press, 1973).	☐
Further	Barton, J. and Maddiman, J. (eds.) *The Oxford Bible Commentary* (Oxford: Oxford University Press, 2001).	☐
Further	Turner, L. *Genesis* (Sheffield: Sheffield Phoenix Press, 2010).	☐
Further	Fokelman, J., *Reading Biblical Narrative* (Louisville: John Knox Press, 1997).	☐
Further	Brenner, A. and Schottroff, L., *A Feminist Companion to Genesis* (Sheffield: Sheffield Academic Press, 1993).	☐
Further	Day, L. and Pressler, C., *Engaging the Bible in a Gendered World: An Introduction to Feminist Biblical Interpretation in honour of Katherine Doob Sekenfeld* (Louisville, KY: Westminster John Knox Press, 2006).	☐
Further	Brenner, A., *A Feminist Companion to Ruth* (Sheffield: Sheffield Phoenix Press, 1998).	☐

MODULE CODE: **HPRS5020**
TITLE: **Reading the New Testament: Galatians and the Book of Revelation**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V610**

AIM(S)

- To examine two New Testament texts belonging to different literary genres: a letter (Paul's letter to the Galatians) and an apocalypse (the Book of Revelation).
- To apply traditional and contemporary critical tools and approaches to a range of selected texts from the New Testament.

LEARNING OUTCOMES

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

- Evaluate the usefulness and relevance of a range of critical approaches in illuminating the meaning of New Testament texts.
- Offer an informed account of the setting and main theological themes of Paul's letter to the Galatians.
- Investigate the origins and function of the Book of Revelation as an apocalyptic text.

INDICATIVE CONTENT

- The place of Galatians in the critical study of Paul and his letters.
- The setting and purpose of Paul's letter to the Galatians.
- Galatians and Paul's defence of his apostleship.
- Galatians as a window to Paul's theology.
- Topics in the study of Galatians: ethics and the reception of the Jewish Scriptures.
- The Book of Revelation among the apocalypses.
- Visions of Jesus and God in Revelation.
- Suffering and Martyrdom according to the Book of Revelation.
- Critique of Empire and Visions of Evil.
- Contemporary approaches to the Book of Revelation.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** X **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
2 Textual analyses	1,250 words each (= 2,500 words)	50%

Assessment Component 2

☐ **Written exam** X **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPRS5020**	
Module Title	Reading the New Testament: Galatians and the Book of Revelation	
Classification	**Reading List entry**	**Electronic***
Essential	Boxall, Ian, *Revelation: Vision and Insight. An Introduction to the Apocalypse* (London: SPCK, 2002).	☐
Essential	Derosiers, Gilbert, *An Introduction to Revelation: A Pathway to Interpretation* (London: T&T Clark International, 2011).	☐
Essential	Horrell, David, *An Introduction to the Study of Paul* (T&T Clark Approaches to Biblical Studies; London: Bloomsbury, 2015, 2nd edition).	
Essential	Oakes, Peter, *Galatians* (Paideia Commentaries on the New Testament; Grand Rapids: Baker, 2015).	
Essential	Woodman, Simon, *The Book of Revelation* (SCM Core Text; London: SCM, 2008).	
Further	Barclay, John M.G., *Obeying the Truth: A Study of Paul's Ethics in Galatians* (Edinburgh: T&T Clark, 1987).	☐
Further	Bauckham, Richard, *The Theology of the Book of Revelation (*Cambridge: CUP, 1993).	☐
Further	Boer, Martinus C. de, *Galatians: A Commentary* (New Testament Library; Louisville: Westminster John Knox Press, 2011).	☐
Further	Boxall, Ian, *The Revelation of Saint John* (Black's New Testament Commentaries; London, 2009).	☐
Further	Boxall, Ian, *The Victory of Christ: Exploring the Book of Revelation* (Audiobook: Now You Know Media Inc., 2017).	☐
Further	Court, John M., *Revelation* (New Testament Guides, Sheffield: JSOT Press, 1994).	
Further	Dunn, James D.G., *The Theology of Paul's Letter to the Galatians* (Cambridge: CUP, 1993).	

Further	Dunn, James D.G. (ed.), *The Cambridge Companion to St Paul* (Cambridge: CUP, 2002).	
Further	Dunn, James D.G., *The Theology of Paul the Apostle* (Grand Rapids: W.B. Eerdmans, 2006).	
Further	Eastman, Susan, *Recovering Paul's Mother Tongue: Language and Theology in Galatians* (Grand Rapids: W.B. Eerdmans, 2007).	
Further	Esler, Philip F., *Galatians* (New Testament Readings; London: Routledge, 1998).	
Further	Hawthorne, Gerald F. and Ralph P. Martin, *Dictionary of Paul and His Letters* (Leicester: IVP, 1993).	
Further	Kahl, Brigitte, *Galatians Re-imagined: Reading with the Eyes of the Vanquished* (Minneapolis: Fortress Press, 2010).	
Further	Koester, Craig R. *Revelation and the End of All Things* (Grand Rapids: W.B. Eerdmans, 2001).	
Further	Koester, Craig R., *Revelation: A New Translation with Introduction and Commentary* (The Anchor Yale Commentaries: New Haven: Yale University Press, 2015).	
Further	Rowland, Christopher, *Revelation* (Epworth Commentaries; London: Epworth Press, 1993).	
Further	Sanders. E.P., *Paul: The Apostle's Life, Letters, and Thought* (Minneapolis: Fortress Press, 2015).	

MODULE CODE: **HPCH5008**

TITLE: **Readings in Literary Chinese Texts**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **T110**

AIM(S)

- To develop reading and translation skills in literary Chinese through close reading of texts representative of different periods and genres.
- To introduce reference works and tools for the study of Chinese literary works.

LEARNING OUTCOMES

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

- Produce linguistically correct and fully annotated translations of original Chinese texts written in classical or literary Chinese.
- Use a wide range of research tools in both Chinese and Western language relevant for the study of Chinese literary fiction.
- Critically discuss and evaluate scholarly contributions to this field of academic research.

INDICATIVE CONTENT

Students will develop a high level of competency in close reading and translation and a sophisticated understanding of both formal structures and the cultural contexts of texts written in literary Chinese.

The selection of text will vary from year to year, but may in any year include:

- a selection of miracle tales (zhiguai 志怪 and chuanqi 傳奇) from collections such as Youming lu 幽冥錄, Gu xiaoshuo 古小説 or Taiping guangji 太平廣記;.
- a selection of philosophical texts from the pre-Qin period.
- a selection from Sima Qian's *Shiji* 史记.
- a selection of Chinese poetry until the Tang dynasty.

Module requirement: Successful completion of *Introduction to Classical Chinese* or equivalent knowledge of Classical Chinese is expected.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Translation	Chinese source text of approx. 1000 Chinese characters with a critical commentary of approx. 1,500 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	50%
Practical	50%
TOTAL	**100%**

READING LIST

Module Code	**HPCH5008**	
Module Title	Readings in Literary Chinese Texts	
Classification	**Reading List entry**	**Electronic***
Essential	Owen, Stephen. An Anthology of Chinese Literature: Beginnings to 1911. New York: Norton, 1996.	☐
Essential	Kao, Karl S.Y. (ed.). Classical Chinese Tales of the Supernatural and the Fantastic: Selections from the Third to the Tenth Century. Bloomington: Indiana University Press, 1985.	☐
Essential	Barnes, Archie; Starr, Don; Ormerod, Graham. Du's Handbook of Classical Chinese Grammar: An Introduction to Classical Chinese Grammar. York: Alcuin Academics, 2009.	☐
Essential	Cai, Zong-qi. How to Read Chinese Poetry: A Guided Anthology. New York: Columbia University Press, 2008.	☐
Further	Graham, Angus C. Disputers of the Tao: Philosophical Argument in Ancient China. LaSalle: Open Court, 1989.	☐
Further	Schwartz, Benjamin I. The World of Thought in Ancient China. Cambridge, Mass.: Harvard University Press, 1985.	☐
Further	The Cambridge History of Chinese Literature. Ed. by Kang-I Sun Chang and Stephen Owen. Cambridge: Cambridge University Press, 2010.	☐

MODULE CODE: **HPAH5017**
TITLE: **Regional History (Fieldtrip Module)**
DATED: 08/01/2018
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V160**

AIM(S)

- To discusses a region of the ancient world, such as Athens or the Naples area (Pompeii, Herculaneum, etc), in relation to its history and archaeology, and to visit the relevant sites in person on a fieldtrip.

LEARNING OUTCOMES

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

- Demonstrate a secure understanding and knowledge of the main aspects of the region's history and archaeology.
- evaluate and analyse the ancient sources and archaeological evidence on the region;
- Evaluate critically the main debated issues regarding the region's archaeological remains, history and preservation and conservation.
- Present written and oral work in a manner appropriate for a relevant/professional audience.

INDICATIVE CONTENT

- The module is based on a fieldtrip, which enables the students to get first-hand experience of the archaeological remains and conservation and preservation of sites and artefacts.
- The module explores the different aspects of the history and archaeology of the region as appropriate to the region chosen for study, aiming to produce a coherent picture by melding the different sources and types of evidence available for its study.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	**Volume**	**Weighting**
Presentation on site	10 minutes with 5 minutes of questions	50%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	HPAH5017	
Module Title	**Regional History (Fieldtrip Module)**	
Classification	**Reading List entry**	**Electronic***
Essential	Bryan, C., Stott, R. and Young, T. 2001: *Speaking your mind: Oral presentation and seminar skills* (Speak-write series). Harlow.	☐
Essential	Peck, J. and Coyle, M. 2012: *The student's guide to writing: Spelling, punctuation and grammar* (3rd ed., Palgrave study skills). Basingstoke.	☐

MODULE CODE: **HPRS5021**
TITLE: **Religion and Food: creations, celebrations and taboos**

DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V620**

AIM(S)

- To enable students to appreciate the different ways in which religion, food and eating connect.

LEARNING OUTCOMES

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

- Demonstrate knowledge of the diverse ways in which different religions approach food and eating.
- Understand how approaches to food can themselves be seen as 'religious'.

INDICATIVE CONTENT

- Food as taboo.
- Food as identity.
- Food as ritual.
- Food as celebration.
- Veganism, thinness and 'clean eating'.
- Food as religion.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Report	2,500 words	50%

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Poster Presentation	15 minutes	50%

Assessment Summary

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

READING LIST

Module Code	HPRS5021	
Module Title	**Religion and Food: creations, celebrations and taboos**	
Classification	Reading List entry	**Electronic***
Essential	Harvey, Graham ,*Food, Sex and Strangers: Understanding Religion as Everyday Life*, (Abingdon: Routledge, 2013).	☒
Essential	Pilcher, Jeffrey M, *The Oxford Handbook of Food History*, (Oxford: Oxford University Press, 2017).	☒
Essential	Weldon, Susie & Sue Campbell, *Faith in Food: Changing the world one meal at a time*, (London: Bene Factum Publishing, 2014).	☐
Essential	*Journal of the American Academy of Religion*, Thematic Issue on "Religion and Food" Vol. 63, No. 3, Autumn, 1995.	☒
Further	Bender, David, *Nutrition: A Very Short Introduction*, (Oxford: Oxford University Press, 2014).	☐
Further	Clark, Terry Ray & Dan W Clanton Jr, *Understanding Religion and Popular Culture*, (London: Routledge, 2012).	☐
Further	Jones, Martin, (*Feast: Why Humans Share Food* (Oxford: Oxford University Press, 2008).	☒
Further	Krebs, John, *Food: A Very Short Introduction*, (Oxford: Oxford University Press, 2013).	☐
Further	Mazue, Eric Michael & Kate McCarthy, *God in the Details: American Religion in Popular Culture*, Abingdon: Routledge, 2011 [2000]	☐
Further	Nestle, Marion,) *Soda Politics: Taking on Big Soda (and Winning)*, (Oxford: Oxford University Press, 2015).	☒
Further	Sack, Daniel *Whitebread Protestants: Food and Religion in American Culture*, (New York: Palgrave, 2001 [2000]).	☐
Further	Warner, Anthony, *The Angry Chef: Bad Science and the Truth About Healthy Eating*, (London: Oneworld Publications Limited, 2017).	☐

MODULE CODE: **HPRS5023**
TITLE: **Religion and the Body in Late Antiquity**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **V150**

AIM(S)

- To read critically and analyse select source materials that comprise the study of religious and medical history.
- To consider with empathy distinct approaches to health and wellbeing held by practitioners of various religious groups.

LEARNING OUTCOMES

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

- Articulate the implications of gender, politics, and diversity in the development of early Christianity.
- Identify and evaluate distant approaches to the body even when—especially when—the beliefs and/or behaviours stand in contradiction to a student's cultural comfort.
- Articulate the sociological, medical, cultural, and political significance of bodies and body-talk in multiple religious contexts.
- Engage in appropriate scholarly research in the advanced study of religion and produce a written essay 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 from the texts.

INDICATIVE CONTENT

This course will explore how Christians in Late Antiquity interpreted bodies. This will include an examination of the Christian body as sites of sin and redemption, as well as the bodies of individuals considered holy, bodies of martyrs and monks, the body of Christianity's messiah and the possibility of the resurrected body. Although we will locate Christian bodies in their historical and social contexts, we will also use these bodies to consider broader theoretical questions in the discipline of religious studies, including asceticism, society and sexuality, humanity and divinity, gender and identity and the body in pain.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPRS5023**	
Module Title	Religion and the Body in Late Antiquity	
Classification	**Reading List entry**	**Electronic***
Essential	Selection from Peter Brown, *The Body and Society: Men, Women, and Sexual Renunciation in Early Christianity*, 2d ed. (Columbia, 2008).	☒
Essential	Selection from Teresa Shaw, *Burden of the Flesh: Fasting and Sexuality in Early Christianity* (Fortress, 1995).	☒
Essential	Select primary sources made available online.	☒

MODULE CODE: **HPRS5024**
TITLE: **Religion and UFOs: from ancient astronauts to exotheology**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V620**

AIM(S)

- To present students with insights into the study of Unidentified Flying Objects (UFOs) and Extraterrestrial Intelligence (ETI) and their relationship to religious and spiritual belief.
- To enable students to assess the numerous ways in which UFOs and ETI have been interpreted and utilised both in religion and in wider culture.

LEARNING OUTCOMES

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

- Demonstrate awareness of the relationship between ufology, science and religion.
- Demonstrate understanding of the wide-ranging influence of belief in UFOs and ETI.
- Assess spiritual, religious and ETI experiences within an academic framework.
- Describe, discuss and assess some of the religions and spiritualities located within the UFOs and ETI genre.

INDICATIVE CONTENT

- Unidentified Flying Objects (UFOs) and Extraterrestial Intelligence (ETI): methods, approaches and definitions.
- History of sightings and abductions from pre-history to the present day.
- Creation, abduction and dissolution narratives.
- Religious experience and UFO experience.
- UFO religions.
- Investigative ufology and exotheology.
- Conspiracy theories and popular culture.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**

Report	2,500 words	50%

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Poster Presentation	15 minutes	50%

Assessment Summary

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

READING LIST

Module Code	**HPRS5024**	
Module Title	**Religion and UFOs: from ancient astronauts to exotheology**	
Classification	**Reading List entry**	**Electronic***
Essential	Lewis, James R, *The Gods Have Landed: New Religions from Other Worlds,* (New York: State University of New York Press, 1995).	☐
Essential	Partridge, Christopher ed, *UFO Religions*, (London: Routledge, 2003).	☒
Essential	Robertson, David G, *UFOs, Conspiracy Theories and the New Age: Millennial Conspiracism*, (London: Bloomsbury, 2017).	☒
Further	Graham, Robbie ed, *UFOs: Reframing the Debate*, (Hove: White Crow Books, 2017)	☐
Further	Grünschloß, Andreas (2006), 'Ancient Astronaut narrations: A Popular Discourse on Our Religious past'*, Marburg Journal of Religion*, Volume 11, No. 1.	☐
Further	Lewis, James R, *UFOs and Popular Culture: An Encyclopedia of Contemporary Mythology*, (Santa Barbara CA: ABC-CLIO, 2000)	☐
Further	Lewis, James R. (2012), 'Excavating Tradition: Alternative Archaeologies as Legitimation Strategies'*, Numen: International Review for the History of Religions,* 59 (2/3): 202–221	☐
Further	Lieb, Michael, *Children of Ezekiel: Aliens, UFOs, the Crisis of Race, and the Advent of End Time, (*Durham NC: Duke University Press, 1998).	☐
Further	O'Meara, Thomas F, O.P. 'Christian Theology and Extraterrestrial Intelligent Life', *Theological Studies* 60 (1999): 3-30.	☒
Further	Peters, Ted, *Science, theology, and ethics*, (London: Ashgate, 2003)	☒
Essential	Reece, Gregory L,*UFO Religion: Inside Flying Saucer Cults and Culture*, (London: IB Taurus, 2007)	☐

Further	Von Daniken, Erich *Chariots of the Gods* (London: Corgi, (1971 [1968])	☒

MODULE CODE: **HPRS5040**
TITLE: **Religion, Media and Popular Culture: from manuscripts to Disney**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V620**

AIM(S)

- To enable students to understand the theories and methods involved in the study of religion, media and popular culture.
- To outline the relationship between religion, media and popular culture.

LEARNING OUTCOMES

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

- Demonstrate awareness of the theoretical frameworks in the study of religion, media and popular culture.
- Understand how the media represents different religious traditions.
- Describe the ways in which the religion impacts on popular culture and popular culture impacts on religion.

INDICATIVE CONTENT

- Approaches, theories and methods in the study of religion, media and popular culture.
- Religion and media from the printing press to televangelism.
- Representations of religion in popular culture.
- Representations of popular culture in religion.
- Media and popular culture as religion.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Film Review	2,500 words	50%

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	10 minutes	50%

Assessment Summary

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

READING LIST

Module Code	**HPRS5040**	
Module Title	**Religion, Media and Popular Culture: from manuscripts to Disney**	
Classification	**Reading List entry**	**Electronic***
Essential	Hoover, Stewart M, *Religion in the Media Age, (*Abingdon: Routledge, 2006)	☒
Essential	Forbes, Bruce David & Jeffrey H Mahan, *Religion and Popular Culture in America,* (Oakland CA: California University Press, 2017).	☐
Essential	Mahan, Jeffrey H, *Media, Religion and Culture: An Introduction*, (Abingdon: Routledge, 2014)	☒
Essential	Stout, Daniel A, *Media and Religion: Foundations of an Emerging Field*, (Abingdon: Routledge, 2012)	☒
Essential	De Vries, H. and S. Weber, *Religion and Media,* (Stanford CA: Stanford University Press, 2001).	☐
Further	Chidester, David, *Authentic Fakes: Religion and American Popular Culture*, (Los Angeles CA: University of California Press, 2005)	☒
Further	Clark, Terry Ray and Dan W Clanton Jr, *Understanding Religion and Popular Culture*, (Abingdon: Routledge, 2012)	☒
Further	Hoover, S. M. and L. S. Clark, *Practicing Religion in the Age of the Media: Explorations in Media, Religion and Culture,* (New York: Columbia University Press, 2002)	☒
Further	Lynch, Gordon, *Between Sacred and Profane: Researching Religion and Popular Culture,* (London and New York: I. B. Taurus, 2007)	☒
Further	Lynch, Gordon, Jolyon Mitchell and Anna Strhan eds, *Religion, Media and Culture: A Reader*, (Abingdon: Routledge, 2011)	☒
Further	Mitchell, J. P. and S. Marriage (eds.), *Mediating Religion: Conversations in Media, Religion and Culture* (London, New York: T&T Clark, 2003).	☐

MODULE CODE: **HPRS5039**
TITLE: **Religious Approaches to Theology**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V610**

AIM(S)

- To explore the different ways in which Judaism, Islam, and Christianity have explored the questions of theology.
- To assess some major theological reactions similar questions within different religious traditions.
- To compare and contrast different approaches to the concept of theology in the three Abrahamic faiths.

LEARNING OUTCOMES

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

- Assess the meaning and significance of "theology" as a concept across three Abrahamic faiths.
- The ability to display knowledge about differing approaches to theology and different theological approaches to faith in three traditions.
- The ability to describe and assess points of comparison and contrast between differing religious traditions in their conception of theology.

INDICATIVE CONTENT

- What is "theology".
    - How does it arise?
    - What is its importance?
    - How do religious traditions attempt to navigate this space?
- Jewish Approaches.
- Christian Approaches.
- Islamic Approaches.
- Comparative questions.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	5 elements of around 1,000 words each	100%

Assessment Summary

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

READING LIST

Module Code	**HPRS5039**	
Module Title	Religious Approaches to Theology	
Classification	**Reading List entry**	**Electronic***
Essential	McGrath, A., Christian Theology: An Introduction. (London: Wiley-Blackwell, 2010)	☐
Essential	Winter, T., The Cambridge Companion to Classical Islamic Theology. (Cambridge: Cambridge University Press, 2008)	☐
Essential	Dorff, E.N. and Newman, L.E., Contemporary Jewish Theology: A Reader (New York/Oxford: Oxford University Press, 1999)	☐
Further	Van Ess, J., The Flowering of Muslim Theology. (Harvard: Harvard University Press, 2006)	☐
Further	Nasser, S H., Islamic Philosophy from its Origin to the Present. (New York: SUNY Press, 2006)	☐
Further	McGrath, A., A Christian Theology Reader. (London: Wiley Blackwell, 2011)	☐
Further	Roberts, MV., Comparing Faithfully: Insights for Systematic Theological Relfection. (New York: Fordham University Press, 2016)	☐
Further	Raphael, M. The Female Face of God in Auschwitz: A Jewish Feminist Theology of the Holocaust (London: Routledge, 2003)	☐
Further	Ellis, M. Toward a Jewish Theology of Liberation: The Challenge of the 21st Century (Waco, TX: Baylor University Press, 2004)	☐

MODULE CODE: **HPAR5012**
TITLE: **(Re)presenting and (Re)constructing the Past**
DATED: 08/01/2018

LEVEL: **6**
CREDITS: **20**

JACS CODE: **V400**

AIM(S)

This module will examine the ways we develop, construct and present narratives in archaeology. Various forms of representation, including the tangible (drawing, photography, film, television and digital media) and intangible (dance, music, experiential etc.) will be explored in their cultural / historical context.
Part of the lecture course will be based around an exploration of the value of semiotic analysis of representations. By reviewing the development of visual and other representation traditions in archaeology it will be possible to examine the benefits, failings, constraints and potentials of particular media, with an emphasis on new forms of data presentation and interpretation.
Within a broad chronological framework the module will focus on a number of themes that will provide a deeper understanding of the presented narrative. Themes will include the role of the producer, consumer and promoter, the role of the audience, the structure and authority of the narrative and the presentation as record.

LEARNING OUTCOMES

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

- Understand and interpret the visual languages used in archaeology, heritage and the humanities.
- Demonstrate knowledge of the origins, current practice and trajectory of development of visual representation in archaeology, heritage and the humanities.
- Critically evaluate representations and explore the benefits, failings, constraints and potentials of each media.
- Create new visual material and media to develop and/or support a concept or idea.

INDICATIVE CONTENT

- Session 1: Introduction: from lithograph to virtual space.
    - the historical use and abuse of the (visual) narrative in archaeology
    - representation traditions: from realism to abstract
    - the authority and hierarchy of the visual narrative
    - illustration, representation, mystification, distortion
    - narratives in context

  Seminar / workshop: publication styles
- Session 2: Camera obscura – the image and motion as record.
    - visual methodologies: resistivity, magnatometry, GPR, survey, photography, sketch, plan, video
    - human vs mechanical representations
    - style, order and codification
    - maps, conventions, scale, colour, type, matrix
    - truth and objectivity
    - 2.5D space

    - the interactive record
    - CAD, GIS etc

  Seminar / workshop: archaeological conventions
- Session 3: Visual candy, palatable theory – the role of the promoter.
    - archaeology, images and the media
    - (re)presentations – visual stereotyping
    - the responsibilities of the media

  Seminar / workshop: semiotic (de)construction
- Session 4: Art-aeology – (re)framing the boundaries.
    - Brith Gof, Andy Goldsworthy, Richard Long, Christo & Jeanne-Claude etc.
    - performance art, sculpture, transitional art, site-specific art, defining galleries
    - hybridisation and deep mapping – the breakdown of authority
    - Traumwerk, WWW, montage, random association
    - the archive in flux – the non-static record

  Seminar: archaeological method / artistic approach
- Sessions 5 to 8: Authorartistarchaeologist.
    - A series of case studies comparing the different narratives developed, collected and presented during the evolution of an archaeological project.
- Sessions 9 & 10: Presentations.
- Session 10: Summary - looking out beyond the trench.
    - the responsibilities of the author / archaeologist
    - issues of copyright and the authority of the narrative
    - reflexive archaeologies – holistic approaches

LEARNING AND TEACHING STRATEGY

The module will use lectures, flipped classroom, seminars and workshops. Emphasis will be placed on the practical exploration of theoretical concepts and the delivery of a portfolio of original work linking those threads.
Guided Independent Study will be essential to enable students to fully participate in the learning sessions.

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment of this module will consist of a portfolio of work that will be a practical exploration of the theoretical concepts discussed in the lecture course.
Throughout the module there will be informal seminars that are designed to explore student's own observations and encounters with various media in archaeology.
All students will be expected to read or view any material designated on Moodle as 'essential reading / viewing' prior to each seminar.
During the final two sessions each student will deliver a presentation on the concept of their portfolio work – addressing methodological and theoretical frameworks and constraints. This presentation is an assessed part of the course (30% of the overall mark).

Assessment Component 1

☐ **Written exam** x **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPAR5012**	
Module TITLE:	**(Re)presenting and (Re)constructing the Past**	
Classification	**Reading List Entry**	**Electronic***
Essential	Berger, A.A (1998) (2nd Edition) **Seeing is believing: an introduction to visual communication.** California: Mayfield Publishing Company	☐
Essential	Fernie, K & Richards, J. (eds.) (2003) **Creating and using Virtual Reality: a guide for the Arts and Humanities.** Oxford: Oxbow books	☐
Essential	Williams, R. (2004) (2nd ed.) **The non-designer's design book: design and typographic principles for the visual novice.** California: Peachpit Press. 686.22WIL	☐
Essential	Molyneaux, B.L. (ed.) **The Cultural Life of Images: visual representation in Archaeology**. London: Routledge 930.1CUL	☐
Further	Evans, T. & Daly, P. (eds.) (2006) **Digital Archaeology: bridging method and theory**. London: Routledge.	☐
Further	Moser, S. (2001) Archaeological representation: the visual conventions for constructing knowledge about the past. In: Hodder, I (ed.) **Archaeological Theory Today**. Cambridge: Polity, 262-283.	☐
Further	Pearson, M. 2006 **"In Comes I" - performance, memory and landscape**. Exeter: Exeter University Press	☐
Further	Rose, G. (2001). **Visual Methodologies: an introduction to the interpretation of visual materials.** London: Sage Publications. 701ROS	☐

Further	Steiner, M. (2005) **Approaches to Archaeological Illustration: a handbook.** CBA: Practical Handbooks in Archaeology 18.	☐
Further	Tilley, C. (1994) **A phenomenology of landscape: places, paths and monuments**. Oxford: Berg. 930.101TIL	☐
Further	Trant, C. (1997) Art, Landscape, and the Past: an artist's view. In Molyneaux, B.L. (ed.) **The Cultural Life of Images: visual representation in archaeology.** London: Routledge. 930.1CUL	☐

MODULE CODE: **HPRS5028**
TITLE: **Romano-Celtic Religions**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q800**

AIM(S)

- To enable students to understand, and critically analyse the evidence for, the practices and ideas of religions the 'Celtic-speaking' regions across pre-Roman and Roman Europe between the 3rd century BC and the 4th century AD.
- To enable students to understand and critically engage with scholarly approaches to the study of ancient rituals and religions in the western provinces of the Roman Empire.
- To chart and analyse the unity and diversity of Celtic 'religions' across the ancient world and to understand processes of hybridisation, syncretisation and creolisation.

LEARNING OUTCOMES

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

- Display an understanding of, and critically analyse, the diverse types of ancient evidence for Romano-Celtic religions across the western provinces of the Roman Empire.
- Demonstrate a coherent and detailed knowledge of specific Celtic and Romano-Celtic cults.
- Demonstrate a thorough understanding of the religious, social, political and historical contexts of Romano-Celtic religions, and how these affect our interpretation of religious practices and ideas.
- Critically engage with scholarly approaches to Romano-Celtic religions and rituals, and relate this engagement to independent evaluations of the habitual and ritual practices of ancient religions, their thought-systems and their role(s) in ancient societies.

INDICATIVE CONTENT

- Greek and Roman authors have painted a vivid picture of 'Celtic religion' in Antiquity, ever since their first encounter with various people whom they collectively called 'Celts' or 'Gauls' (*Keltoi/Galli*). Ancient works, like Caesar's *Gallic Wars*, are the foundation for our knowledge of Celtic religious practises, of priesthoods, like the druids, and of the alleged human sacrifice in Celtic societies. The aim of this module is to critically review the ancient sources and confront them with other ancient evidence in order to get a more reliable, coherent image of the nature of religious understandings and practises across the Celtic-speaking ancient world.
- The module will therefore consist of several main themes:
    - First, a critical analysis of Greek and Roman texts.
    - Second, an analysis of pre-Roman Celtic religious activities and concepts that are contemporary with our written ancient sources. Essential for this module is an in-depth discussion of the archaeological evidence, especially the excavations of large pre-Roman cult places, such as Ribemont-sur-Ancre, Gournay, Acy-la-Romance, Entremont, Glanum, Thetford, Hayling Island, and many more. These and other sites allow us to understand ritual practises in the Iron Age and to understand their geographical diversity and their development in prehistoric times. Another large body of evidence consists of sculptures, iconography, Iron Age coinage and pre-Roman inscriptions (e.g., Celtiberian, Gallo-Greek).

- This leads us to the third section in which we focus on the staggering amount of evidence for 'Celtic' religions from the Roman period (1st-4th century AD); among others, this period provides hundreds of Celtic theonyms and thousands of representations of deities and religious understandings that appear 'Celtic' in character.
- One also needs to engage with comparative material, notably from medieval Welsh and Irish mythology, in order to improve our understanding of concepts like the gods Epona, Lugus, Maponus, Nodons, etc.
- In the final section of this module, the extent of transformation of 'Celtic religions' from the Iron Age through the Roman period into Late Antiquity will be discussed in more detail, engaging with scholarly debates on sociocultural and religious change. It is also important to investigate the unity and diversity of the Celtic deities and cult practises across Europe.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPRS5028**	
Module Title	**Romano-Celtic Religions**	
Classification	**Reading List entry**	**Electronic***
Essential	Green, Miranda, *The Celtic world.* (London 1995).	☐
Further	Green, Miranda. *Symbol and image in Celtic religious art* (London, 1989)	☐
Further	Haeussler, Ralph & Tony King, *Continuity and Innovation in Religion in the Roman West,* 2 vols. (Portsmouth, Rhode Island, JRA supplement 67, 2007-2008)	☐
Further	Green, Miranda, *Caesar's Druids. Study of an Ancient Priesthood* (London, 2010)	☐

Further	Green, Miranda, *Exploring the World of the Druids* (London, 1997)	☐
Further	Henig, Martin and Tony King (eds). *Pagan gods and shrines* (Oxford 1986).	☐

MODULE CODE: **HPAH5053**
TITLE: **Romano-Celtic Religions: Latin Prose**
DATED: **08/01/2018**

LEVEL: **6**
CREDITS: **20**

JACS CODE: **Q600**

AIM(S)

- To enable students to understand, and critically analyse the evidence for religious interactions and religious hybridisations in the western provinces of the Roman empire between the 3rd century BC and the 4th century AD, notably in Gaul, Spain, Germany and Britain – in the original Latin.
- To enable students to understand and critically engage with scholarly approaches to the study of ancient rituals and religions in the western provinces of the Roman Empire.
- To chart and analyse the unity and diversity of Celtic 'religions' across the ancient world and to understand processes of hybridisation, syncretisation and creolisation.

LEARNING OUTCOMES

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

- Display an understanding of, and critically analyse in the original Latin, the diverse types of ancient evidence for religious hybridisations and syncretisms (notably Romano-Celtic 'syncretisms') across the western provinces of the Roman Empire.
- Demonstrate a coherent and detailed knowledge of specific Celtic and Romano-Celtic cults.
- Demonstrate a thorough understanding of the religious, social, political and historical contexts of Romano-Celtic religions, and how these affect our interpretation of religious practices and ideas.
- Critically engage with scholarly approaches to Romano-Celtic religions and rituals, and relate this engagement to independent evaluations of the habitual and ritual practices of ancient religions, their thought-systems and their role(s) in ancient societies.

INDICATIVE CONTENT

- Ancient works, like Caesar's *Gallic Wars*, are the foundation for our knowledge of Celtic religious practises, of priesthoods, like the druids, and of the alleged human sacrifice in Celtic societies. The aim of this module is to critically review the ancient sources and confront them with other ancient evidence in order to get a more reliable, coherent image of the nature of religious understandings and practises across the Celtic-speaking ancient world.
- The module will therefore consist of several main themes:
    - First, a critical analysis of Greek and Roman texts.
    - Second, an analysis of pre-Roman Celtic religious activities and concepts that are contemporary with our written ancient sources. Essential for this module is an in-depth discussion of the archaeological evidence, especially the excavations of large pre-Roman cult places, such as Ribemont-sur-Ancre, Gournay, Acy-la-Romance, Entremont, Glanum, Thetford, Hayling Island, and many more. These and other sites allow us to understand ritual practises in the Iron Age and to understand their geographical diversity and their development in prehistoric times. Another large body of evidence consists of sculptures,

iconography, Iron Age coinage and pre-Roman inscriptions (e.g., Celtiberian, Gallo-Greek).

- This leads us to the third section in which we focus on the staggering amount of evidence for 'Celtic' religions from the Roman period (1st-4th century AD); among others, this period provides hundreds of Celtic theonyms and thousands of representations of deities and religious understandings that appear 'Celtic' in character.
- One also needs to engage with comparative material, notably from medieval Welsh and Irish mythology, in order to improve our understanding of concepts like the gods Epona, Lugus, Maponus, Nodons, etc.
- In the final section of this module, the extent of transformation of 'Celtic religions' from the Iron Age through the Roman period into Late Antiquity will be discussed in more detail, engaging with scholarly debates on sociocultural and religious change. It is also important to investigate the unity and diversity of the Celtic deities and cult practises across Europe.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPAH5053**	
Module Title	**Romano-Celtic Religions: Latin Prose**	
Classification	**Reading List entry**	**Electronic***
Essential	Haeussler, Ralph & Tony King, *Continuity and Innovation in Religion in the Roman West,* 2 vols. (Portsmouth, Rhode Island, JRA supplement 67, 2007-2008)	☐
Further	Green, Miranda, *The Celtic world.* (London 1995).	☐

Further	Green, Miranda. *Symbol and image in Celtic religious art* (London, 1989)	☐
Further	Green, Miranda, *Caesar's Druids. Study of an Ancient Priesthood* (London, 2010)	☐
Further	Green, Miranda, *Exploring the World of the Druids* (London, 1997)	☐
Further	Henig, Martin and Tony King (eds). *Pagan gods and shrines* (Oxford 1986).	☐

MODULE CODE: HPHI5006
TITLE: **Routes and Roots of the Black Atlantic: Cultural Histories of the African Diaspora**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V100**

AIM(S)

- To familiarise students with Paul Gilroy's concept of 'the Black Atlantic,' and the insights it provides with regards the history of African diasporas in Britain, Europe, North America and the Caribbean.

LEARNING OUTCOMES

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

- Demonstrate a workable general knowledge of the history and culture of the African diaspora.
- Understand and apply the theoretical ideas of Paul Gilroy and other scholars of the African diaspora.
- Understand and apply cultural history approaches to the study of the African diaspora.

INDICATIVE CONTENT

- **Week 1: Black Atlantic Origins**
  - Black Athena: African diasporas before Transatlantic Slavery
  - Black Tudors, Black Georgians: Transatlantic Slavery
  - The World the Slaves Made: Narratives of Slavery and Freedom
  - Black Jacobins: Touissant L'Ouverture and the Haitian Revolution

- **Week 2: The Black Atlantic in the Long 19th Century**
  - Black Abolitionists: African Americans and the Campaign Against Slavery
  - Fingers and Souls: Reconstruction and the Washington–Du Bois Debates
  - Before the Windrush: Being Black and British in the Victorian and Edwardian Era
  - Great Black Hopes: African Americans and Heavyweight Boxing

- **Week 3: Black Modernisms**
  - Migration Sounds: Blues, Jazz and the Harlem Renaissance
  - The Black and the Red: African Americans in Interwar Europe
  - Black Prophets: Rastafari and Colonialism in Jamaica
  - The Place For Me: Windrush and its Discontents

- **Week 4: Boundaries of the Black Atlantic**
  - Fire In Babylon: Colonialism and West Indies Cricket
  - Ain't No Black: The Cultural Politics of Race in Late-20th-Century Britain
  - Soul Power: The Cultures of the African American Civil Rights Movement
  - We Were Eight Years in Power: Obama, 'Post-Racial America' and Black Lives Matter

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay (biographical study)	2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPHI5006**	
Module Title	**Routes and Roots of the Black Atlantic: Cultural Histories of the African Diaspora**	
Classification	**Reading List entry**	**Electronic***
Essential	Gilroy, Paul. *The Black Atlantic: Modernity and Double Consciousness* (London: Verso, 1993).	☐
Essential	Rice, Alan. *Radical Narratives of the Black Atlantic* (London: Continuum, 2003).	☐
Essential	Rice, Alan. *Creating Memorials, Building Identities: The Politics of Memory in the Black Atlantic* (Liverpool: Liverpool University Press, 2011).	
Essential	Roach, Joseph R. *Cities of the Dead: Circum-Atlantic Performance* (New York: Columbia University Press, 1996).	
Essential	Lister, Simon. *Fire in Babylon: How the West Indies Cricket Team Brought a People to Its Feet* (London: Yellow Jersey Press, 2015).	

Essential	Haley, Alex. *Roots*: *The Saga of an American Family* (London: Da Capo Press, 2016 [1976]).	
Further	Clifford, James. Routes: Travel and Translation in the Late Twentieth Century (Cambridge, Massachusetts: Harvard University Press, 1997).	
Further	Tate Liverpool, *Afro Modern: Journeys through the Black Atlantic* (Liverpool: Tate Liverpool, 2010).	
Further	Thomas, Hugh. *The Slave Trade: The History of the Atlantic Slave Trade, 1440–1870* (London: Papermac, 1998).	☐
Further	Gilroy, Paul. *There Ain't No Black in the Union Jack: The Cultural Politics of Race and Nation* (London: Routledge, 1992)	
Further	Nassy Brown, Jacqueline. *Dropping Anchor, Setting Sail: Geographies of Race in Black Liverpool.* (Princeton, New Jersey: Princeton, 2005).	☐
Further	Fryer, Peter. *Staying Power: The History of Black People in Britain* (London: Pluto Press, 1984).	☐
Further	Genovese, Eugene D. *From Rebellion to Revolution: Afro-American Slave Revolts in the Making of the Modern World* (New York: Vintage Books, 1981	☐
Further	Genovese, Eugene D. *Roll, Jordan, Roll: The World the Slaves Made* (London: Deutsch, 1975).	☐
Further	James, C.L.R. *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution* (London: Allison & Busby, 1980 [1938]).	☐
Further	James, C.L.R. *Beyond a Boundary* (London: Stanley Paul, 1963).	☐
Further	Walvin, James. *Slaves and Slavery: The British Colonial Experience* (Manchester: Manchester University Press, 1992).	☐
Further	Boddy, Kasia. *Boxing: A Cultural History* (London: Reaktion Books, 2008).	
Further	Runstedtler, Theresa. *Jack Johnson, Rebel Sojourner: Boxing in the Shadow of the Global Color Line* (Berkeley: University of California Press, 2013).	
Further	McRae, Donald. *In Black and White: The Untold Story of Joe Louis and Jesse Owens* (London: Simon & Schuster, 2014 [2002]).	
Further	Levine, Lawrence W. *Black Culture and Black Consciousness: Afro-American Folk Thought from Slavery to Freedom* (New York: Oxford University Press, 1977).	

MODULE CODE: **HPRS5027**
TITLE: **Sacred Sound: Faith and Music in Global Perspective**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V620**

AIM(S)

- To establish the theoretical and methodological foundations for the study of religion and music.
- To consider the role and importance of music, chant and vocal utterance in different religious traditions.
- To explore the relationship between religion/the sacred and popular music.

LEARNING OUTCOMES

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

- Discuss a range of theoretical and methodological approaches to the study of religion and music.
- Explicate the role of musical sound in religious thought, ritual and experience.
- Show awareness of the ways in which sacred music can affect the wider cultural and political landscape.
- Identify the presence of religious themes and ideas in the work of contemporary musicians, and assess the significance of 'the sacred' in popular music.

INDICATIVE CONTENT

- Theoretical foundations; methodological approaches to the study of religion and music.
- Music, ritual, and trance in Indigenous traditions.
- Music and sound in the thought and practice of the major Eastern religions.
- The historical forms of Christian worship.
- Music in Islamic traditions, cultures, and contexts.
- Black Gospel and its role in the Civil Rights Movement.
- Rastafari and Reggae.
- Contemporary Satanism and Black Metal.
- Popular music and the sacred.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written assessment	2,500 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%**

READING LIST

Module Code	**HPRS5027**	
Module Title	Sacred Sound: Faith and Music in Global Perspective	
Classification	**Reading List entry**	**Electronic***
Essential	Beck, G. (ed.), *Sacred Sound: Experiencing Music in World Religions* (Waterloo, Ontario: Wilfrid Laurier University Press, 2006)	☐
Essential	Partridge, C., and Moberg, M. (eds.), *The Bloomsbury Handbook of Religion and Popular Music*, Bloomsbury Handbooks in Religion (London: Bloomsbury Academic, 2017)	☐
Essential	Sullivan, L. E., *Enchanting Powers: Music in the World's Religions* (Cambridge, MA: Harvard University Press, 1997)	☐
Further	Arnold, J., *Sacred Music in Secular Society* (Abingdon, Oxon: Routledge, 2016)	
Further	Beck, G., *Sonic Theology: Hinduism and Sacred Sound*, Studies in Comparative Religion (Columbia, South Carolina: University of South Carolina Press, 1993)	☐
Further	Becker, J., *Deep Listeners: Music, Emotion, and Trancing* (Bloomington, Indiana: Indiana University Press, 2004)	
Further	Bossius, T., Hager., A., and Kahn-Harris, K. (eds.), *Religion and Popular Music in Europe: New Expressions of Sacred and Secular Culture* (London: I. B. Tauris, 2011)	☐

Further	Clarke, M. V., *British Methodist Hymnody: Theology, Heritage, and Experience*, Routledge Methodist Studies Series (Abingdon, Oxon: Routledge, 2017)	☐
Further	Darden, R., *People Get Ready: A New History of Gospel Music* (London: Continuum, 2004)	☐
Further	Dowley, T., *Christian Music: A Global History* (Minneapolis: Fortress Press, 2011)	☐
Further	Engelhardt, J., and Bohlman, P. (eds.), *Resounding Transcendence: Transitions in Music, Religion, and Ritual* (New York: Oxford University Press, 2016)	☐
Further	Gant, A., *O Sing Unto the Lord: A History of English Church Music* (London: Profile Books, 2015)	☐
Further	Gilmour, M. J. (ed.), *Call Me the Seeker: Listening to Religion in Popular Music* (London: Continuum, 2005)	
Further	Ingalls, M. M., and Yong, A. (eds.), *The Spirit of Praise: Music and Worship in Global Pentecostal-Charismatic Christianity* (University Park, PA: The Pennsylvania State University Press, 2015)	
Further	Kalra, V. S., *Sacred and Secular Musics: A Postcolonial Approach*, Bloomsbury Studies in Religion and Popular Music (London: Bloomsbury Academic, 2015)	
Further	King, S. A., *Reggae, Rastafari, and the Rhetoric of Social Control* (Jackson, MS: University Press of Mississippi, 2002)	
Further	Partridge, C., *The Lyre of Orpheus: Popular Music, The Sacred, and the Profane* (New York: Oxford University Press, 2014)	
Further	Ralls-Macleod, K., and Harvey, G. (eds.), *Indigenous Religious Musics* (Abingdon, Oxon: Routledge, 2017)	
Further	Reed, T. L., *The Holy Profane: Religion in Black Popular Music* (Lexington, Kentucky: The University Press of Kentucky, 2003)	
Further	Ron, Y., *Divine Attunement: Music as a Path to Wisdom* (Independence, Virginia: The Oracle Institute Press, 2014)	
Further	Shiloah, A., *Music in the World of Islam: A Socio-Cultural Study* (Detroit: Wayne State University Press, 1995)	
Further	Spencer, J. M., *Protest and Praise: Sacred Music of Black Religion* (Minneapolis: Augsburg Fortress, 1990)	
Further	Sylvan, R., *Traces of the Spirit: The Religious Dimensions of Popular Music* (New York: New York University Press, 2002)	
Further	Temperley, N., and Banfield, S. (eds.), *Music and the Wesleys* (Urbana, Chicago, and Springfield: University of Illinois Press, 2010)	

MODULE CODE: **HPEN5024**
TITLE: **Scriptwriting: the stage and beyond**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **W800**

AIM(S)

- To provide students with a sound introduction to Scriptwriting in theatre, musical theatre, TV and film.

LEARNING OUTCOMES

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

- Deploy an understanding of the nature of the dramatic and dramatic structure in theatre and film/TV writing.
- Show a sound understanding of the relationship of a audiences with the work.
- Deploy a sound understanding of dramatic writing and techniques in the production of characterisation, scene and act structure, dialogue and libretto writing.

INDICATIVE CONTENT

Through the use of workshops a range of themes and skills will be introduced through a pattern modelling exercises and group discussion feedback. Writing practice will be informed by self-reflection, critical and theoretical rigour. The areas covered will include some or all of the following:

- Dramatic dialogue and the creation of dramatic tension: appearance and reality.
- The conflicts between what's said and what's meant; between what's said and what happens.
- The development of dramatic narrative.
- Understanding the three-act structure and the five-act structure.
- Understanding and subverting of theatrical unities.
- Pacing and the use of irony.
- Filmic scene structuring.
- Filmic particulars like establishing shots/mise en scene/crosscutting.
- Libretti structuring.
- The demands of radio writing.
- Audience and production expectations.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPEN5024**	
Module Title	**Scriptwriting: the stage and beyond**	
Classification	**Reading List entry**	**Electronic***
Essential	Gooch, S. Writing a Play Writing Handbook London: A & C Black, 2001.	☐
Essential	Wright, M. Playwriting-in-Process: Thinking and Working Theatrically. Westport, CT: Greenwood Press, 1997.	☐
Further	Birkett, J. Word Power: A Guide to Creative Writing. 2nd ed. London: A&C Black, 1993.	☐
Further	Catron, L. E. The Elements of Playwriting. New York: Macmillan, 1993.	☐
Further	Cole, T. ed., Playwrights On Playwrighting. London: Hill and Wang 1982.	☐
Further	Davis, R. Writing Dialogue for Scripts. London: A & C Black, 1998.	☐
Further	Dipple, E. Plot. London: Methuen, 1970.	☐
Further	Griffiths, S. How Plays are Made. Oxford: Heinemann, 1982.	
Further	Heffron, J. The Writer's Idea Book. Cincinnati, OH: Writer's Digest Books, 2002.	

MODULE CODE: **HPEN5003**
TITLE: **Seventeenth-Century Literature: Unities and Dualities**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **Q300**

AIM(S)

- To enable students to examine the literary representation and construction of subjectivity and otherness, 'art' and 'nature', body and soul, love and conflict in the English writings of seventeenth-century authors, and to place their texts firmly in relation to their philosophical, religious, ideological, and socio-political contexts, particularly in relation to discourses of humanity and divinity; the private and the public; political and religious belief and tolerance, and the conflicts of the English Civil War.

LEARNING OUTCOMES

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

- Demonstrate a secure understanding of a range of early modern English texts, literary genres, and topics intrinsic to the understanding of early modern literature.
- Demonstrate a secure knowledge of the range of literary representations of subjectivity and otherness, 'art' and 'nature', body and soul, love and conflict in the early modern period.
- Demonstrate an ability to interrelate literature with other aspects of early modern culture and with social, political, intellectual, and religious history.

INDICATIVE CONTENT

- The module begins around 1630 and ends with the publication of Milton's twelve–book *Paradise Lost* in 1674, providing students with the opportunity to study some of the wide variety of literary (and some non-literary) texts produced in the mid-seventeenth century, typically including prose treatises, love lyrics, pastoral and religious lyric poetry, odes and elegies, dialogue poems and epic. Prominent among the authors studied are likely to be Milton, Carew, Marvell, Vaughan, Phillips, and Traherne.
- In the study of literary texts, attention will be paid to some or all of the following: language and meaning; genre and convention; formal qualities such as metre and rhyme; style and the nature of literary influence; rhetoric and argument (particularly the role of oppositions and dichotomies); manuscript and print production; literary circles and coteries; editing, critical evaluation, and the critical grouping of writers.
- The critical interpretation and historical contextualisation of early modern literature will involve examining its relation to (and production of) discourses such as those of subjectivity and otherness, art and nature, body and soul, erotic and divine love, reason and passion, and the private and the public; concepts of identity, authorship, expression, narration and poetic/speaking voice; the relationships between tropes or understandings of the present and the (classical, historical, biblical and literary) past; political and religious belief and ideology, controversy and tolerance, and the conflicts of the English Civil War between Royalists and Republicans, Puritans and High-Church Anglicans.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
In-class seminar presentation	9 minutes	30%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	**100%**

READING LIST

Module Code	**HPEN5003**	
Module Title	**Early Modern Literature in Context: Unities and Dualities**	
Classification	**Reading List entry**	**Electronic***
Essential	Loewenstein, David, ed. John Milton: Prose: Major Writings on Liberty, Politics, Religion, and Education. Oxford: Wiley-Blackwell, 2013.	☐
Essential	Marvell, Andrew. *Complete Poems*. Ed. Elizabeth Story Donno. Harmondsworth: Penguin, 2005.	☐
Essential	Burrow, Colin Metaphysical Poetry, Harmondsworth: Penguin, 2006.	☒
Essential	Dunlap, Rhodes, ed. Poems of Thomas Carew. Oxford: Oxford University Press, 1963.	☐
Essential	Rudrum, Alan, ed. Henry Vaughan: The Complete Poems. Harmondsworth: Penguin, 1995.	☐
Essential	Milton, John. Paradise Lost. Ed. Alastair Fowler. London: Longman, 1971	☐

Essential	Greer, Germaine, ed., Kissing the Rod: An Anthology of Seventeenth-Century Women's Verse. London: Virago, 1988	☐
Further	Daems, J. *Seventeenth-Century Literature and Culture: A Student Guide*. Continuum, 2007.	☐
Further	Zwicker, S.N. *The Cambridge Companion to English Literature, 1650-1740.* Cambridge: Cambridge U.P., 1998.	☐
Further	Belsey, C. John Milton: Language, Gender, Power. Oxford: Basil Blackwell, 1988.	☐
Further	Corns, T.N. A Companion to Milton. Oxford: Blackwell, 2001.	☐
Further	Danielson, D. *The Cambridge Companion to Milton*. Cambridge: (Cambridge University Press, 1989).	☐
Further	Biberman, M. 'Milton, Marriage, and a Woman's Right to Divorce'. *Studies in English Literature 1500-1900*, 39 (1999), 131 – 153	☐
Further	Evans, J. M., ed. *John Milton: Twentieth-Century Perspectives*, 5 vols. (London: Routledge, 2003)	☐
Further	Lim, W.S.H. *John Milton, Radical Politics, and Biblical Republicanism*. Delaware: University of Delaware Press / Associated University Presses, 2006	☐
Further	Rumrich, J. *Milton Unbound: Controversy and Reinterpretation*. (Cambridge: Cambridge University Press, 1996)	☐
Further	Fenton, Mary C. & Louis Schwartz, eds. With Wandering Steps: Generative Ambiguity in Milton's Poetics. Duquesne University Press, 2016.	☐
Further	Brewster, S. Lyric. New Critical Idiom series. Abingdon: Routledge, 2009.	☐
Further	Gregerson, L. *The Reformation of the Subject: Spenser, Milton, and the English Protestant Epic*. Cambridge: Cambridge U.P., 1995.	☐
Further	Rogers, J. The Matter of Revolution: Science, Poetry, and Politics in the Age of Milton. Ithaca, New York: Cornell University Press, 1996.	☐
Further	Worden, Blair. *Literature and Politics in Cromwellian England*. Oxford: Oxford University Press, 2007	☐
Further	Schoenfeldt, M.C. Bodies and Selves in Early Modern England: Physiology and Inwardness in Spenser, Shakespeare, Herbert, and Milton. Cambridge: Cambridge University Press, 1999.	☐
Further	Turner, J. G. One Flesh: Paradisal Marriage and Sexual Relations in the Age of Milton. Oxford: Clarendon Press, 1993.	☐
Further	Johnson, Paula. 'Carew's "A Rapture": The Dynamics of Fantasy'. *Studies in English Literature, 1500-1900*, 16 (1976), 145-55	☐
Further	Nixon, Scott. 'Carew's Response to Jonson and Donne'. *Studies in English Literature, 1500-1900*, 39 (1999), 89-109	☐

Further	Hammond, Gerald. 'Henry Vaughan's Verbal Subtlety: Wordplay in "Silex Scintillans"'. *Modern Language Review*, 79 (1984), 526-40	☒
Further	Post, Jonathan F.S. *Henry Vaughan: The Unfolding Vision*. Princeton, NJ: Princeton University Press, 1982	☐
Further	Rudrum, Alan, ed. *Essential Articles for the Study of Henry Vaughan*. Hamden, Conn.: Archon Books, 1987	☐
Further	Wilcher, Robert. Andrew Marvell. Cambridge: Cambridge University Press, 1985.	☐
Further	Hirst, Derek, & Steven N. Zwicker, *Andrew Marvell, Orphan of the Hurricane*. Oxford: Oxford University Press, 2012	☒
Further	Chernaik, Warren L. *The Poet's Time: Politics and Religion in the Work of Andrew Marvell*. Cambridge: Cambridge University Press, 1983	☐
Further	Barnaby, Andrew. 'The Politics of Garden Spaces: Andrew Marvell and the Anxieties of Public Speech'. *Studies in Philology*, 97 (2000), 331-61	☐
Further	Osmond, R. *Mutual Accusation: Seventeenth-Century Body and Soul Dialogues in Their Literary and Theological Context*. Toronto, Buffalo & London: University of Toronto Press, 1990.	☐
Further	Falco, R. *Conceived Presences: Literary Genealogy in Renaissance England*. Amherst: University of Massachusetts Press, 1994.	☐
Further	West, Philip, Henry Vaughan's 'Silex Scintillans': Scripture Uses. Oxford: Oxford University Press, 2001.	☒
Further	Phillippy, Patricia, ed. A History of Early Modern Women's Writing. Cambridge: Cambridge University Press, 2018.	☐

MODULE CODE: **HPAH5042**
TITLE: **Slavery in Antiquity**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q800**

AIM(S)

- To discuss the role played by slavery – and unfree/forced labour in general – in ancient societies (Greek and/or Roman), with particular focus on methodological and historiographical issues.
- To explore the variety of unfree labour that existed in the ancient world, like debt-bondage, chattel slavery, *coloni*, helots, etc.
- To analyse the diverse treatments regarding slaves in antiquity.
- To develop students' ability to critically engage with a variety of ancient sources for the study of social phenomena, including the use of comparative evidence from other slave societies to aim for a better understanding of ancient slavery.
- To recognise the relevance of Graeco-Roman slavery towards an understanding of slavery and freedom in contemporary society.
- To critically engage with the various approaches taken by scholars towards the study of ancient slavery (e.g. comparative, feminist, Marxist, quantitative, etc.).

LEARNING OUTCOMES

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

- A familiarity of the various roles and functions given to slaves across the Greek and/or Roman world.
- An understanding how to assess the importance of slavery for ancient economies and societies.
- An ability to identify the particular features which made Greek and/or Roman slavery distinctive and an awareness of the numerous differences and similarities between ancient and modern slavery and how this influences our understanding of modern slavery and freedom.
- An ability to evaluate critically the contribution of modern scholarship towards an understanding of Roman slavery and an ability to discuss the above, both orally and in writing, in a clear, effective and scholarly manner, showing an ability to think critically and challenge assumptions.

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INDICATIVE CONTENT

- We will explore the political, philosophical and legal justifications for slavery made by ancient philosophers and politicians from Aristotle to Cicero and to the early Christian writers: why did Aristotle insist that slavery was a natural phenomenon?
- Throughout the module we will critically engage with a wide range of ancient sources in order to reconstruct the diverse lifestyles of slaves in antiquity: from the workers on agricultural estates and in mines, the workers in 'factories', the galley slaves to the servants in elite households, the managers, administrators, teachers and professional advisers.
- This course will critically engage in the study of a wide range of ancient sources to study the institution of slavery across space and time. We will address the question

of how to find a slave voice in our literary and material evidence and explore the range of experiences of slaves in antiquity.

- We will investigate the importance of slavery for the ancient economy and consider the alleged 'decline' of slavery at the end of antiquity. We will also look at how ancient theories and justifications of slavery have been adopted and adapted in later ages, particularly in early modern and modern America.
- Topic include *inter alia*:
  - Defining slavery in ancient and modern societies.
  - Diversity: forms of unfree labour.
  - The origins of Greek slavery: between Homer and Solon.
  - From debt-bondage to chattel slavery.
  - Male and female slaves.
  - Slavery and the law: exploitation and protection of slaves.
  - Slave revolts and resistance.
  - Slave markets and slave trade.
  - Being a slave: the life of a slave.
  - Slavery and the ancient economy.
  - Manumission of slaves & social mobility.
  - The evolution of the institution of slavery.
  - Justifications and criticisms of slavery in antiquity.
  - Forms of unfree labour in late antiquity.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
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
Exam	2 hours	50%

Assessment Summary

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

READING LIST

Module Code	HPAH5042	
Module Title	Slavery in Antiquity	
Classification	**Reading List entry**	**Electronic***
Essential	Richard Alston, Edith Hall, J. McConnell (eds) *Ancient Slavery and Abolition From Hobbes to Hollywood.* Oxford, OUP.	☐
Further	K. R. Bradley, Slavery and society at Rome. Cambridge, CUP 1994.	☐
Further	Garlan, Y. (1988). Slavery in ancient Greece (Rev and expanded ed.). Ithaca, N.Y. ; London: Cornell University Press.	☐

MODULE CODE: **HPAH5043**
TITLE: **Slavery in Antiquity: Latin Prose**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q600**

AIM(S)

- To discuss the role played by slavery – and unfree/forced labour in general – in ancient societies (Greek and/or Roman), with particular focus on methodological and historiographical issues.
- To analyse the diverse treatments regarding slaves in antiquity.
- To develop students' ability to critically engage with a variety of ancient sources for the study of social phenomena, including the use of comparative evidence from other slave societies to aim for a better understanding of ancient slavery.
- To critically engage with the various approaches taken by scholars towards the study of ancient slavery (e.g. comparative, feminist, Marxist, quantitative, etc.).
- To examine some key texts in their original Latin.

LEARNING OUTCOMES

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

- A familiarity of the various roles and functions given to slaves across the Greek and/or Roman world and an understanding how to assess the importance of slavery for ancient economies and societies.
- An ability to identify the particular features which made Greek and/or Roman slavery distinctive and an awareness of the numerous differences and similarities between ancient and modern slavery and how this influences our understanding of modern slavery and freedom.
- An ability to evaluate critically the contribution of modern scholarship towards an understanding of Roman slavery and an ability to discuss the above, both orally and in writing, in a clear, effective and scholarly manner, showing an ability to think critically and challenge assumptions.
- To translate some key Latin texts into English.

INDICATIVE CONTENT

- Throughout the module we will critically engage with a wide range of ancient sources in order to reconstruct the diverse lifestyles of slaves in antiquity: from the workers on agricultural estates and in mines, the workers in 'factories', the galley slaves to the servants in elite households, the managers, administrators, teachers and professional advisers.
- This course will critically engage in the study of a wide range of ancient sources to study the institution of slavery across space and time. We will address the question of how to find a slave voice in our literary and material evidence and explore the range of experiences of slaves in antiquity.
- We will investigate the importance of slavery for the ancient economy and consider the alleged 'decline' of slavery at the end of antiquity. We will also look at how ancient theories and justifications of slavery have been adopted and adapted in later ages, particularly in early modern and modern America.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPAH5043**	
Module Title	Slavery in Antiquity: Latin Prose	
Classification	**Reading List entry**	**Electronic***
Essential	Richard Alston, Edith Hall, J. McConnell (eds) *Ancient Slavery and Abolition From Hobbes to Hollywood.* Oxford, OUP.	☐
Further	K. R. Bradley, Slavery and society at Rome. Cambridge, CUP 1994.	☐
Further	Garlan, Y. (1988). Slavery in ancient Greece (Rev and expanded ed.). Ithaca, N.Y. ; London: Cornell University Press.	☐

MODULE CODE: **HPAH5045**
TITLE: **Sparta: An Extraordinary City**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V160**

AIM(S)

- To enable students to interpret and analyse ancient Sparta and the source material related to it.
- To enable students to understand and analyse modern scholarly debates on ancient Sparta.

LEARNING OUTCOMES

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

- A secure understanding and knowledge of the main aspects of Spartan history.
- An ability to evaluate and analyse the ancient sources and evidence on Sparta as a polis.
- An ability to evaluate critically the main debated issues regarding Spartan history, politics and society.
- An ability to present written and oral work, individually and as part of a group in a manner appropriate for a relevant/professional audience.

INDICATIVE CONTENT

- The module discusses Spartan history and society concentrating on important events, such as the creation of the *rhetra* or the victory in the Peloponnesian War that had a clear influence on the evolution of this extraordinary polis.
- Sparta was polis different from the norm with a unique social and political development and the module examines the possible reasons as well as the consequences of Sparta's uniqueness for the history of the Greek world, either archaic and classical or Hellenistic and Roman.
- Further, the module explores the Spartan mirage and its influence in later and modern perceptions of Sparta.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2,500 words	50%

Assessment Component 2

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Take Home Exam	6 hours 2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPAH5045**	
Module Title	Sparta: An Extraordinary City	
Classification	**Reading List entry**	**Electronic***
Essential	Cartledge, P.1989. *Hellenistic and Roman Sparta: a tale of two cities.* London: Routledge.	☐
Essential	Cartledge, P. 1979. *Sparta and Lakonia: a regional history, 1300-362 BC.* London: Routledge and Kegan Paul.	☐
Essential	Forrest, W. G. *A. 1968. History of Sparta, 950-192 B.C.* London: Hutchinson University Library.	☐
Further	Cartledge, P.2001. *Spartan reflections.* London: Duckworth.	☐
Further	Fitzhardinge, L. F. 1980. *The Spartans*. London: Thames and Hudson.	☐
Further	Hodkinson S. and Powell A. (eds). 1999. *Sparta: new perspectives*. London: Duckworth.	☐
Further	Jones, A. H. M. 1967. *Sparta*. Oxford: Oxford University Press.	☐
Further	Malkin, I. 1994. *Myth and territory in the Spartan Mediterranean*. Cambridge: Cambridge University Press.	☐
Further	Powell A. and Hodkinson S. 1994. *The Shadow of Sparta.* London: Routledge.	☐
Further	Powell A. 1989. *Classical Sparta: techniques behind her success.* London: Routledge.	☐
Further	Powell, A. 2001. *Athens and Sparta: constructing Greek political and social history from 478 B.C.* London: Routledge.	☐
Further	Rawson, E. 1969. *The Spartan tradition in European thought*. Oxford: Clarendon Press.	☐

MODULE CODE: **HPAH5049**
TITLE: **Sparta: An Extraordinary City: Greek Prose**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q700**

AIM(S)

- To enable students to interpret and analyse ancient Sparta and the source material related to it.
- To enable students to understand and analyse modern scholarly debates on ancient Sparta.
- To explore some key historical and literary texts in their original Greek.

LEARNING OUTCOMES

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

- A secure understanding and knowledge of the main aspects of Spartan history.
- An ability to evaluate and analyse the ancient sources and evidence on Sparta as a polis and an ability to evaluate critically the main debated issues regarding Spartan history, politics and society.
- An ability to present written and oral work, individually and as part of a group in a manner appropriate for a relevant/professional audience.
- Translate and Comment upon some key texts.

INDICATIVE CONTENT

- The module discusses Spartan history and society concentrating on important events, such as the creation of the *rhetra* or the victory in the Peloponnesian War that had a clear influence on the evolution of this extraordinary polis.
- Sparta was polis different from the norm with a unique social and political development and the module examines the possible reasons as well as the consequences of Sparta's uniqueness for the history of the Greek world, either archaic and classical or Hellenistic and Roman.
- Further, the module explores the Spartan mirage and its influence in later and modern perceptions of Sparta.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2,500 words	50%

Assessment Component 2

☒ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Take Home Exam	6 hours 2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPAH5049**	
Module Title	Sparta: An Extraordinary City: Greek Prose	
Classification	**Reading List entry**	**Electronic***
Essential	Cartledge, P.1989. *Hellenistic and Roman Sparta: a tale of two cities.* London: Routledge.	☐
Essential	Cartledge, P. 1979. *Sparta and Lakonia: a regional history, 1300-362 BC.* London: Routledge and Kegan Paul.	☐
Essential	Gray (V.J.) (ed.) Xenophon on Government. Pp. x + 231. Cambridge: Cambridge University	☐
Further	Cartledge, P.2001. *Spartan reflections.* London: Duckworth.	☐
Further	Hodkinson S. and Powell A. (eds). 1999. *Sparta: new perspectives*. London: Duckworth.	☐
Further	Malkin, I. 1994. *Myth and territory in the Spartan Mediterranean*. Cambridge: Cambridge University Press.	☐
Further	Powell A. and Hodkinson S. 1994. *The Shadow of Sparta.* London: Routledge.	☐
Further	Powell A. 1989. *Classical Sparta: techniques behind her success.* London: Routledge.	☐
Further	Powell, A. 2001. *Athens and Sparta: constructing Greek political and social history from 478 B.C.* London: Routledge.	☐
Further	Rawson, E. 1969. *The Spartan tradition in European thought*. Oxford: Clarendon Press.	☐
Further	Figueira, Thomas J. *Myth, Text, and History at Sparta*. 2016. Print. Gorgias Studies in Classical and Late Antiquity ; 18.	
Further	Christesen, Hodkinson, Powell, Christesen, Paul, Hodkinson, Stephen, Powell, Anton, and Celtic Conference in Classics. *Sparta : The Body Politic*.	

	Swansea : Oakville, CT: Classical of Wales ; Distributor in the United States of America, the David Brown Book, 2010. Print.	
Further	Hodkinson, Stephen. *Sparta : Comparative Approaches*. Swansea : Oxford: Classical of Wales ; Distributor Oxbow, 2009. Print.	
Further	Ferrari, Gloria. *Alcman and the Cosmos of Sparta*. Chicago: U of Chicago, 2008. Print.	
Further	Ducat, Powell, Shaw, Stafford, Powell, Anton, Shaw, Pamela-Jane, and Stafford, Emma. *Spartan Education : Youth and Society in the Classical Period*. Swansea: Classical of Wales, 2006. Print.	

MODULE CODE: **HPEN5015**
TITLE: **Special Collections Research : The Roderic Bowen Library and Archives**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **Q300**

AIM(S)

- To provide students with the opportunity to work with the historical records and special collections of medieval manuscripts and early printed books held by the Roderic Bowen Library and Archives; to learn how to conduct a range of kinds of research using these materials; to reflect on this experienced and to situate it in the context of an understanding of archives and special collection libraries and the history of the production, consumption and collection of manuscripts and books.

LEARNING OUTCOMES

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

- Demonstrate sound understanding of archives and their functions as repositories of various kinds of record, and the ability to access and interpret the information they provide and conduct archival research using a range of historical records and relevant print and electronic resources.
- Demonstrate sound understanding of special collection libraries, especially those which contain collections of medieval manuscripts, incunabula, early printed books and/or books printed in the middle period of printing to about the end of the eighteenth century; and the ability to examine these materials from a range of perspectives provided by the disciplines of bibliography and book-history.
- Demonstrate the ability to reflect on one's own experience of working with historical records, medieval manuscripts, and early printed books, and to write coherently about this experience.

INDICATIVE CONTENT

- The module will introduce students to archives, including the public records of central government, the official records of local government, ecclesiastical records, and family archives and other collections kept by county record offices. Students will then work with the manuscript collections and records of the Roderic Bowen Archives, particularly the University archive which contains its historic records (as St David's College and subsequently St David's University College and University of Wales, Lampeter). These the students will utilise in conjunction with other electronic and printed resources to conduct research on a project typically relating to former students.
- The module will also introduce students to the special collections of the Roderic Bowen Library, including eight medieval literary and illuminated manuscripts, over sixty incunabula (printed between 1450 and 1500), over four hundred early printed books produced between 1500 and 1550, and around ten or eleven thousand books printed from around 1550 to the middle of the nineteenth century.
- Students will examine the special collections from a range of bibliographical and book-historical perspectives, emphasising the materiality of the book. Typically topics will include some or all of the following: medieval literary manuscripts and manuscript illumination, including the materials and processes used in production, readership and the medieval trade in manuscripts, and the functions, types and

patterns of illuminations; the history of the origin and development of printing and the press, including the range of different types of printed material, the material process of printing, and its widespread social, political and educational impact; bibliographical research and description or documentation; bookbinding (the materials and processes involved in the production of a bound book and the development of bookbinding design); book provenance (the value of marks of ownership in books and how they assist in the understanding of how books were used and consumed); techniques of book illustration such as using woodblocks and woodcuts, copperplate engraving, mezzotinting, hand-colouring, and colour printing using techniques such as lithography, and the functions of illustrations, their conventions and iconography, and the collaborations between artists, engravers and printers.

- Students will be encouraged to reflect on their own experience of working with historical records, medieval manuscripts, and early printed books, of undertaking the projects and assignments they are required to complete, and of reading and learning on the course, and to commit these reflections to a common-place book or journal.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

Written exam ☐ **Coursework** ☒ **Practical** ☐

Mode of assessment	Volume	Weighting
Portfolio	A range of assessments equal to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPEN5015**	
Module Title	**Special Collections Research : The Roderic Bowen Library and Archives**	
Classification	**Reading List entry**	**Electronic***
Essential	Manuscripts and Books Taken from the holdings of the RBLA and a range of resources, printed and electronic,	☒ To be provided

	that are to be used in completing the projects and components of assessment.	
Further	Foster, J. & J. Sheppard, eds. British Archives: A Guide to Archive Resources in the UK. 4th edn. London: Palgrave Macmillan, 2002.	☐
Further	Hey, D. The Oxford Companion to Family and Local History. Oxford: Oxford University Press, 1996.	☐
Further	Bettley, James., and National Art Library. The Art of the Book : From Medieval Manuscript to Graphic Novel. London: V&A Publications, 2001	☐
Further	Boffey, Julia, et al. Texts and Their Contexts : Papers from the Early Book Society. Dublin ; Portland, OR, Dublin ; Portland, OR : Four Courts Press, 1997	☐
Further	Connolly, Margaret, and Linne R. Mooney. Design and Distribution of Late Medieval Manuscripts in England. Woodbridge: York Medieval in Association with the Boydell, 2008	☐
Further	Connolly, Margaret, and Raluca Radulescu, eds. Insular Books: Vernacular Manuscript Miscellanies in Late Medieval Britain. Oxford: Oxford University Press for The British Academy, 2015.	☐
Further	Alexander, J.J. Medieval Illuminators and their Methods of Work. New Haven and London: Yale University Press, 1992.	☐
Further	Backhouse, Janet. The Illuminated Page: Ten Centuries of Manuscript Painting in the British Library. London: British Library, 1997.	☐
Further	Milward, Peter. "A Companion to the Early Printed Book in Britain 1476-1558." Heythrop Journal 56.2 (2015): 313-16	☐
Further	Szirmai, J. A. The archaeology of medieval bookbinding. Aldershot: Ashgate, 1999.	☐
Further	Pearson, D. English Bookbinding Styles 1450-1800. London, 2014.	☐
Further	Nixon, H.M. Five Centuries of English Bookbinding. London, 1978.	☐
Further	Nixon, H. M. & Foot, M. M. The History of decorated bookbindings in England. Oxford, 1992.	☐
Further	Pollard, Alfred W. Early Illustrated Books : A History of the Decoration and Illustration of Books in the 15th and 16th Centuries. 2nd Edition Reprinted. ed. New York: Haskell House, 1968	☐
Further	Pearson, David. 'Books, Owners and History: Books Beyond the Texts', in *Readers, Printers, Churchmen, and Travellers: Essays in Honour of David Selwyn*, ed. by William Marx and Janet Burton, *Trivium,* 35 (2004), 7-28	☐
Further	Pearson, David, *Provenance Research in Book History: A Handbook*, The British Library Studies in the History of the Book. London: The British Library; New Castle, DE: Oak Knoll Press, 1998.	☐

Further	Bland, Mark, *A Guide to Early Printed Books and Manuscripts*. Oxford: Wiley-Blackwell, 2010.	☐
Further	Eisenstein, Elizabeth L., *The Printing Press as an Agent of Change: Communications and Cultural Transformations in Early-Modern Europe*, 2 vols. Cambridge: Cambridge University Press, 1979	☐
Further	Finkelstein, David and Alistair McCleery, *An Introduction to Book History*. London and New York: Routledge, 2005.	☐
Further	Finkelstein, David and Alistair McCleery, eds, *The Book History Reader*, 2nd edn. London and New York: Routledge, 2006.	☐
Further	Gaskell, Philip, *A New Introduction to Bibliography*. Oxford: Clarendon Press, 1972	☐
Further	Kusukawa, Sachiko, *Picturing the Book of Nature: Image, Text, and Argument in Sixteenth-Century Human Anatomy and Medical Botany*. Chicago and London: University of Chicago Press, 2012.	☐
Further	Landau, David and Peter Parshall, *The Renaissance Print, 1470-1550*. New Haven and London: Yale University Press, 1994.	☐
Further	Stijnman, Ad and Elizabeth Savage, eds, *Printing Colour 1400-1700: History, Techniques, Functions and Receptions*, Library of the Written Word, 41; The Handpress World, 32. Leiden & Boston: Brill, 2015.	☐
Further	Hodnett, Edward, *Five Centuries of English Book Illustration*. Aldershot: Scolar Press, 1988.	☐

MODULE CODE: **HPAN5010**
TITLE: **Spiritual Healer, Shamans and Mediums: Exploring Spirituality and Wellbeing in the 21st Century**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V620**

AIM(S)

- To present students with insights into the study of spirituality and wellbeing.
- To enable students to assess different approaches to the study of wellbeing and spirituality.

LEARNING OUTCOMES

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

- Demonstrate understanding of the concept of wellbeing and how it is understand in different cultural contexts.
- Assess notions of spirituality within an academic framework.
- Present and discuss some of the debates in the study of wellbeing and spirituality.

INDICATIVE CONTENT

- Understanding of wellbeing in different parts of the world.
- The place of spirituality in the 21st century.
- Spiritual healing (e.g., in Latin America or Africa).
- Mediumship as treatment.
- Spiritual dimension of illness.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPAN5010**	
Module Title	Spiritual Healer, Shamans and Mediums: Exploring Spirituality and Wellbeing in the 21st Century	
Classification	**Reading List entry**	**Electronic***
Essential	Graham, Carol, *Happiness around the World. The Paradox of Happy Peasants and Miserable Millionaires*. (Oxford: Oxford University Press, 2009)	☐
Further	Bowman, Marion. Healing in the Spiritual Marketplace: Consumers, Courses and Credentialism. *Social Compas* Vol. 46 (2): 181-189, 1999.	☐
Further	Greenfield, S. M., *Spirits with Scalpels: The Culturalbiology of Religious Healing in Brazil.* (Walnut Creek: Left Coast Press, 2008).	☐
Further	King, Lindsey. *Spiritual Currency in Northeast Brazil*. (Albuquerque: University of New Mexico Press, 2014)	☐
Further	Rocha, Cristina. *John of God: The Globalization of Brazilian Faith Healing.* (Oxford: Oxford University Press, 2017).	☐

MODULE CODE: **HPHI5014**
TITLE: **'Standing on the shoulders of Giants' – Understanding the Enlightenment**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V100**

AIM(S)

- To encourage students to acquire a broad knowledge and understanding of the themes and concepts that emerges from a study of the Enlightenment in Europe and North America.
- To help students acquire a broad knowledge of the historiographical developments that has influenced approaches to, and the understanding of, the history of the Enlightenment period in Europe and North America.
- To provide students with understanding of the significance of the Enlightenment movement, and more general, an understanding of European society in the 18th century.
- To enable students to explore the various ideas, debates, and controversies that the Enlightenment unleashed on European society.

LEARNING OUTCOMES

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

- Demonstrate a knowledge and understanding of the various ideas and intellectual movements of the Enlightenment and demonstrate a knowledge of the primary intellectuals of the Enlightenment.
- Critically engage with the various ideas, views, and prejudices of the Enlightenment.
- Critically appraise a range of extracts and readings taken from the primary texts of the Enlightenment.
- Position Enlightenment ideas and views within the context and culture of 18th century European society.

INDICATIVE CONTENT

This module will evaluate the movement that enlightened the intellectual, political, scientific and artistic life of 18th century Europe and America. Through a variety of primary source material from such luminaries as Voltaire, Rousseau, Gibbon, Johnson, Wollstonecraft, and Hume, the essence and tone of Enlightenment thought will be discussed in depth. The determination of such figures to venerate the ancients and classical antiquity will be examined – 'To stand on the shoulders of giants' – as well as the critique of both religion and the divine right of rulers that characterised much of the philosophy of the period. Other aspects will be covered including attitudes to crime and punishment, and to nature and society in general. An historical survey of the period will also allow a study of the political implications of the movement, with particular attention given to events in revolutionary France and America.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, themes and historiographical developments relating to this subject matter. Tutorials and seminars will introduce students to the areas of study summarised in the indicative content above. These will be used to

encourage and support discussion, and critical evaluation of themes and concepts relating to the study of the Enlightenment in Europe and North America.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
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
Document Reports	2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPHI5014**	
Module Title	**'Standing on the Shoulders of Giants' – Understanding the Enlightenment**	
Classification	**Reading List entry**	**Electronic***
Essential	Porter, Roy, *The Enlightenment* (Palgrave, 2001)	☐
Essential	Outram, Dorinda, *The Enlightenment*, (CUP, 2005)	☐
Essential	Hyland, Paul et al, *The Enlightenment: A Source Book and Reader* (Routledge, 2003)	☐
Further	Black Jeremy, *18th Century Europe* (Palgrave 1999)	☐
Further	Blanning T.C.W. (ed), *The 18th Century: Europe 1688-1815* (OUP, 1994)	☐
Further	Hibbert, Christopher, *The French Revolution* (Penguin, 1982)	☐
Further	Porter, Roy, *Enlightenment: Britain and the Creation of the Modern World*, (Allen Lane, 2001)	☐

Further	Ferguson, R. A., *The American Enlightenment* (Harvard,1997)	☐
Further	Porter, Roy, *Flesh in the Age of Reason*, (Penguin 2005)	☐
Further	Barnett, S. J., *The Enlightenment and Religion* (Manchester University Press, 2004)	☐

MODULE CODE: **HPRS5030**
TITLE: **Studying Religions on the Internet**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V622**

AIM(S)

- To explore the nature of religious expression on the internet.
- To develop analytical tools for critical evaluation of religions online and online religion.
- To provide an intellectual and epistemological framework for understanding the political, cultural and societal influences that interact between and within religious understandings in cyberspace.

LEARNING OUTCOMES

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

- Understand how different belief perspectives are being shaped through electronic media.
- Utilise a range of theories and methodological approaches to evaluate religious content in cyberspace.

INDICATIVE CONTENT

- Mapping the sacred online.
- Academic approaches to religion and cyberspace.
- Internet censorship.
- Deep searching: religions online.
- Data capture: recording, storage and analytical tools.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
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
Case study	2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPRS5030**	
Module Title	Studying Religions on the Internet	
Classification	**Reading List entry**	**Electronic***
Essential	Douglas E. Cowan, and Lorne L. Dawson, eds., *Religion Online: Finding Faith on the Internet* (New York: Routledge, 2004)	☐
Essential	Gary R. Bunt, 'Religion and the Internet', in *The Oxford Handbook of the Sociology of Religion*, ed. by Peter B. Clarke (Oxford: Oxford University Press, 2008).	☒
Essential	Heidi Campbell, *Digital Religion: Understanding Religious Practice in New Media Worlds* (London: Routledge, 2013	☐
Further	_____. *When Religion Meets New Media*. 1st ed. edn (London; New York: Routledge, 2010)	☐
Further	Douglas E. Cowan, *Cyberhenge: Modern Pagans on the Internet* (New York: Routledge, 2005)	☐
Further	Morten T. Højsgaard, and Margit Warburg, eds., *Religion and Cyberspace* (London: Routledge, 2005)	☐
Further	Institute for Religious Studies, 'Online - Heidelberg Journal of Religions on the Internet', (2005-)	☒
Further	Christopher Helland, 'Virtual Tibet: Maintaining Identity through Internet Networks.', in *The Pixel in the Lotus: Buddhism, the Internet, and Digital Media*, ed. by Gregory Grieve (New York: Routledge, 2014)	☐
Further	Gary R. Bunt, *iMuslims: Rewiring the House of Islam* (Chapel Hill: University of North Carolina Press, 2009)	☒
Further	_____. 'Studying Muslims and Cyberspace', in *Studying Islam in Practice*, ed. by Gabriele Marranci (London & New York: Routledge, 2014), pp. 190-203.	☐

MODULE CODE: **HPEN5016**
TITLE: **Teaching English as a Second Language: Grammar and Assessment**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: Q330

AIM(S)

- To explore the issues of how grammar can be taught and assessed at a range of different levels in relation to the needs of different types of language student.

LEARNING OUTCOMES

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

- Exhibit a sound ability to pass an understanding language and grammatical elements on to second language learners with confidence.
- Demonstrate a good understanding of the differing ways in which grammar can be presented to language learners and members of teaching teams.
- Deploy secure knowledge of good practice in relation to test design, marking and assessment.

INDICATIVE CONTENT

- Understanding all aspects of English grammar.
- English grammar and the design of exercises, including on-line resources,considering the use of published course material, teacher-created activities and the type of learner who will require explicit grammar instruction.
- Implicit grammar teaching and the use of published grammar games/activities and ideas for creative teacher-designed games, also to include the consideration of the type of learners who benefit best from this method of grammar learning.
- Grammar test design considering the range of test types on which the teacher can draw both published and self-produced; this aspect of the module deals with initial level testing, on-going progress testing and end of course assessment tests.
- Issues of grammar correction and the range of different levels at which grammar errors need to be drawn to the learner's attention depending upon their stage of language development and ability.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPEN5016**	
Module Title	Teaching English as a Second Language: Grammar and Assessment	
Classification	**Reading List entry**	**Electronic***
Essential	Thornbury, S. How to Teach Grammar, Harlow: Longman, 2000.	☐
Essential	Parrott, M. Grammar for English Language Teachers, Cambridge: Cambridge University press, 2010	☐
Further	Bloor, M. and T. The Functional Analysis of English: A Hallidayan Approach. London: Hodder Arnold, 1995.	☐
Further	Chomsky, N. On Nature and Language. Cambridge: Cambridge University Press, 2002.	☐
Further	Crystal, D. Rediscover Grammar. Harlow: Longman, 1996.	☐
Further	Downing, A. A University Course in English Grammar. London: Routledge, 1995.	☐
Further	Halliday, M.A. K. An Introduction to Functional Grammar. London: Hodder Arnold, 1994.	☐
Further	Newby, M. The Structure of English. Cambridge: Cambridge University Press, 1987.	☐
Further	Parrott, M. Grammar for English Language Teachers: With Exercises and a Key Cambridge: Cambridge University Press, 2000.	☐

MODULE CODE: HPAN5011
TITLE: **The Body, Culture and Society**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **L600**

AIM(S)

- To develop students' critical awareness of how the body is conceived and managed in different cultures.
- To examine the relationships between the social construction of the body, identity and power.

LEARNING OUTCOMES

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

- Critically discuss diverse ways of understanding 'the body' and its significance to the human person, using examples from a range of cultures and social contexts.
- Evaluate how power is expressed through the treatment or management of bodies.
- Critically examine notions of the 'ideal' or 'healthy' body.
- Evaluate how social tensions can be expressed through the body.

INDICATIVE CONTENT

- This module enables students to explore critically different notions of 'the body,' both physical and metaphorical, and its relationship to other concepts such as the mind and spirit in cross-cultural perspectives on what makes us human.
- It will challenge images and ideals of the 'good' body and 'healthy' body, through explorations of topics such as body image, public health and disability.
- Anthropological perspectives on risk and pollution will be developed in order to discuss notions of disease and the vulnerability of the body.
- Throughout the module, students will develop their theoretical understanding of material culture and political anthropology as applied to the body, considering examples from diverse cultural and historical contexts.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** X **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**

Commentary	1,000 words	20%

Assessment Component 2

Written exam x **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Research Portfolio	4,000 words	80%

Assessment Summary

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

READING LIST

Module Code	**HPAN5011**	
Module Title	**The Body, Culture and Society**	
Classification	**Reading List entry**	**Electronic***
Essential	Lavis, A, Abbots, E-J and Attala, L. (2015) Reflecting on the Embodied Intersections of Eating and Caring, in *Careful Eating: Bodies, Food and Care*, pp 1-21	☐
Essential	Scheper-Hughes, N. and Lock, M. (1987) The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology. *Medical Anthropology Quarterly.* Volume 1, Issue 1, pp. 6–41.	x
Essential	Csordas, Thomas J. (1994) 'Introduction' in *Embodiment and experience: the existential ground of culture and self*. Cambridge: Cambridge University Press.	
Essential	Douglas, M. (1970) *Purity and danger: an analysis of concepts of pollution and taboo.* Middlesex: Penguin. Chapter 7, External Boundaries.	
Essential	Haraway, D. (1990) 'A Manifesto for Cyborgs: Science, Technology and Socialist Feminism in the 1980s' *Feminism/Postmodernism*, L. Nicholson (ed.), New York: Routledge	
Essential	Mol, A. (2008), 'I eat an apple: On theorizing subjectivities', *Subjectivity,* 22: 28-37.	x
Essential	Mol, A. (2002) *The Body Multiple: Ontology in Medical Practice*. Durham, NC: Duke University Press	
Essential	Longhurst, R. (2012) 'Becoming Smaller: Autobiographical Spaces of Weight Loss' in *Antipode* 44(3): 871-888	x
Essential	Ong, A. (1988) 'The Production of Possession: Spirits and the Multinational Corporation in Malaysia', *American Ethnologist* 15(1):28-42	x
Essential	Heyes, C. (2006) 'Foucault Goes to Weight Watchers' *Hypatia* 21(2): 126-149	x
Further	Murray, S. (2009), 'Marked as 'pathological': 'Fat' bodies as virtual confessors', in J. Wright and V.	

	Harwood (eds.), *Biopolitics and the 'Obesity Epidemic': Governing Bodies*. New York: Routledge, 78-90	
Further	Rose, N (2001) The Politics of Life Itself, *Theory, Culture and Society* 18(6): 1-30	☐
Further	Rabinow, P. 'Introduction', *The Foucault Reader*, London: Penguin Books	
Further	Howson, A. (2013) *The Body in Society*: An Introduction. 2nd Ed. London: Sage.	
Further	Counihan, Carole. (1999) *The Anthropology of Food and the Body: Gender, Meaning and Power.* London: Routledge.	
Further	Brown, P. and Barrett, R. (2009) *Understanding and Applying Medical Anthropology.* (2nd ed.) McGraw Hill Higher Education.	
Further	Lock M, Farquhar J (Eds.) (2007) *Beyond the Body Proper: Reading the anthropology of material life*. Durham: Duke University Press.	
Further	Kulick, D. and Meneley, A. (Eds.) (2005) *Fat: Anthropology of an Obsession.* New York: Tarcher.	
Further	Kuwuhara, M. (2011) *Tatoo: An Anthropology.* Oxford: Berg.	
Further	Lindenbaum, S. and Lock, M. (eds.) (1993) *Knowledge, Power and Practice: The Anthropology of Medicine and Everyday Life*. University of California Press.	
Further	Lock, M. and Kaufert, P. (1998) *Pragmatic Women and Body Politics.* New York: Cambridge University Press	
Further	Petersen A & R Bunton (eds). (1997) *Foucault, Health and Medicine.* London & NY: Routledge.	
Further	Singer, M and Baer, H. (2007) *Introducing Medical Anthropology: A Discipline in Action.* Plymouth: AltaMira Press.	
Further	Turner, B. (2008) *The Body and Society: Explorations in Social Theory.* 3rd Ed. London: Sage	
Further	Winkelman, M. (2008) *Culture and Health: Applying Medical Anthropology*. Jossey-Bass.	
Further	Shildrick, M. (2012) *Dangerous Discourses of Disability, Subjectivity and Sexuality.* Houndmills, Basingstoke: Palgrave Macmillan.	
Further	Mascia-Lees, F. (Ed.) (2011) *A Companion to the Anthropology of the Body and Embodiment.* Oxford: Wiley-Blackwell.	
Further	Lupton, D. (2003) *Medicine as Culture: Illness, Disease and the Body in Western Societies.* London: Sage.	
Further	Martin E. (1990) *The Woman in the Body: A Cultural Analysis of Reproduction.* Boston: Beacon Press.	
Further	Lawton J. (2000) *The Dying Process: Patients' Experiences of Palliative Care*. London: Routledge.	

MODULE CODE: **HPEN5005**
TITLE: **The Book, the Body, and the World : Renaissance Humanism, Medicine, and Exploration**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **Q300**

AIM(S)

- To provide students with the opportunity to study the world of Renaissance humanism, its relationship with the classical past and its various developments across Europe from the fifteenth to the seventeenth century; and to examine a range of the works written by Renaissance humanists in the fields of education, literature, philosophy, anatomy, medicine, and geographical discovery.

LEARNING OUTCOMES

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

- Demonstrate a secure historical understanding of Renaissance humanism: its various branches into fields of knowledge, theory and practice (specifically classical scholarship, education, poetry, philosophy, medicine, and geography); some of its more prominent practitioners and proponents; its various developments across a range of European countries; and its changes and continuities from the fifteenth to the seventeenth century.
- Demonstrate a secure understanding of a range of Renaissance humanist texts from several disciplines, and of topics intrinsic to their understanding.

INDICATIVE CONTENT

- Renaissance humanism from the fifteenth to the seventeenth century, in Italy, France, England, Germany, and the Low Countries. Initially the module will focus on humanism as a scholarly and educational field: the rediscovery of Greek classical texts in manuscript, philological scholarship, and the impact of the printing press and book collection and circulation, together with the humanistic transformation of education, *studia humanitatis*, the revival of classical learning, Hellenism and the Greek language, and the new emphasis on grammar, rhetoric, and eloquence. Humanism was highly literary and one of the earliest and most influential Italian humanists, Francesco Petrarca (Petrarch) was a poet and scholar. Students will also typically study the work of English humanist Roger Ascham, on education, and Francis Bacon's *The Advancement of Learning*.
- Through humanism the Renaissance witnessed a transformation of medieval philosophy, especially in the areas of politics and civility, religion and theology, ethics and morality, the human being and the natural world. Among the philosophical authors that students will typically study are Marsilio Ficino, Pico della Mirandola, Michel de Montaigne, Desiderius Erasmus of Rotterdam, and Thomas More.
- The late-fifteenth century humanist and Hellenist revival of classical Greek anatomical and medical terminology and theory gave rise to a revival of anatomy, private and public dissection, and the publication in the sixteenth century of illustrated anatomy textbooks, most notably Andreas Vesalius' *De humani corporis fabrica libri septem*. Anatomy gave rise to a new genre and method of handling a variety of subjects, the most encyclopaedic of English examples being Robert Burton's *The Anatomy of Melancholy*. Learned medicine also features prominently,

with social and religious satire, in work of the French humanist physician François Rabelais.

- Renaissance humanist philosophy and medicine held the view that the human being was a microcosm which reflected all in the cosmos (the macrocosm) and the terrestrial globe (the geocosm), and the module's last area of study will typically be geographical exploration and the humanist attempt to make it useful, reputable, and serve the national interest. The focus will likely be on the English exploration and colonisation of 'Virginia', and the records of the Virginia Company of London. Prominent among the authors studied are likely to be Richard Hakluyt and Samuel Purchas.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	HPEN5005	
Module Title	The Book, the Body, and the World: Renaissance Humanism, Medicine, and Exploration	
Classification	**Reading List entry**	**Electronic***
Essential	Renaissance Humanism: An Anthology of Sources. Ed. & trans. Margaret L. King. Indianapolis, Indiana: Hackett, 2014.	☐
Essential	Petrarch, F. Selections from the Canzoniere and Other Works, ed. Mark Musa. Oxford: Oxford University Press, 2008	☐
Essential	Bacon, Francis, The Advancement of Learning, ed. Stephen Jay Gould. New York: Random House, 2001	☒

Essential	Montaigne, Michel de, The Complete Essays, trans. M.A. Screech. Harmondsworth: Penguin, 2004.	☒
Essential	Burton, Robert, The Anatomy of Melancholy, ed. Angus Gowland. Harmondsworth: Penguin, 2018.	☒
Essential	François Rabelais, Gargantua and Pantagruel, trans. M.A. Screech. Harmondsworth: Penguin, 2006.	☒
Essential	A selection of texts relating to the English colony in Virginia, made available by Early English Books Online	☒
Further	Nauert, Charles G., Humanism and the Culture of Renaissance Europe. 2nd edn. Cambridge: Cambridge University Press, 2006.	☒
Further	Eisenstein, Elizabeth L., *The Printing Press as an Agent of Change: Communications and Cultural Transformations in Early-Modern Europe*, 2 vols. Cambridge: Cambridge University Press, 1979	☐
Further	Cunningham, Andrew, *The Anatomical Renaissance: The Resurrection of the Anatomical Projects of the Ancients*. Aldershot: Scolar Press, 1997	☐
Further	Andreas Vesalius, De humani corporis fabrica libri septem. Basel: Oporinus, 1543.	☒
Further	French, Roger, *Ancients and Moderns in the Medical Sciences: From Hippocrates to Harvey*, Variorum Collected Studies series, CS685. Aldershot and Brookfield, VT: Ashgate, 2000	☐
Further	Sawday, Jonathan, 'The Fate of Marsyas: Dissecting the Renaissance Body', in *Renaissance Bodies: The Human Figure in English Culture c. 1540-1660*, ed. by Lucy Gent and Nigel Llewellyn, Critical Views series. London: Reaktion Books, 1990; repr. 1995, pp. 111-35 and 260-64	☐
Further	Cassirer, Kristeller, Randall, Kristeller, Paul Oskar, and Randall, John Herman. The Renaissance Philosophy of Man : Selections in Translation. Pbk. ed. Chicago ; London: U of Chicago, 1956.	☒
Further	Norford, Don Parry, 'Microcosm and Macrocosm in Seventeenth-Century Literature', *Journal of the History of Ideas*, 38 (1977), 409-28	☐
Further	Gowland, Angus. The Worlds of Renaissance Melancholy : Robert Burton in Context. Cambridge ; New York: Cambridge UP, 2006	☐
Further	Hankins, James. Re-Envisioning Christian Humanism. Oxford UP, 2016	☐
Further	Kraye, Jill. The Cambridge Companion to Renaissance Humanism. Cambridge: Cambridge UP, 1996.	☐
Further	Seigel, Jerrold E. Rhetoric and Philosophy in Renaissance Humanism : The Union of Eloquence and Wisdom, Petrarch to Valla. Princeton, N.J.: Princeton UP, 1968.	☐
Further	Celenza, Christopher S. Petrarch: Everywhere a Wanderer. Reaktion, 2018	☐

Further	Zak, Gur. Petrarch's Humanism and the Care of the Self. Cambridge: Cambridge University Press, 2014	☒
Further	Hunter, J.C. , Renaissance Literature: An Anthology of Poetry and Prose Oxford: Blackwell, 2009.	☐
Further	Fitzmaurice, Andrew, Humanism and America: An Intellectual History of English Colonisation, 1500-1625. Cambridge University Press, 2003	☒
Further	Pagden, Anthony, European Encounters with the New World: From Renaissance to Romanticism. New Haven: Yale University Press, 1993.	☐
Further	Davies, Surekha, Renaissance Ethnography and the Invention of the Human: New Worlds, Maps and Monsters. Cambridge: Cambridge University Press, 2016.	☒

MODULE CODE: **HPHI5010**
TITLE: **The Cistercians and their World**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V150**

AIM(S)

This module focuses on an historical problem, and aims to refine your historical skills through a study of primary materials. The module aims to:

- Encourage you to acquire a broad knowledge of the Cistercian order in the twelfth century.
- Allow you to develop a close and critical familiarity with a substantial range of primary source material relating to the origins of Cîteaux and the Cistercian order, and the history of the Cistercians in England and Wales.
- Develop a detailed appreciation of historiographical issues surrounding aspects of Cistercian history.

LEARNING OUTCOMES

By the end of the assessment of the module you should be able to:

- Demonstrate an understanding of the Cistercian order in the twelfth century.
- Demonstrate an understanding of the distinctive contribution of the Cistercian order to the medieval world.
- Demonstrate good skills in the handling and interpretation of relevant primary source material.

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 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%**

READING LIST

Module Code	**HPHI5010**	
Module Title	**The Cistercians and their World**	
Classification	**Reading List entry**	**Electronic***
Essential	Brooke, Christopher, *The monastic world 1000–1300* (London, 1974)	☐
Essential	Burton, Janet, Monasticism in the medieval west: from its origins to the coming of the friars (Headstart History papers, 1995)	☐
Essential	Knowles, David, Christian monasticism (London, 1969)	☐
Further	Lawrence, C.H., Medieval monasticism: forms of religious life in western Europe in the middle ages, 2nd edn. (London, 1989)	☐
Further	Southern, R.W., Western society and the church in the middle ages (Harmondsworth, 1970)	☐
Further	Louis J. Lekai, The White Monks (Okauchee, Wisconsin, 1953)	☐
Further	J.R. Sommerfeldt, Cistercian ideals and reality (1978).	☐
Further	Constance Berman, The Cistercian Evolution: the invention of a religious order in twelfth-century Europe (Philadelphia: University of Pennsylvania Press, 2000).	☐
Further	Janet Burton, 'Past Models and Current Concerns: the origins and growth of the Cistercian Order', in Revival and Resurgence on Christian History, ed. Kate Cooper and Jeremy Gregory, Studies in Church History, 44 (Woodbridge: Boydell, 2008), pp. 27–45.	☐
Further	Coppack, G., The White Monks (Stoud, 1998)	☐

MODULE CODE: **HPEN5021**
TITLE: The Difference of Gender: Modernism and women
DATED: 08/01/2018

LEVEL: 5
CREDITS: 20
JACS CODE: **Q300**

AIM(S)

- To examine the values informing the literary canon by introducing feminist and gender-based literary critiques and employing them to explore the subversion of normative gender roles in a range of women's modernist texts.

LEARNING OUTCOMES

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

- Show a sound, coherent knowledge of some significant early twentieth-century women's texts in their cultural and socio-political context.
- Use gender-based critiques to challenge the values that define the canon and to broaden their understanding of the significance of women 's modernist writing.

INDICATIVE CONTENT

- The twentieth century saw an unprecedented increase in the quantity and variety of women's writing, one accompanied by the emergence of feminist critiques, first of the male-dominated literary canon's reinforcement of cultural norms, and then of the strategies of resistance seen within contemporary and historical women's texts.
- Modernist women writes struggled with the Victorian idealisation of the 'angel of the house' which relegated women to the private sphere, locking them within a narrative of (heterosexual) romantic love. Unless we recognise that for modernist women writing was a highly gendered practice we cannot fully appreciate their radical experiments – nor can we understand the writings of their male peers.
- Starting with a consideration of Woolf's demand for different plots in A Room of One's Own, the focus of this module is on early twentieth-century revisions of the romance plot which dominated nineteenth-century women's writing and continued to inform perceptions of women's role in society. Particular attention will be paid to the internalisation of inherited narratives in the construction of a personal identity and to the impact of Freud on the narratives of an unstable self – influencing Woolf's meditation on Coleridge's idea of the 'androgynous mind'.
- Some feminist critics have identified a twentieth century female literary project, describing it as 'female modernism', or even 'Sapphic modernism'; others have reconsidered the relations of elite modernist text to a mass, mechanised context through the lens of gender. Fascinating critiques such as Lyn Pykett's *Engendering fictions*, or Diana Wallace's *Sisters and Rivals in British Women's Fiction 1914-1939*, change our perception of both period and product.
- Feminist critique as a model for areas of resistant reading where questions of gender are central: examples of these areas could include queer theory, postcolonial studies and men's writing. Many of its tenets have now entered the mainstream demonstrating the ongoing vigour of both gender theory and modernist writing.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
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%**

READING LIST

Module Code	**HPEN5021**	
Module Title	The Difference of Gender: Modernism and women	
Classification	**Reading List entry**	**Electronic***
Essential	Gilman, Charlotte Perkins '*Herland', 'The Yellow Wall-Paper', and Selected Writings* Harmondsworth: Penguin, 1999	☒
Essential	Mansfield, K. *Selected Stories*. New York: Norton, 2005	☒
Essential	Scott, B. *Gender in Modernism: New Geographies, Complex Intersections*. Champaign, IL: University of Illinois Press, 2007.	☐
Essential	Sinclair, M. *The Life and Death of Harriet Frean*. London: Virago, 2003	☒
Essential	Stein, G. *Three Lives, and Q. E. D*. New York: Norton, 2005	☒
Essential	Woolf, V. *A Room of One's Own*. Harmondsworth: Penguin Modern Classics, 2002.	☒
Further	Beer, G. *Virginia Woolf: the common ground*. Edinburgh: Edinburgh University Press, 1996.	☐

Further	Beer, J. *Kate Chopin, Edith Wharton and Charlotte Perkins Gilman: studies in short fiction*. Basingstoke: Macmillan, 1997.	☐
Further	Bloom, H. ed. *Gertrude Stein.* New York: Chelsea House, 1986.	☐
Further	Dowson, J. *Women, modernism and British poetry, 1910-1939: resisting femininity*. Aldershott: Ashgate, 2002.	☐
Further	Gilbert, S. & Gubar, S. *No Man's Land: The Place of the Woman Writer in the 20th Century.* New Haven & London: Yale University Press, 1988, 1990, 1995.	☐
Further	Glover, D. *Genders*. London: Routledge, 2000.	☐
Further	Lee, H. *Virginia Woolf*. London: Chatto & Windus, 1996.	☐
Further	Moran, P. *Body language: body language in Katherine Mansfield and Virginia Woolf*. Charlottesville: University Press of Virginia, 1996.	☐
Further	Nicholls, P. *Modernisms: a literary guide.* Basingstoke: Macmillan, 1995.	☐
Further	Pilditch, J. *The Critical Response to Katherine Mansfield*. London: Greenwood, 1996.	☐
Further	Smith, A. *Katherine Mansfield and Virginia Woolf: a public of two*. Oxford: Clarendon Press, 1999.	☐
Further	Trotter, D. *Paranoid modernism: literary experiment, psychosis, and the professionalization of English society.* Oxford: Oxford University Press, 2001	☐
Further	Wallace, D. *Sisters and Rivals in British Women's Fiction 1914-1939*. Basingstoke: Macmillan, 2000.	☐
Further	Lyn Pykett *Engendering Fictions: The English Novel in the Early Twentieth Century,* London: Bloomsbury, 1995	☐

MODULE CODE: HPAN5024
TITLE: **The Ecological Self**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **L600**

AIM(S)

- To examine the theory of the 'ecological self' from psychological, scientific and spiritual perspectives.
- To experience and assess personal and group practices for developing the 'ecological self' and 'reconnecting' with the natural world, each other and oneself.

LEARNING OUTCOMES

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

- Critically understand and differentiate between perspectives and theories on the 'ecological self' and its role in modern society.
- Evaluate the validity of using different methods of developing the ecological self under different scenarios and at individual, group and societal levels.

INDICATIVE CONTENT

- Western Approaches to the Ecological Self – different models of the psyche as nature (Jung, Hillman, Depth Psychology, Eco-psychology).
- Eastern Approaches to the Ecological Self – Buddhism and Mindfulness.
- Experiential Deep Ecology – The Work That Reconnects.
- Shamanic Approaches to the Ecological Self.
- Wilderness Immersion, Mythology, Cosmology and Narrative.

LEARNING AND TEACHING STRATEGY

A mixed range of teaching and learning methods drawn from the following: presentations, workshops, seminars, tutorials, case studies, field trips, simulations, exercises and role play, independent study, research methods, action research and reflective enquiry, learning journal, participatory learning methods and personal development planning.

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
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%**

READING LIST

Module Code	**HPAN5024**	
Module Title	The Ecological Self	
Classification	**Reading List entry**	**Electronic***
Essential	David Abram, *Spell of the Sensuous,* (New York: Vintage, 1996)	☐
Essential	David Abram, *Becoming Animal,* (New York: Vintage, 2010)	☐
Essential	Thich Nhat Hanh, *The Miracle of Mindfulness,* (Reading: Random House, 2008)	☐
Further	Thomas Berry, *The Dream of the Earth* (California: University of California Press, 2002)	☐
Further	Joanna Macy and Molly Brown, *Coming Back to Life, The Updated Guide to the Work That Reconnects,* (New Society: 2014)	☐
Further	James Hillman, *The Souls Code: In Search of Character and Calling* (New York: Warner Books, 1996)	☐
Further	Bill Plotkin, *Soulcraft,* (California: New World Library, 2003)	☐
Further	Bill Plotkin, *Wild Mind, a Field Guide to the Human Psyche,* (California: New World Library, 2013)	☐

MODULE CODE: **HPRS5033**
TITLE: **The Evolution of Satan: From the Hebrew Bible to Hollywood**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V610**

AIM(S)

- To explore traditions, movements and characters associated with Satan, Satanism and the darker side of religion.
- To consider the importance of the figure of Satan/the Devil within contemporary society and culture.

LEARNING OUTCOMES

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

- Reflect on selected biblical and Quranic passages that deal with Satan and the forces of evil.
- Identify and account for the traditional characteristics associated with the Devil.
- Demonstrate a detailed knowledge of Contemporary Satanism.
- Discuss the characterization of Satan/the Devil in contemporary popular culture.

INDICATIVE CONTENT

- The origins of Satan in the Hebrew Bible.
- Analogues of Satan in the cultures of the ancient Near East.
- The contribution of the Intertestamental period to the development of Satan.
- Evil and the Devil in the New Testament.
- The biography and role of Satan according to the Early Church Fathers.
- Satan in the Islamic tradition.
- The 'folklorization' of the Devil.
- Satanism as a New Religious Movement.
- The portrayal of Satan/the Devil in popular music and film.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
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
In-class test	2 hours	50%

Assessment Summary

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

READING LIST

Module Code	**HPRS5033**	
Module Title	The Evolution of Satan: From the Hebrew Bible to Hollywood	
Classification	**Reading List entry**	**Electronic***
Essential	De La Torre, M. A., and Hernandez, A., *The Quest for the Historical Satan* (Minneapolis: Fortress Press, 2011)	
Essential	Faxneld, P., and Petersen, J. A. (eds.), *The Devil's Party: Satanism in Modernity* (Oxford: OUP, 2012)	☐
Essential	Kelly, H. A., *Satan: A Biography* (Cambridge: Cambridge University Press, 2006)	☐
Essential	Muchembled, R., *A History of the Devil; From the Middle Ages to the Present* (Cambridge: Polity Press, 2003)	☐
Essential	Oldridge, D., *The Devil: A Very Short Introduction* (Oxford: Oxford University Press, 2012)	☐
Essential	Partridge, C. and Christianson, E. (eds.), *The Lure of the Dark Side: Satan and Western Demonology in Popular Culture* (London: Equinox, 2009)	☐
Further	Beal, T. K., *Religion and Its Monsters* (New York: Routledge, 2002)	☐
Further	Fröhlich, I. and Koskenniemi, E., *Evil and the Devil* (London: Bloomsbury, 2013)	☐
Further	Lewis, J. R. and Petersen. J. A. (eds.), *The Encyclopedic Sourcebook of Satanism* (Prometheus Books, 2005)	☐
Further	Lewis, J. R., *Satanism Today: An Encyclopedia of Satanic Folklore and Popular Culture* (ABC-CLIO Ltd, 2001)	☐
Further	Pagels, E., *The Origin of Satan* (New York: Vintage Books, 1996)	☐
Further	Petersen, J. A., (ed.) *Contemporary Religious Satanism: A Critical Anthology* (Controversial New Religions series. Ashgate, 2009)	

Further	Russell, J. B., *The Prince of Darkness: Radical Evil and the Power of Good in History* (Ithaca: Cornell University Press, 1988)	
Further	Wray, T. J. and Mobley, G., *The Birth of Satan: Tracing the Devil's Biblical Roots* (New York: Palgrave Macmillan, 2005)	

MODULE CODE: **HPAH5046**
TITLE: **The Life and Times of Caesar and Cicero**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q800**

AIM(S)

- To be aware of the political and cultural developments that took place during the Late Republic, in particular with regard to the careers of Caesar and Cicero.

LEARNING OUTCOMES

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

- Draw upon a broad knowledge of the lives of Julius Caesar and Cicero and the social, cultural and political context in which they lived.
- Analyse the events of their careers in a suitably academic manner.
- Be aware of modern debate about political and cultural life in Rome in the late second and first centuries BC.
- Demonstrate an awareness of key ideas in modern scholarship and to be able to engage with these in a critical manner.

INDICATIVE CONTENT

- A study of the turbulent and often violent events of Rome in the late Republic.
- Historical and biographical study of Caesar, Cicero and other key historical figures of the period.
- A study of the cultural developments (especially literary) which took place during the Late Republic.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	A range of assessments equal to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPAH5046**	
Module Title	The Life and Times of Caesar and Cicero	
Classification	**Reading List entry**	**Electronic***
Essential	May, J. M. (eds), 2013: *Brills Companion to Cicero oratory and rhetoric*. Leiden.	☒
Essential	Wyke, M. (ed.), 2006: Caesar in Western Culture, Malden (Mass.).	☐
Further	Gildenhard, I. 2010: *Creative Eloquence: The Construction of Reality in Cicero's Speeches*. Oxford University Press.	☒
Further	Hurley, A. 2004: *Catullus* (Ancients in action). London.	☐
Further	Lehoux, D., Morrison, A., and Sharrock, A. 2013: *Lucretius Poetry, Philosophy, Science*. Oxford: Oxford University Press.	☒
Further	Millar, F. 1998: *The Crowd in Rome in the Late Republic*. Ann Arbor.	☐
Further	Morstein-Marx, R. 2004: *Mass Oratory and Political Power in the Late Roman Republic*. Cambridge.	☒
Further	Rawson, E. D. 1985: *Cicero. A Portrait*. Bristol.	☒
Further	Santangelo, F. 2007: *Sulla, the Elites and the Empire. A Study of Roman Policies in Italy and the Greek East*. Leiden-Boston.	☐
Further	Stockton, D. 1971: *Cicero. A Political Biography*. Oxford.	☐

MODULE CODE: **HPAH5054**
TITLE: **The Life and Times of Caesar and Cicero: Latin Sources**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q600**

AIM(S)

- To be aware of the political and cultural developments that took place during the Late Republic, in particular with regard to the careers of Caesar and Cicero.

LEARNING OUTCOMES

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

- Draw upon a broad knowledge of the lives of Julius Caesar and Cicero and the social, cultural and political context in which they lived.
- Analyse the events of their careers in a suitably academic manner.
- Be aware of modern debate about political and cultural life in Rome in the late second and first centuries BC.
- Demonstrate an awareness of key ideas in modern scholarship and to be able to engage with these in a critical manner.

INDICATIVE CONTENT

- A study of the turbulent and often violent events of Rome in the late Republic.
- Historical and biographical study of Caesar, Cicero and other key historical figures of the period.
- A study of the cultural developments (especially literary) which took place during the Late Republic.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPAH5054**	
Module Title	**The Life and Times of Caesar and Cicero: Latin Sources**	
Classification	**Reading List entry**	**Electronic***
Essential	Canfora, L. 2007: *Caesar. The People's Dictator*. Edinburgh.	☐
Essential	May, J. M. (eds), 2013: *Brills Companion to Cicero oratory and rhetoric*. Leiden.	☐
Essential	Wyke, M. (ed.), 2006: Caesar in Western Culture, Malden (Mass.).	☐
Further	Gildenhard, I. 2010: *Creative Eloquence: The Construction of Reality in Cicero's Speeches*. Oxford University Press.	☐
Further	Hurley, A. 2004: *Catullus* (Ancients in action). London.	☐
Further	Lehoux, D., Morrison, A., and Sharrock, A. 2013: *Lucretius Poetry, Philosophy, Science*. Oxford: Oxford University Press.	☐
Further	Millar, F. 1998: *The Crowd in Rome in the Late Republic*. Ann Arbor.	☐
Further	Morstein-Marx, R. 2004: *Mass Oratory and Political Power in the Late Roman Republic*. Cambridge.	☐
Further	Rawson, E. D. 1985: *Cicero. A Portrait*. Bristol.	☐
Further	Santangelo, F. 2007: *Sulla, the Elites and the Empire. A Study of Roman Policies in Italy and the Greek East*. Leiden-Boston.	☐
Further	Stockton, D. 1971: *Cicero. A Political Biography*. Oxford.	☐

MODULE CODE: **HPRS5034**
TITLE: **The Modern Middle East: Religion, Culture, and Politics**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V140**

AIM(S)

- To provide students with a broad knowledge and understanding of the history of the modern Middle East.
- To explore and evaluate the significance of the key themes of religion, reform, revolution, and nationalism as they shaped the history of the Arab world, Turkey and Iran in the twentieth and twenty-first centuries.

LEARNING OUTCOMES

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

- Demonstrate a broad knowledge of the cultural and political development of the modern Middle East, and the religious and sectarian differences that influence contemporary events.
- Evaluate the influence of the 'West' in the development of the modern Middle East, and the significance of natural resources (oil, gas and water) in the development of the region.
- Analyse a range of different source materials relating to the development of the Middle East.

INDICATIVE CONTENT

The module reviews the history of the modern Middle East, focusing on the twentieth and twenty-first centuries. The module will analyse the impact of the 'West' on the rise of modern ideologies that influenced and continue to influence the Middle East. It will focus on the rise of modern nationalist and religious ideologies in the Middle East, and assess the significance of these ideologies with regard to contemporary events. The following topics will be covered: History of the Middle East, Empires and Colonialism, Arab, Turkish, and Persian Nationalisms, Religion and State, Political Economy and Oil, Democracy and the Arab Spring, and International Relations and Conflict.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	14 minutes	40%

Assessment Summary

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

READING LIST

Module Code	**HPRS5034**	
Module Title	**The Modern Middle East: Religion, Culture, and Politics**	
Classification	**Reading List entry**	**Electronic***
Essential	Ellen Lust, ed. *The Middle East,* 14th Edition (CQ Press, 2016)	☐

MODULE CODE: **HPAR5011**
TITLE: **The Palaeolithic and Mesolithic of Britain**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V400**

AIM(S)
This module aims to provide:

- An historical context for Palaeolithic/Mesolithic archaeology in Britain.
- An environmental history and palaeoecology for Britain.
- Lithic technology, subsistence strategies and cognitive evolution of Palaeolithic and Mesolithic peoples in Britain.

The course will include a range of case studies from Britain and Ireland.

LEARNING OUTCOMES

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

- Document and describe human biological and cultural evolution over 1 million years of British Prehistory.
- Demonstrate written and oral skills in communicating complex ideas and data-sets derived from these academic disciplines.
- Evaluate evidence and arguments regarding issues in Prehistoric societies in Britain.

INDICATIVE CONTENT

Students will study the following key themes:

- The earliest occupation of Europe.
- The creation of 'Island Britain' and its impact on our ancestors.
- European Neanderthals and the occupation caves.
- The arrival of modern humans.
- Late Pleistocene hunters and changing landscapes.
- Mesolithic hunters, gatherers and fishers.
- Transition to a new world – Mesolithic/Neolithic transitions.

LEARNING AND TEACHING STRATEGY

This course will be taught by lectures, seminars and practicals (including handling of artefacts from the departmental collections). The lectures will introduce the main issues and themes of the course. This will be followed by seminars and/or material handling sessions to provide students with the opportunity of studying typical artefacts. The course will include a 3 day field-based trip to S E England to examine key sites and landscapes containing Palaeolithic and Mesolithic archaeologies.

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** x **Coursework** ☐ **Practical**

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

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Practical examination of material	2,500 words equivalent	50%

Assessment Summary

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

READING LIST

Module Code	**HPAR5011**	
Module Title	**The Palaeolithic and Mesolithic of Britain**	
Classification	**Reading List Entry**	**Electronic***
Essential	Pettitt, P. and White, M. 2012 The British Palaeolithic. Human societies at the edge of the Pleistocene World. Routledge: Abingdon.	☐
Essential	Lowe, J. and Walker, M. 2014 Reconstructing Quaternary Environments. Routledge: Abindgon.	☐
Essential	McNabb, J. 2007 The British Lower Palaeolithic. Stones in Contention. Routledge: Abingdon.	☐
Further	Milner, N. et al 2013 Star Carr. Life in Britain after the Ice Age. Council for British Archaeology	☐
Further	White, M 2016 Lost Landscapes of Palaeolithic Britain. Oxford Archaeology: Oxford.	☐

MODULE CODE: **HPCH5004**

TITLE: **The Political System of the People's Republic of China**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**

JACS CODE: **T100**

AIM(S)

- To provide students with an overview of China's political institutions as the basis for an understanding and critical reflection upon the main features of China's contemporary political culture.

LEARNING OUTCOMES

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

- Demonstrate an understanding of the roles of different institutions in the political system of the PRC.
- Critically discuss how China's political culture shapes the conduct of government by the CCP.
- Critically discuss the strengths and challenges of the Chinese political system.

INDICATIVE CONTENT

The Chinese Communist Party (CCP)

- Party Leadership Bodies
- The Party Bureaucracy
- The People's Liberation Army (PLA)
- Cadre Training

The State

- The National People's Congress (NPC)
- The Chinese People's Political Consultative Conference (CPPCC)
- The Minor Political Parties
- Other Political Actors
- Officially Sponsored Associations and Societies
- Grassroots NGOs
- Chinese Authorities' View of Political Reform

Features of China's Formal Political Culture

- Collective Leadership
- The Legislature: Strong on Paper, Weak in Practice
- The Power of Provincial Governments
- The Role of Elections in China
- Document-Based Culture
- The Importance of Ideology
- The Ideal and Reality of Meritocracy
- Age and Term Limits for Official Positions
- 5-year planning

- Emphasis on Political Stability
- Governance Challenges in the Chinese Political System
- "Stove-Piping" and Bureaucratic Competition
- Factionalism
- Corruption

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPCH5004**	
Module Title	**The Political System of the People's Republic of China**	
Classification	**Reading List entry**	**Electronic***
Essential	DREYER, J.T. (2015) *China's Political System: Modernization and Tradition*. 9th ed. New York: Longman.	☐
Essential	HEILMANN, S. (2017) *China's Political System*. Lanham: Rowman & Littlefield.	☐
Essential	SAICH, T. (2015) *Governance and Politics of China*. 4th ed. Basingstoke: Palgrave Macmillan.	☐
Further	ALMEN, O. (2013) 'Only the Party manages cadres: limits of local People's Congress supervision and reform in China' *Journal of Contemporary China.* 22(80): 237 – 254.	☐
Further	BROWN, K. (2015) 'The Communist Party and politics' in *Contemporary China*. Houndmills, Basingstoke: Palgrave Macmillan, pp. 59-92.	☐

Further	GUO, S. (2013) *Chinese Politics and Government: Power, Ideology, and Organization*. Abingdon: Routledge.	☐
Further	HILDEBRANDT, T. (2013) *Social organizations and the authoritarian state in China.* Cambridge: Cambridge University Press.	☐
Further	JOSEPH, W.A. (ed) (2014) *Politics in China: An Introduction*. 2nd ed. New York: Oxford University Press.	☐
Further	MACFARQUHAR, R. (ed) (2011) *The Politics of China: Sixty Years of the People's Republic of China*. Cambridge: Cambridge University Press.	☐
Further	PIEKE, F. (2009) *The Good Communist: Elite Training and State Building in Today's China*. Cambridge: Cambridge University Press.	☐

MODULE CODE: **HPEN5020**
TITLE: **The Practice of Poetry: How To Craft Your Work**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **W800**

AIM(S)
To encourage students to develop their editorial skills to craft and sharpen their work by applying a range of devices from the writer's toolbox.

LEARNING OUTCOMES

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

- Produce a convincing piece of work in four of the eight forms studied.
- Understand the history of poetry in relation to their own creative practice and reflect critically on their own practice both in speaking and writing about it.
- Demonstrate a clear ability to experiment with language and at least three poetic structures e.g. the line break and anaphora.
- Show an awareness of the importance of the narrative to the poem before they attempt to subvert it.

INDICATIVE CONTENT

With a view to informing writing practice, this module will explore a range of poets from Shakespeare to contemporary voices. The student will be encouraged to experiment with the possibilities offered by poetry to develop the confidence to write in a variety of styles. Some or all of the following will be explored:

- The differences between poetry and prose.
- Poetic form including cinquain, villanelle and sestina.
- The nature and use of figurative language and imagery.
- The construction of story within the poem.
- The role of the linebreak.
- What poetic voice is and how to create persona.
- The use of rhythm and rhyme in poetry.
- Where to begin and when to end.
- Myth and memory: is the past the writer's only reserve?
- Developing and editing work.
- The value of translation: transposing other genres and artefacts into poems.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

Written exam ✓ **Coursework** **Practical**

Mode of assessment	Volume	Weighting
Portfolio of 6 poems	equivalent to 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%**

READING LIST

Module Code	HPEN5020	
Module Title	The Practice of Poetry: How To Craft Your Work	
Classification	**Reading List entry**	**Electronic***
Essential	Brownjohn, S. *A Handbook of Rhyme, Metre and Verse*, London: Hodder, 2002	
Essential	Keegan, P.J. *Penguin Book of English Verse,* Harmondsworth: Penguin, 2004	
Essential	Paterson, D. *101 Sonnets,* London: Faber, 2013	
Further	Abbs, P. & Richardson, J. *The Forms of Poetry*, Cambridge: Cambridge University Press, 1990	
Further	Blyth, R.H. *The Genius of Haiku*, London: British Haiku Society, 1994	
Further	Curtis, T. (ed.), *How Poets Work*, Bridgend: Seren, 1996	
Further	Fergusson, R. *The Penguin Rhyming Dictionary*, Harmondsworth: Penguin, 1985	
Further	Hughes, T. *Poetry In the Making*, London: Faber, 2008	
Further	Jones, R.T. *Studying Poetry: An Introduction*, London: Edward Arnold, 1986	
Further	Maxwell G, *On Poetry*, London: Oberon, 2012	

MODULE CODE: **HPEN5006**
TITLE: The Rational World: Enlightenment and the Novel
DATED: 08/01/2018

LEVEL: 5
CREDITS: 20
JACS CODE: **Q300**

AIM(S)

- To explore critically the emergence of the novel as a literary mode understood through its complex relation to the social, political and ideological contexts of its Enlightenment inception and its development into the nineteenth century.

LEARNING OUTCOMES

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

- Show a good knowledge of the emergence and development of the novel against the broad backdrop of Enlightenment and post-enlightenment thought, particularly in relation to ideas of rationality and the individual.
- Demonstrate a secure knowledge and theorised understanding of a range of novels from the eighteenth and nineteenth centuries in relation to the social and political contexts to which they contributed and which shaped their development.

INDICATIVE CONTENT

- The module will explore some examples of the eighteenth-century novel and associated prose writings from the perspective of 'the evolution of form' and its relation to key enlightenment ideas which are traced through the module as a whole. Particular attention will be paid to the notion of rational individualism and ways in which the novel might be said to endorse and challenge this dominant idea.
- Selected nineteenth-century texts will be explored in terms of the formal development and increasing dominance of the novel as both a popular and a serious genre.
- The novel's engagement with social issues such as radical changes in class structure, the growth of urban society, the emergence of the bourgeois structure of the family, the changing role of the child, and the construction of gender, will be considered.
- Emergent ideas of evolution and psychology will also be addressed.
- Throughout the module, the conventions of realism and other literary conventions at work in the novel will be critically explored and contextualised.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 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%**

READING LIST

Module Code	**HPEN5006**	
Module Title	The Rational World: Enlightenment and the Novel	
Classification	**Reading List entry**	**Electronic***
Essential	Samuel Richardson (1740), *Pamela, or Virtue Rewarded*, London: Penguin Classics, 1981	☒
Essential	Laurence Sterne (1759) *The Life and Opinions of Tristram Shandy, Gentleman* Ware: Wordsworth, 1996.	☒
Essential	Ann Radcliffe(1797), *The Italian: or, The Confessional of the Black Penitents* Ware: Wordsworth, 2011.	☒
Essential	Jonathan Swift (1729), *A Modest Proposal: For Preventing the Children of Poor People in Ireland from Being a Burden to Their Parents or Country, and for Making Them Beneficial to the Publick*, New York: Dover, 2000	☒
Essential	Jane Austen (1814), *Mansfield Park*. London: Penguin Classics, 2007.	☒
Essential	Wilkie Collins (1860), *The Woman In White*. London: Penguin Classics 2012	☒
Essential	Lewis Carroll (1865), *Alice's Adventures in Wonderland*. Ware: Wordsworth 1992.	☒
Essential	Robert Louis Stevenson (1886), *The Strange Case of Dr. Jekyll and Mr. Hyde* Ware: Wordsworth 1993.	☒
Further	Botting,F. *Gothic: The new critical idiom* London : Routledge 1996	☐
Further	Botting,F. *The Gothic: Essays and studies* ; n.s., v. 54. : Woodbridge, Suffolk : D.S. Brewer, 2001	☐
Further	Boulukos, George E.: "The politics of silence: *Mansfield Park* and the amelioration of slavery." *Novel* (39:3) 2006, 361-83. (2006)	☒

Further	Bourne Taylor, J. ed. *The Cambridge Companion to Wilkie Collins.* Cambridge: Cambridge University Press, 2006.	☐
Further	Downie, J. A.: "Who says she's a bourgeois writer? Reconsidering the social and political contexts of Jane Austen's novels." *Eighteenth-Century Studies* (40:1) 2006, 69-84. (2006)	☒
Further	Dusinberre, J. *Alice to the Lighthouse*. Basingstoke: Macmillan, 1999.	☐
Further	Hammond, J.R*. A Defoe Companion*. London: Macmillan, 1993.	☐
Further	Heller, T. *Dead secrets: Wilkie Collins and the female Gothic*. London: Yale University Press, 1992.	☐
Further	Karounos, Michael.: "Ordination and revolution in Mansfield Park." *Studies in English Literature 1500-1900* (44:4) 2004, 715-36. (2004)	☒
	LaCroix,A.L, and Nussbaum, M.C. *Subversion and sympathy : gender, law, and the British novel,* New York : Oxford University Press 2013	☒
Further	Lecercle, J-J. *Philosophy of Nonsense*. London: Routledge, 1994.	☐
Further	Meyer, R. *History and the Early English Novel*. Cambridge: Cambridge University Press, 1997.	☐
	Moore, G. *The Victorian novel in context*, London ; New York : Continuum 2012	☒
Further	New, M. *Critical essays on Laurence Sterne*, New York: G.K. Hall ; London : Prentice Hall International, 1998	☐
Further	Pykett, L. *The sensation novel: from 'The woman in White' to 'The Moonstone'.* Plymouth: Northcote House, 1994.	☐
Further	Pykett, L. *Wilkie Collins: Authors in Context*. Oxford: Oxford University Press, 2005.	☐
Further	Sandison, A. *Robert Louis Stevenson and the appearance of modernism.* Basingstoke: Macmillan, 1996.	☐
Further	Tindal Kareem, S, *Eighteenth-Century Fiction and the Reinvention of Wonder* Oxford: Oxford University Press, 2014	☒
Further	Todd, J. ed. *Jane Austen in Context.* Cambridge: Cambridge University Press, 2006.	☒
Further	Tromp, M. *The Private Rod: Marital Violence, Sensation, and the Law in Victorian Britain*. University of Virginia Press, 2000.	☐
Further	Walder, D. ed. *The Nineteenth Century Novel: Identities.* London: Routledge, 2001.	☐
Further	Walder, D. *The Realist Novel*. London: Routledge, 1996.	☐
Further	Watt, I. *The Rise of the Novel*. London: Chatto, 1963.	☐
Further	Wiltshire, J. *Jane Austen: Introductions and Interventions*. London: Palgrave Macmillan, 2006.	☐

MODULE CODE: **HPAH5015**
TITLE: **The Rise of Rome: Studies in Roman Imperialism**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V160**

AIM(S)

- To enable students to interpret and analyse Roman imperialism and the ancient evidence related to it.
- To enable students to understand and evaluate modern scholarly debates about the nature of Roman imperialism.

LEARNING OUTCOMES

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

- A secure understanding and sound knowledge of the main aspects of Rome's rise to hegemony in the Mediterranean world.
- The ability to analyse and assess the ancient evidence for Roman imperialism.
- The ability to evaluate critically the main areas of modern debate concerning the nature of Roman imperialism.

INDICATIVE CONTENT

- The module examines Rome's rise to hegemony in the Mediterranean world.
- It will not only look at many of the important wars which the Romans waged with neighbouring peoples, but it will also give some consideration to Roman diplomacy and to the way in which the Romans justified their campaigns and their empire.
- Consideration will also be given to the factors which motivated the Romans to wage war year after year, and to the impact that Rome's meteoric rise to power had on Roman society, politics and culture.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPAH5015**	
Module Title	**The Rise of Rome: Studies in Roman Imperialism**	
Classification	**Reading List entry**	**Electronic***
Essential	Erskine, A., *Roman Imperialism.* Edinburgh: Edinburgh University Press 2008	☐
Further	Baronowski, D. W., Polybius and Roman imperialism. London : Bristol Classical Press 2011	☐
Further	Craige Brian Champion, *Roman imperialism : readings and sources*, Malden, Mass. ; Oxford : Blackwell 2004	☐
Further	Louise Revell, *Roman imperialism and local identities*, Cambridge : Cambridge University Press 2009	☐
Further	Nicholas Cooper &; Jane Webster, *Roman imperialism : post-colonial perspectives*. Leicester : School of Archaeological Studies, University of Leicester 1996	☐

MODULE CODE: **HPEN5025**
TITLE: **The Student Journal**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q300**

AIM(S)

- To enable students to acquire and apply the skills involved in running an (online) journal.

LEARNING OUTCOMES

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

- Demonstrate a sound understanding of editorial and production tasks required to produce a (on-line) journal/magazine.
- Deploy a good understanding of the role, function and value of content development, design and production in creating a (on-line) journal.
- Exhibit the ability to critically reflect on the initiative, collaboration and communication required to successfully maintain a (online) journal to a professional standard.

INDICATIVE CONTENT

With tutor support, the module cohort will form the editorial board of a (quarterly) publication or journal. Utilising a digital platform (OJS or similar) they will take responsibility for:

- Budgeting.
- Journal design and development.
- Calls for papers and content (interacting with initiatives across the School and Faculty).
- The production of content.
- Proofing and editing of content.
- Advertising of and in the journal, and social networking.
- Liaising and engaging with University and national bodies – for example the BCUR.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Journal	1,000 words	20%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	4,000 words	80%

Assessment Summary

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

READING LIST

Module Code	HPEN5025	
Module Title	The Student Journal	
Classification	Reading List entry	Electronic*
Essential	Germano, W. Getting it Published. Chicago: University Of Chicago Press, 2008.	☐
Essential	McKay, J. The Magazines Handbook (Media Practice), London: Routledge, 2006	☐
Essential	Morrish, J. Magazine Editing: In print and Online: How to Develop and Manage a Successful Publication, London: Routledge, 2003	☐
Further	Holmes, T. Mapping the magazine: Comparative Studies in Magazine Journalism London: Routledge,2009	☐
Further	Loughlin, L. The Language of Magazines, London: Routledge, 2000	☐
Further	Seabrook, J. The Culture of Marketing, the Marketing of Culture, London: Vintage, 2001	☐
Further	Siapera, E. and Veglis, A. The handbook of Global Online Journalism. Oxford: Wiley-Blackwell, 2012.	☐
Further	Sumner, D.E. and Rhoades, S. Magazines: A Complete Guide to the Industry (Media Industries) Peter Lang Publishing, 2006	☐
Further	British Conference of Undergraduate Research (BCUR) http://bcur.org/	☐

MODULE CODE: HPEN5002
TITLE: **The Well-Tempered Reader: Renaissance Poetics**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **Q300**

AIM(S)

- To provide students with the opportunity to study some of the wide variety of literary (and some non-literary) texts produced in the English Renaissance up to *ca*. 1640, and to place those texts, and the contemporary reading of them, firmly in relation to their philosophical, religious, ideological, and socio-political contexts, but most importantly in relation to the literary theory (poetics) of the Renaissance.

LEARNING OUTCOMES

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

- Demonstrate a secure understanding of a range of English Renaissance texts, literary genres, and topics intrinsic to the understanding of Renaissance literature.
- Demonstrate a secure understanding of the literary theory of the Renaissance and its informing influence on Renaissance English literature.
- Demonstrate an ability to interrelate literature with other aspects of Renaissance culture and with social, political, intellectual, religious, and book history.

INDICATIVE CONTENT

- A range of literary (and some non-literary) texts produced in the English Renaissance, typically including prose treatises, songs and sonnets, love lyrics, pastoral and religious lyric poetry, elegies and epigrams, an epic romance, a masque, and drama (comedy, romance and tragedy). Prominent among the authors studied are Sidney, Spenser, Shakespeare, Donne, Jonson, Herbert, and Milton.
- The literary theory (poetics) of the Renaissance, which places value on the ability of literature (and art more generally) to teach truth and inculcate virtue by imaginatively engaging and emotionally moving its readers (which it does by seeming natural rather than artificial), and thereby constituting its ideal reader as well-tempered, i.e. fashioned in virtuous discipline, especially the virtue of 'temperance' which subjects the appetites and passions to discipline. The module thus begins with Sidney's *Defence of Poesy* (written *c*. 1579) and ends with Milton's call for the 'liberty of unlicensed printing' in *Areopagitica* (1644).
- In the study of literary texts, attention will be paid to some or all of the following: the role of language and meaning; genre and convention; mode or voice; formal qualities such as metre and rhyme; style and the nature of literary influence; rhetoric; concepts of literary creation; manuscript and print production; editing, critical evaluation, and the critical grouping of writers.
- The critical interpretation and historical contextualisation of Renaissance literature will involve examining its relation to some or all of the following: concepts of identity, authorship, expression, narration and poetic/speaking voice; discourses of love, sexuality and sexual difference; Renaissance philosophy, ethics, and concepts of justice and temperance; theories of microcosm and macrocosm; Renaissance medicine and magic; the relationships between tropes or understandings of the present and the (classical, historical, biblical and literary) past; the Reformation, religious thought and controversy, anti-Catholicism and the establishment of the English Church; ideology, politics and Parliament; censorship and book-history; the

social context provided by coteries, literary circles, patronage and court culture; the related cultural context of music; and the impact of geographical exploration and colonisation.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	HPEN5002	
Module Title	The Well-Tempered Reader: Renaissance Poetics	
Classification	Reading List entry	Electronic*
Essential	Carey, John, ed. Milton: The Complete Shorter Poems, Longman Annotated English Poets series. 2nd edn. London: Longman, 1997; repr. 2006.	☐
Essential	Loewenstein, David, ed. John Milton: Prose: Major Writings on Liberty, Politics, Religion, and Education. Oxford: Wiley-Blackwell, 2013.	☐
Essential	Sidney, Sir Philip, *Selected Writings: 'Astrophil and Stella', 'The Defence of Poesy' and Miscellaneous Poems*, ed. Richard Dutton. Manchester: Carcanet Press, 1987 .	☐
Essential	Spenser, Edmund. The Faerie Queene. London: Longman, 2001.	☐
Essential	Wells, Stanley, Gary Taylor, John Jowett, and William Montgomery, eds. The Oxford Shakespeare: The Complete Works, 2nd edn. Oxford: Oxford University Press, 2005.	☐
Essential	Donne, John. *The Major Works*. Ed. John Carey. Oxford: Oxford University Press, 2000	☐

Essential	Wilcox, Helen, ed. The English Poems of George Herbert. Cambridge: Cambridge University Press, 2010.	☒
Essential	Ben Jonson: The Complete Poems, ed. by George Parfitt. Harmondworth: Penguin, 1981	☐
Essential	*The Penguin Book of Renaissance Verse 1509-1659*. Selected with an introduction by David Norbrook. Ed. H.R. Woudhuysen. Harmondsworth: Penguin, 1993.	☐
Further	Alexander, G. Sidney's 'Defence of Poesy' and Selected Renaissance Literary Criticism. Harmondsworth: Penguin, 2004.	☐
Further	Alexander, Gavin. *Writing after Sidney: The Literary Response to Sir Philip Sidney, 1586-1640*. Oxford: Oxford University Press, 2010	☒
Further	Cheney, P. and Silberman, L. eds. Worldmaking Spenser: Explorations in the Early Modern Age.Lexington: University Press of Kentucky, 2000	☐
Further	Traub, Valerie, 'The Nature of Norms in Early Modern England: Anatomy, Cartography, "King Lear"', South Central Review, 26 (2009), 42-81.	☐
Further	Schoenfeldt, Michael C., 'The Matter of Inwardness: Shakespeare's Sonnets', in *Bodies and Selves in Early Modern England: Physiology and Inwardness in Spenser, Shakespeare, Herbert, and Milton*. Cambridge: Cambridge University Press, 1999	☐
Further	Booth, Stephen, ed. with analytical commentary. *Shakespeare's Sonnets*. New Haven and London: Yale University Press, 1977	☐
Further	McCanles, Michael. *Jonsonian Discriminations: The Humanist Poet and the Praise of True Nobility*. London: University of Toronto Press, 1992	☐
Further	Shami, Jeanne, Dennis Flynn, & M. Thomas Hester, eds., *The Oxford Handbook of John Donne*. Oxford: Oxford University Press, 2011	☐
Further	Rubey, Daniel. 'The Poet and the Christian Community: Herbert's Affliction Poems and the Structure of *The Temple*'. *Studies in English Literature, 1500-1900*, 20 (1980), 105-23	☒
Further	Corns, T.N. A Companion to Milton. Oxford: Blackwell, 2001.	☐
Further	Danielson, D. The Cambridge Companion to Milton. Cambridge: Cambridge University Press, 1989.	☐
Further	Greenblatt, S. Renaissance Self-Fashioning: From More to Shakespeare. Chicago & London: University of Chicago Press, 1980.	☐
Further	Hobsbaum, Philip. *Metre, Rhythm and Verse Form*. New York: Routledge, 1996	☐
Further	Brewster, Scott. *Lyric,* New Critical Idiom series. Abingdon: Routledge, 2009	☐
Further	Baker, Moira P. 'The Uncanny Stranger on Display: The Female Body in Sixteenth and Seventeenth Century Love Poetry'. *South Atlantic Review*, 56 (1991), 7-25	☒

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

MODULE CODE: **HPEN5012**
TITLE: The Welsh Writing Wales: Narratives and Nation State
DATED: 08/01/2018

LEVEL: 5
CREDITS: 20
JACS CODE: **Q300**

AIM(S)

- To explore the emergence of a Minor Literature in Wales through the study of selected twentieth and twenty-first century Anglophone Welsh texts within their complex historical, cultural and national contexts.

LEARNING OUTCOMES

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

- Demonstrate a good understanding of the debates over the relation of literary canons to a sense of nationhood through a case study of Anglophone Welsh texts seen through their various historical, political and ideological contexts.
- Show a secure knowledge of a range of Welsh texts written in English and a good understanding of recurring preoccupations and changing themes within them.

INDICATIVE CONTENT

- This module will introduce students to a variety of Anglophone Welsh texts (novels, short stories, essays and poetry).
- We will explore the role of writing in creating and debating shifting ideas of national identity from the 1930s to the present day with reference to the canon of English Literature but from the perspective of a literature written from a marginalised perspective.
- Special attention will be paid to the some or all of the following:
    - The relation of literary production to social and historical context.
    - The conscious exploration of stereotype and cliché.
    - The trope of history.
    - Preoccupations with gender and national identity.
    - Aesthetic experimentation as a part of the development of a ‘minor literature’.
    - The politics of purity.
    - Development in writing place in a globalised world.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 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%**

READING LIST

Module Code	**HPEN5012**	
Module Title	The Welsh Writing Wales: Narratives and Nation State	
Classification	**Reading List entry**	**Electronic***
Essential	Azzopardi, T. *The Hiding Place*. London: Picador, 2001.	☒
Essential	Davies, S. *The Element of Water*. London: Women's Press, 2001.	☐
Essential	Evans, M. *Country Dance*. Library of Wales, Cardigan: Parthian, 2005.	☒
Essential	Hughes, T. *The Tower*. Cardigan: Parthian, 2003.	☐
Essential	Meredith, C. *Shifts*. Bridgend: Seren, 1988.	☐
Essential	Minhinnick, R. *To Babel and Back*. Bridgend: Seren, 2005.	☐
Essential	Thomas, G. *The Dark Philosophers* Library of Wales, Cardigan: Parthian, 2005.	☒
Essential	Deleuze, G. and Guattari, F. 'Kafka Toward a Minor Literature'	☒
Further	Aaron, Jane, 'Introduction' to Jane Aaron ed., *A View across the Valley: Short stories by women from Wales, c.1850-1950*, Dinas Powys: Honno Classics, 1999.	☐
Further	Aaron, Jane, 'Taking Sides: Power-play on the Welsh Border in Early Twentieth century Women's Writing' in *Gendering Border Studies*, Ed. Jane Aaron, Henrice Altink, and Chris Weedon, Cardiff: University of Wales Press, 2010.	☐
Further	Aaron, Jane, *Welsh Gothic*. Cardiff: University of Wales Press - Gothic Literary Studies, 2013.	☐
Further	Aaron, Jane. "Finding a Voice in Two Tongues: Gender and Colonization" in Jane Aaron, Teresa Rees, Sandra Betts, and Moira Vincentelli eds., *Our Sisters'*	☐

	Land:The Changing Identities of Women in Wales. Cardiff: University of Wales Press,1994.	
Further	Anderson, Benedict, *Imagined Communities*. London and New York: Verso, 1991	☐
Further	Bhabha, Homi K., 'Narrating the nation', in Hutchinson, John and Anthony D.Smith eds., *Nationalism*. Oxford: Oxford University Press, 1994.	☐
Further	Bohata, Kirsti, 'Beyond Authenticity? Hybridity and Assimilation in Welsh Writing in English,' in Tony Brown and Russell Stephens eds., *Nations and Relations: Writing Across the British Isles*. Cardiff: New Welsh Review, 2000.	☐
Further	Bohata, Kirsti, *Postcolonialism Revisited: Writing Wales in English*, Cardiff: University of Wales Press 2004.	☐
Further	Eagleton, Terry, Nationalism, Colonialism and Literature: Nationalism: irony and commitment. Derry: Field Day Pamphlet, 1988.	☐
Further	Gramich, Katie, Tw*entieth-Century Women's Writing in Wales: Land, Gender, Belongin*g. Cardiff: University of Wales Press, 2007	☐
Further	Gregson, Ian, *The New Poetry in Wales*. Cardiff: University of Wales Press, 2007.	☐
Further	Hutchinson, John and Anthony D.Smith eds., *Nationalism*. Oxford: Oxford UP, 1994.	☐
Further	Jameson, Frederic, *Nationalism, Colonialism and Literature: Modernism and Imperialism.* Derry: Field Day Pamphlet, 1988.	☐
Further	Knight Stephen, *A Hundred Years of Fiction*. Cardiff: University of Wales Press 2004	☐
Further	Punter, David, *Postcolonial Imaginings: Fictions of a New World Order*, Edinburgh: Edinburgh University Press, 2000.	☐

MODULE CODE: **HPRS5026**
TITLE: **Theology and Interreligious Encounter**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V620**

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 the reasons why interreligious encounter is a concern of Christian theology.
- The ability to display knowledge of differing theological approaches to aspects of interreligious encounter.
- The ability to 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.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assessment	2,500 words	50%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assessment	2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPRS5026**	
Module Title	**Theology and Interreligious Encounter**	
Classification	**Reading List entry**	**Electronic***
Essential	Hedges, P & Race, A., SCM Core Text: Christian Approaches to Other Faiths. (London: SCM Press, 2008)	☐
Essential	Knitter, P & Hick, J., The Myth of Christian Uniqueness. London: SCM Press, 2012)	☐
Essential	D'Costa, G., Christian Uniqueness Reconsidered. (New York: Orbis Books, 1977)	☐
Further	Cohen, C & Numbers R., Gods in America. (Oxford: Oxford University Press, 2013)	☐
Further	Hedges, P., Controversies in Interreligious dialogue and the Theology of Religions. (London: SCM Press, 2010)	☐
Further	Cornille, C., The Impossibility of Interreligious Dialogue. (New York: Crossroads, 2008)	☐
Further	Keller, C & Schenieder L., Polydoxy. (London: Routledge, 2011)	☐
Further	D'Costa, G., The Meeting of Religions and the Trinity.(New York: Orbis Books, 2000)	☐
Further	Griffiths, P., Christianity Through Non-Christian Eyes. (New York: Orbis Books, 1990)	☐
Further	Cheetham, D., Ways of Meeting and the Theology of Religions. (London: Routledge, 2013)	☐

MODULE CODE: **HPRS5025**
TITLE: **Theology and Religious Studies Study Tour I**
DATED: **08/01/2018**
LEVEL: **5**
CREDITS: **20**
JACS CODE: **V620**

AIM(S)

- To offer students the opportunity to pursue a range of learning experiences whilst on the Study Tour.
- To enable students to apply their experiences from the Tour to their studies.

LEARNING OUTCOMES

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

- Have a good level of understanding of the agreed areas of study.
- Appraise scholarly approaches to the subject area.
- Measure their own contribution to the study visit.
- Organise relevant information resources.

INDICATIVE CONTENT

- Pre-tour lectures and seminars.
- Day 1: Travel to location.
- Day 2: Historical sites.
- Day 3: Religious sites.
- Day 4: Cultural sites.
- Day 5: Depart.
- Post-tour seminars and debrief.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Encyclopaedia Entry	2,000 words	40%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Study Guide	3,000 words	60%

Assessment Summary

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

READING LIST

Module Code	HPRS5025	
Module Title	**Theology and Religious Studies Study Tour I**	
Classification	**Reading List entry**	**Electronic***
	The bibliography will be location specific and supplied to each student at the start of the module.	☐

MODULE CODE: **HPAN5012**
TITLE: **Theory, Methods and Practice: Critical Perspectives in Anthropology**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **L600**

AIM(S)

- To introduce students to a range of anthropological research methods and theoretical approaches.
- To equip students with the relevant skills, competencies and confidence to undertake independent anthropological study and research, and fieldwork.

LEARNING OUTCOMES

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

- Demonstrate an understanding of various techniques for acquiring, handling, organising, interpreting and communicating different types of materials and information.
- Demonstrate an understanding of various concepts, methodologies and approaches necessary for undertaking anthropological scholarship and research.
- Critically evaluate different types of information, methodologies and theoretical approaches to produce coherent and logical observations and conclusions.
- Define a research question and to plan and design a research project.

INDICATIVE CONTENT

- This module introduces students them to a variety of practical, conceptual and methodological techniques to enable them to undertake group and independent study and conduct anthropological fieldwork.
- The module explores a variety of research skills, methodologies and approaches, which may include topics such as critical thinking, forms of information gathering and presentation, representation, contextualization, visual methods, ethics, interdisciplinary study, and the application of IT to research.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** X **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**

Essay, Short Commentary	1,000 words	20%

Assessment Component 2

Written exam x **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay, Research Portfolio	Equivalent to 4,000 words	80%

Assessment Summary

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

READING LIST

Module Code	**HPAN5012**	
Module Title	**Theory, Methods and Practice: Critical Perspectives in Anthropology**	
Classification	**Reading List entry**	**Electronic***
Essential	Sluka, Jeffrey and Antonius Robben. 2012 "Fieldwork in Cultural Anthropology: An Introduction" in *Ethnographic Fieldwork: An Anthropological Reader: Second Edition*, Antonius Robben & Jeffrey Sluka (eds), pp 1-35, Oxford: Blackwell Press	☐
Essential	Malinowski, Bronislaw 1922 [2012] 'Method and Scope of Anthropological Fieldwork' (from *Argonauts of the Western Pacific*) in *Ethnographic Fieldwork: An Anthropological Reader: Second Edition*, Antonius Robben & Jeffrey Sluka (eds) chapter 3, pp 69-81, Oxford: Blackwell Press	
Essential	Appadurai, Arjun. 1988. 'Putting Hierarchy in its Place'. *Cultural Anthropology,* 3(1), pp 36-49.	x
Essential	Clifford, James. 1986. 'Partial Truths', in *Writing Culture: The Poetics and Politics of Ethnography*, edited by James Clifford and George E. Marcus. Berkeley: University of California Press.	
Essential	Said, Edward. 1978. 'Introduction' in *Orientalism*, p 1-27. New York: Random House.	
Essential	Caplan, P. 1988 Engendering knowledge: the politics of anthropology, *Anthropology Today*, 4(5): 8-12.	x
Essential	Bourgois, Phillippe, 1991 [2007] 'Confronting the Ethics of Ethnography: Lessons from Fieldwork in Central America' in *Ethnographic Fieldwork: An Anthropological Reader:* Antonius Robben & Jeffrey Sluka (eds) chapter 21, pp 288-298, Oxford: Blackwell Press	
Essential	Pink, Sarah 2007, 'Video in Ethnographic Research' in *Doing Visual Ethnography: Images, Media and representation in Research 2nd ed*, chap 4, pp 96-116, London: Sage	
Essential	Marcus, G.E. 1995, Ethnography in the World System: The emergence of multi-sited ethnography', *Annual Review of Anthropology*. Vol. 24: 95-117	x

Essential	Narayan, Kirin. 2003 [1997]. "How Native is a Native Anthropologist?" in *Feminist Postcolonial Theory: A Reader,* Reina Lewis and Sara Mills (eds), pp 285-305. Edinburgh: Edinburgh University Press.	x
Further	Fabian Johannes. 1983. *Time and the Other*. New York. Columbia University Press.	
Further	Crapanzano, Vincent. 1986. 'Hermes' Dilemma: The Masking of Subversion in Ethnographic Description.' pp. 51-76 in *Writing Culture: The Poetics and Politics of Ethnography*, edited by James Clifford and George E. Marcus. Berkeley: University of California Press	☐
Further	Geertz, C. 1988 *Works and lives: the anthropologist as author*. Stanford, California:Stanford University Press	
Further	Gregory, J. 1984. 'The Myth of the Male Ethnographer and the Woman's World' in *American Anthropologist*, 86:316-327	x
Further	Burr, R. 2002. 'Shaming the Anthropologist: Ethical Dilemmas during and in the Aftermath of the Fieldwork Process, *Anthropology Matters* 4 (1).	x
Further	Greenberg, Ofra, 2007. 'When They Read What the Papers Say We Wrote' in *Ethnographic Fieldwork: An Anthropological Reader*, chapter 13, 194-201, Oxford: Blackwell Press	
Further	Marcus, George, 1998, 'On ideologies of reflexivity in contemporary efforts to remake the human sciences' in *Ethnography Through Thick and Thin,* p 181-202, Princeton, NJ: University of Princeton	
Further	Banks, M. 2001, *Visual methods in social research,* London; Thousand Oaks, CA: Sage.	
Further	Van Dienderen, An. 2007. 'Performing Urban Collectivity: Ethnography of the production process of a community-based film project in Brussels', in *Doing Visual Ethnography: Images, Media and representation in Research 2nd ed*, chap 12, pp 247-272, London: Sage	
Further	Berg, U. D. 2008, Practical challenges of multi-sited ethnography' *Anthropology News*. 49(5) pp. 15-16	
Further	Candea, M. 2007, 'Arbitrary locations: in defence of the bounded field-site', *Journal of the Royal Anthropological Institute*. 13(1) pp. 167- 184(18)	x
Further	Flicker, Sarah, Dave Haans and Harvey Skinner. 2004. "Ethical Dilemmas in Research on Internet Communities", *Qualitative Health Research*, 14 (1): 124-134	x
Further	Hine, C. 2000. *Virtual Ethnography*. Thousand Oaks, CA: Sage Publications.	
Further	Wilson, S.M. and L.C. Peterson, 2002, 'The Anthropology on online communities' *Annual Review of Anthropology*. 31:449-67.	
Further	Amit, V. (ed) 2002, *Constructing the Field: Ethnographic Fieldwork in the Contemporary World*. London: Routledge.	
Further	Ellis, C. 2004. *The Ethnographic I: A Methodological*	

	Novel About Autoethnography. Rowman & Littlefield Publishers	
Further	Jackson, A. (ed.) 1987. *Anthropology at Home*. London: Tavistock. See, especially, chapters by Haastrup and by Strathern.	
Further	Okely, J. and H. Callaway (eds), 1992, *Anthropology and Autobiography*, London: Routledge. See, especially, chapters by Hendry and by Okely.	
Further	Ryang, S. 2000. Ethnography or Self-cultural Anthropology?: Reflections on Writing About Ourselves. *Dialectical Anthropology*. 25 (3-4): 297 - 320.	x
Further	Strathern, M. 1985, 'Not a Field Diary 'Anthropology at Home' – with the Association of Social Anthropologists' *Anthropology Today*. Vol. 1, No. 3 (June 1985): 25- 26.	x

MODULE CODE: **HPAR5010**
TITLE: **Thinking Through Archaeology (Independent Project)**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V400**

AIM(S)

- To examine the historical development of archaeological thought and theoretical perspectives.
- To reflect upon a range of theoretical approaches and how these might be applied to archaeological interpretations and the reconstruction of past societies.

LEARNING OUTCOMES

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

- Demonstrate knowledge and an understanding of the development of archaeological thought from the foundations of the discipline in the 19th century to the present day.
- Demonstrate understanding of current archaeological theories and approaches necessary for undertaking archaeological scholarship and research and their application to the specific case studies.
- Develop an understanding of how archaeological interpretations and narratives build upon theoretical concepts and debates and to develop skills in relating theory to practice.

INDICATIVE CONTENT

This module examines how theory is inseparable the various practices that comprise archaeology and how “common sense” is not sufficient a basis for interpretation by responsible archaeologists. In the module the student will develop analytical skills in preparation for the dissertation or independent project at Level 6. The theoretical perspectives covered may draw upon the following:

- Antiquarianism.
- Marxism.
- Culture History.
- Structuralism.
- Materiality and Materialisms.
- Theory of Practice, Structuration and Agency.
- Gender.
- Mortuary Theory.
- Memory and Identity.
- Phenomenology and Embodiment.
- Landscape and space.
- Postcolonialism.
- Politics and Cultural Heritage.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:
This comprises lectures, workshops and interactive seminars

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPAR5010**	
Module Title	Thinking Through Archaeology (Independent Project)	
Classification	**Reading List entry**	**Electronic***
Essential	**Harris, O.J.T. and Cipolla, C. 2015. *Archaeological Theory in the New Millennium: Introducing Current Perspectives*. London; New York: Routledge.**	☐
Essential	**Johnson, M. 2010. *Archaeological Theory: An Introduction.* London: Routledge. (Reprint)**	☐
Essential	**Praetzellis, A. 2015. *Archaeological Theory in a Nutshell*. Walnut Creek: Left Coast Press.**	☐
Essential	**Urban, P.A. and Shortman, E. 2012. *Archaeological Theory in Practice*. Walnut Creek: Left Coast Press.**	☐
Further	Boivin, N. 2010. *Material Cultures, Material Minds: The Impact of Things on Human Thought, Society, and Evolution*. Cambridge: CUP.	☐
Further	**Bintliff, J. and Pearce, M. 2011. *The Death of Archaeological Theory?*** Oxford; Oakville, CT: Oxbow Books.	☐
Further	**Ingold, T. 2013.** *Making: Anthropology, Archaeology, Art and Architecture*, London, Routledge.	☐
Further	**Jones, A. 2002. *Archaeological Theory and Scientific Practice*.** Cambridge: Cambridge University Press.	☐
Further	**Hodder, I. (2e.) 2001. *Archaeological Theory Today*. Cambridge: Polity Press.**	☐

Further	**Preucel, R. and Hodder, I. (eds) 1996. *Contemporary Archaeology in Theory: A Reader.* Oxford: Blackwell.**	☐
Further	Trigger, B.G. 1989. *A History of Archaeological Thought*. Cambridge: Cambridge University Press.	☐

MODULE CODE: **HPHE5010**
TITLE: **Thinking Through Heritage (Independent Project)**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V700**

AIM(S)
This module aims to develop knowledge and critical understanding of:

- The origins and development of heritage, heritage studies and heritage management.
- The inter-relationship of heritage with history, archaeology, anthropology and other cognate disciplines.
- The ways in which heritage influences contemporary economics, society and politics.
- The key issues, challenges and controversies in contemporary heritage debates.

LEARNING OUTCOMES

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

- Critically assess the inter-relationship of heritage with history, archaeology, anthropology and other cognate disciplines.
- Demonstrate understanding of the possible influence of heritage in contemporary economics, society and politics.
- Describe and analyse issues, challenges and controversies in contemporary heritage debates.

INDICATIVE CONTENT

- Resurrections: The history of heritage – a story of Official and Unofficial Knowledge, Authorised and Unauthorised Discourses.
- Heritage without Archaeology?
- Heritage and the Cultural Realm: Its Social and Political Uses.
- Heritage, modernity, materiality.
- The Economic Uses of Heritage: Late Modernity and the Heritage Boom.
- Critical Heritage Studies and the Discursive Turn.
- Heritage, Space and Scale: Geographies of Heritage.
- Intangible Heritage and Cultural Landscapes.
- Heritage, Diversity and the Narratives of “Others”.
- Heritage, Memory, Dialogue?
- Sustainable Heritage?

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and philosophy of Heritage and cognate disciplines. These will be explored through seminars and workshops.
Guided Independent Study allows students to further their independent learning skills with appropriate support provided by the module tutor(s) (e.g. preparation for seminars and lectures, follow up work, background reading, completion of assessment task)s.

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 x **Coursework** **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPHE5010**	
Module Title	**Thinking Through Heritage (Independent Project)**	
Classification	**Reading List Entry**	**Electronic***
Essential	Harrison, R. (2012) **Heritage – Critical Approaches**. London, Routledge. ISBN-10: 041559197X	☐
Essential	Smith, L. (2006). **Uses of Heritage.** London, Routledge. ISBN-10: 0415318319	☐
Essential	Sørensen, M.L.S. (ed.) (2009) **Heritage Studies: Methods and Approaches.** London, Routledge. ISBN-10: 0415431859	☐
Essential	DeSilvey, C. (2017). **Curated Decay – Heritage Beyond Saving.** University Of Minnesota Press. ISBN-10: 0816694389	☐
Essential	Waterton, E. & Smith, L. (eds.) (2009). **Taking Archaeology Out of Heritage.** Cambridge, Cambridge Scholars Publishing. ISBN-10: 1443814423	☐
Further	Lowenthal, D. 2015. **The Past is a Foreign Country - Revisited.** Cambridge; CUP.	☐
Further	Graham, B. (2000). **A Geography of Heritage: Power, Culture and Economy.** Hodder Arnold.	☐
Further	Skeates, R. (2013). **Debating the Archaeological Heritage** (Duckworth Debates in Archaeology). London, Bloomsbury 3PL. ISBN-10: 0715629565.	☐

Further	Samuel, R. (2012). **Theatres of Memory: Past and Present in Contemporary Culture.** Verso Books. ISBN-10: 1844678695	☐
Further	Ashton, P. & Kean, H. (eds.). (2008). **People and their Pasts: Public History Today.** Palgrave Macmillan. ISBN-10: 1137285907	☐
Further	Harvey, D.C. & Perry, J. (2015). **The Future of Heritage as Climates Change: Loss, Adaptation and Creativity** (Key Issues in Cultural Heritage). London, Routledge. ISBN-10: 1138781843	☐
Further	Carmen, J. (2013). **Against Cultural Property: Archaeology, Heritage and Ownership** (Duckworth Debates in Archaeology). London, Bloomsbury 3PL. ISBN-10: 071563402X	☐

MODULE CODE: **HPAN5013**
TITLE: **Thinking With Things**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V400**

AIM(S)

- To examine a range of theoretical approaches to objects, material culture, materiality and the new materialisms.
- To reflect upon the application of these approaches to case studies drawn from ethnographies and the archaeological record.

LEARNING OUTCOMES

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

- Demonstrate knowledge and understanding of how archaeologists and anthropologists explore and make sense of the material world.
- Demonstrate understanding of current theories and approaches to material culture studies and Materialities and their application to the specific case studies.
- Develop an understanding of how interpretations and narratives of the material world are constructed with reference to theoretical concepts and debates.
- Develop skills in presenting theoretically informed discussions using a variety of media.

INDICATIVE CONTENT

This module examines the complex relationships between people and things. It critiques approaches which emphasise how people's lives are inextricably linked with their object worlds, looking in detail at how people engage physically with the material world and how they are shaped through these interactions. The primary focus is on the material world of the ancient Near East, Cyprus and the Aegean: this includes a fieldtrip to the Ashmolean with a handling session in the Antiquities Department.

- Archaeology and material culture.
- Reading material culture.
- Technologies and the chaîne opératoire.
- Object biography and object itinerary.
- History objects.
- Agency of object.
- Actor Network Theory: Entanglement, Networks and Meshworks.
- Material Engagement Theory.
- Making.
- The New Materialisms.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:
This comprises lectures, workshops and interactive seminars, and a field trip to the Ashmolean Museum.

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
Placement learning	0	0
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 4,000 words	80%

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation (show and tell)	6 minutes	20%

Assessment Summary

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

READING LIST

Module Code	**HPAN5013**	
Module Title	**Thinking With Things**	
Classification	**Reading List entry**	**Electronic***
Essential	Appadurai, A. (ed.) 1986. *The Social Life of Things: Commodities in Cultural Perspective.*	☐
Essential	Boivin, N. 2010. *Material Cultures, Material Minds: The Impact of Things on Human Thought, Society, and Evolution*. Cambridge: CUP.	☐
Essential	Henare, A., Holbraad, M. and Wastell, S. (eds) 2007. *Thinking Through Things: Theorising Artefacts Ethnographically*. London: Routledge.	☐
Essential	**Ingold, T. 2013.** *Making: Anthropology, Archaeology, Art and Architecture*, London: Routledge.	☐
Essential	**Malafouris,** L. 2013. *How Things Shape the Mind: A Theory of Material Engagement.* MIT Press.	☐
Essential	Olsen, B. 2010. *In Defence of Things: Archaeology and the Ontology of Object.* Lanham: Altamira Press.	☐

Essential	Steel, L. 2013. *Materiality and Consumption in the Bronze Age Mediterranean*. London: Routlege.	☐
Further	Bennett, J. 2010. *Vibrant Matter, A Political Ecology of Things.* Durham: Duke University Press.	☐
Further	Coole, D., and Frost, S. 2010. Introducing the New Materialisms. In *New Materialisms. Ontology, Agency and Politics*, eds. D. Coole, and S. Frost. Durham and London: Duke University Press, 1-43.	☐
Further	Drazin, A. 2015. Preface: Material Transformations. In *The Social Life of Materials*, eds. A Drazinn and S. Küchler. London: Bloomsbury, xvi-xxviii.	☐
Further	Ingold, T. 2012. Towards an Ecology of Materials. *Annual Review of Anthropology* 41: 427-42.	☐

MODULE CODE: **HPRS5031**
TITLE: **Trinity and Transcendence: God and the Problem of Theological Speech**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V610**

AIM(S)

- To introduce students to Christian teaching on the nature of God.
- To critically assess how claims about the divine nature are formed and in turn, how they shape Christian doctrine and practice.

LEARNING OUTCOMES

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

- Give a summary description of the Trinity.
- Discuss the nature of theological language in predications of God.
- Identify ways that Christian theology makes use of both reason and revelation in talking about God.
- Describe the nature of the divine attributes and their relation to one another.

INDICATIVE CONTENT

- Survey of Christian teaching on the nature of the Trinity and the divine essence.
- The nature of theological language and its serviceability in predicating things of God.
- Introduction to traditional “proofs” for the existence of God.
- The nature and status of human knowledge of God.
- The divine attributes and their basis in revelation.
- The relationship between general and special revelation in our knowledge of the divine nature.
- The nature of reason and its place in adjudicating disputes about the divine nature.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Written Assessment	2,500 words	50%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	Various, equivalent to 2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPRS5031**	
Module Title	Trinity and Transcendence: God and the Problem of Theological Speech	
Classification	**Reading List entry**	**Electronic***
Essential	Aquinas, Summa Theologiae, I.2.1-3	☒
Essential	Aquinas, Summa Contra Gentiles, I.25-36	☒
Essential	Select primary sources provided online.	☒
Further	J. Webster, “What makes Theology Theological?”, God Without Measure, pp. 213-224.	☐
Further	K. Barth, “The Humanity of God”, The Humanity of God, pp. 37-65.	☐

MODULE CODE: **HPHI5008**
TITLE: **Urban Sounds and Visions: Cultural Histories of the Modern City**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V100**

AIM(S)

- To familiarise students with key events and phenomena that have shaped both the physical form of cities and how they are culturally represented and perceived, from the Victorian period through to the present day.
- To familiarise students with key themes, concepts and ideas within the history of cities and in urban studies, plus contemporary issues that impact upon cities.

LEARNING OUTCOMES

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

- Demonstrate a detailed knowledge and appreciation of history of cities and their cultural representation and an understanding of critical theories and concepts associated with of history of cities and their cultural representation.
- Think critically, analytically and creatively about the history of cities and their cultural representation.
- Interpret a variety of source types and institutions associated with the modern city.
- Demonstrate understanding and knowledge of cities orally in class and textually form in written coursework.

INDICATIVE CONTENT

The module will be structured around four detailed case studies, with each week taking a different city and exploring their history, culture and (often) contemporary status in depth. Content of lectures will be geared towards the module assessments; hence visual media (photography, cinema, paintings, maps) and literary representations (novels, poems, journalistic accounts), plus music, will be privileged during in-class discussions, as will buildings, spaces and architecture. Below are examples of how the module would work based on four cities, although other cities (e.g. Vienna, Prague, Istanbul) could potentially work just as well. The cities are deliberately not British or US because the urban history of these nations is explored in detail on another module ('Coketowns and Phoenix Cities').

Week 1: Paris, Capital of the 19th Century
Topics to include:
- Paris and the French Revolution(s)
- Haussmann and the Rebuilding of 19th-Century Paris
- Flaneurs and Flaneuses: Baudelaire and the 'Discovery' of 'Modernity'
- Photography, Impressionism and the City

Week 2: Shanghai: Paris of the East?
Topics to include:
- The Opium Wars and the Foreign Concessions
- Mapping and Policing Shanghai
- Pearl of the Orient: Shanghai and the Jazz Age

- Shanghai in War and Revolution *(i.e. Sino-Japanese War/WWII; Maoist Revolution; the Cultural Revolution)*

Week 3: Berlin: Divided City
Topics to include:
- Contested City: Weimar Permissiveness, Nazi Repression
- Zero Hour: Berlin and the Cold War
- David Bowie's Berlin Soundscapes
- Memory and the City: Atrocities, Totalitarianism and Nostalgia

Week 4: Algiers: (Post-)Colonial City
Topics to include:
- Imperial Cities, Colonial Cities
- Albert Camus and the Algiers of the *Pieds-Noirs*
- Cinematic Cities: Algiers in Film
- Postcolonialism and the City: Frantz Fanon's Algiers and Urban Palimpsests

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPHI5008**	
Module Title	**Urban Sounds and Visions: Cultural Histories of the Modern City**	
Classification	**Reading List entry**	**Electronic***
Essential	Jackson, Isabella. *Shaping Modern Shanghai: Colonialism in China's Global City* (Cambridge: Cambridge University Press, 2017).	☐
Essential	LeGates, Richard T, and Frederic Stout, eds. *The City Reader* (London: Routledge, 2015 [6th ed.]).	☐

Essential	Donald, James. *Imagining the Modern City* (Minneapolis: University of Minnesota Press, 1999).	☐
Essential	Lauren Elkin, Flaneuse*: Women Walk the City in Paris, New York, Tokyo, Venice and London* (London: Penguin, 2016).	
Essential	AlSayyad, Nezar. *Cinematic Urbanism* (New York: Routledge, 2006).	☐
Essential	Hazan, Eric. *The Invention of Paris: A History in Footsteps* (London: Verso, 2011 [2002])	☐
Further	Wen-Hsin Yeh. *Shanghai Splendor: A Cultural History, 1843–1945* (Berkeley, California: University of California Press, 2008).	☐
Further	Lee, Leo Ou-fan. *Shanghai Modern: The Flowering of a New Urban Culture in China, 1930–1945* (Cambridge, Massachusetts: Harvard University Press, 1999).	☐
Further	Benjamin, Walter. *The Arcades Project* (Cambridge, Massachusetts: Harvard University Press, 2002).	☐
Further	Charney, Leo and Vanessa R Schwartz, eds. *Cinema and the Invention of Modern Life* (Berkeley: University of California Press, 1995).	☐
Further	Baudelaire, Charles. *The Painter of Modern Life and Other Essays* (London; Phaidon, 1995 [1863]).	☐
Further	Ruther, Tobias. *Heroes: David Bowie and Berlin* (London: Reaktion Books, 2014).	
Further	D'Souza, Aruna and Tom McDonough, ed. *The Invisible* Flâneuse*? Gender, Public Space and Visual Culture in Nineteenth-Century Paris* (Manchester: Manchester University Press, 2008).	
Further	Schlör, Joachim. *Nights in the Big City: Paris, Berlin, London 1840–1930* (London: Reaktion Books, 1998).	
Further	Huyssen, Andreas. *Present Pasts: Urban Palimpsests and the Politics of Memory* (Stanford, California: Stanford University Press, 2003).	
Further	Çelik, Zeynep, Julia Clancy-Smith and Frances Terpak, eds. *Walls of Algiers: Narratives of the City Through Text and Image* (Seattle: University of Washington Press, 2009).	
Further	Çelik, Zeynep. *Urban Forms and Colonial Confrontations: Algiers under French Rule* (Berkeley, California: University of California Press, 1997).	
Further	Camus, Albert. *Algerian Chronicles* (Cambridge, Massachusetts: Belknap Press, 2013).	
Further	Camus, Albert. *The First Man* (Harmondsworth, Middlesex: Penguin, 1994).	

Further	Goodman, Bryna and David SG Goodman, eds. *Twentieth-Century Colonialism and China: Localities, the Everyday and the World* (Abingdon, Oxfordshire: Routledge, 2012).	
Further	Bickers, Robert A. *The Scramble for China: Foreign Devils in the Qing Empire, 1832–1914* (London: Allen Lane, 2011).	
Further	Bickers, Robert A. *Out of China: How the Chinese Ended the Era of Western Domination* (London: Allen Lane, 2017).	
Further	Bickers, Robert A. *Getting Stuck in for Shanghai: Putting the Kibosh on the Kaiser from the Bund* (London: Penguin, 2014).	
Further	Bickers, Robert A. *Empire Made Me: An Englishman adrift in Shanghai* (New York: Columbia University, 2003).	
Further	Highmore, Ben. *Cityscapes: Cultural Readings in the Material and Symbolic City* (Basingstoke: Palgrave Macmillan, 2005).	
Further	Todd, Olivier. *Albert Camus: A Life* (London: Knopf Doubleday Publishing Group, 2011).	
Further	AlSayyad, Nezar, ed. *Forms of Dominance: On the Architecture and Urbanism of the Colonial Enterprise* (Aldershot: Avebury, 1992).	
Further	Harvey, David. *Paris, Capital of Modernity* (London: Routledge, 2003).	
Further	Camus, Albert. *Algerian Chronicles* (Cambridge, Massachusetts: Belknap Press, 2013).	

MODULE CODE: **HPCH5005**

TITLE: Using the Past to Serve the Present: History, Historiography and Heritage in the Chinese World
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20 Credits**

JACS CODE: **T100**

AIM(S)

- To gain a critical understanding of the politics of historical memory in China.
- To develop key analytical and practical skills related to museum representations of Chinese themes and objects.

LEARNING OUTCOMES

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

- Critically discuss basic principles of Chinese historiography and historical thinking.
- Evaluate contemporary uses of Chinese history in their political and social contexts.
- Plan a small exhibition on a historical topic that is informed by a critical evaluation of the research literature.

INDICATIVE CONTENT

- Historical thinking in China.
- The practice of history writing, past and present.
- The management of memory.
- The politics of archives in China.
- Museums in contemporary China.
- Heritage institutions.
- China's popular historical culture(s) (novels,TV dramas).

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting

Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPCH5005**	
Module Title	Using the Past to Serve the Present: Historiography and Heritage in the Chinese World	
Classification	**Reading List entry**	**Electronic***
Essential	BARNES, A. (2014) *Museum representations of Maoist China: From Cultural Revolution to commie kitsch.* Farnham: Ashgate.	☐
Essential	DENTON, K.A. (2014) *Exhibiting the past historical memory and the politics of museums in postsocialist China.* Honolulu: Univ. of Hawai'i Press.	☐
Essential	HOWARD, Y.F.C. (2008) *Remapping the Past: Fictions of History in Deng's China, 1979-1997.* Leiden: Brill.	☐
Essential	HUANG, J.; RÜSEN, J. (2015) *Chinese historical thinking: an intercultural discussion.* Göttingen: V & R Unipress.	☐
Essential	LOGAN, W.; NIC CRAITH, M. and KOCKEL, U. (2016) *A companion to heritage studies.* Chichester, West Sussex, UK ; Malden, MA: Wiley-Blackwell.	☐
Essential	LU, T.L.D. (2015) *Museums in China: power, politics and identities.* London: Routledge.	☐
Essential	SELDEN, M., HEIN, L. (2000) *Censoring History: Citizenship and Memory in Japan, China and the United States.* New York: East Gate Publishers.	☐
Further	Gluck, C. (2007) "Operations of Memory: 'Comfort Women' and the World," in Sheila Miyoshi Jager, Rana Mitter (eds.) *Ruptured Histories: War, Memory, and the Post-Cold War in Asia*, Cambridge, Mass.: Harvard University Press, pp. 47-77.	☐
Further	Fogel, J. (ed.) (2000) *The Nanjing Massacre in History and Historiography*. Berkeley: University of California Press.	☐
Further	Fogel, J. (2007) "Nanking Atrocity and Chinese historical memory," in Bob Tadashi Wakabayashi (ed.) *The Nanking Atrocity, 1937-38: Complicating the Picture*. New York: Berghahn Books, pp. 267-284	☐
Further	CHEN, J.W. (2010) Blank Spaces and Secret Histories: Questions of Historiographic Epistemology in Medieval China. *The Journal of Asian Studies,* 69(04), pp. 1071-1091.	☐
Further	FAIRCLOUGH, G. and FAIRCLOUGH, G.J. (2008) *The heritage reader.* London: Routledge.	☐

Further	JACOBSON, C. (2014) *New museums in China.* New York, NY: Princeton Architectural Press.	☐
Further	LI, W. (2007) *The readability of the past in early Chinese historiography.* Cambridge, Massachusetts: Harvard University Press.	☐
Further	LI, Y. (2000-2001) Modern Theory and Traditional Chinese Historiography. *NOAG,* 167-170, pp. 181-204.	☐
Further	MATTEN, M.A. (2011-12) *Places of memory in modern China: history, politics, and identity.* Leiden: Brill.	☐
Further	MILLER, P.N.; LOUIS, F. (2012) *Antiquarianism and intellectual life in Europe and China, 1500-1800.* Ann Arbor: University of Michigan Press.	☐
Further	MURTHY, V.; SCHNEIDER, A. (2014) *The challenge of linear time: nationhood and the politics of history in East Asia.* Leiden; Boston: Brill.	☐
Further	OLBERDING, G.P.S. (2014) *Dubious Facts: The Evidence of Early Chinese Historiography.* Albany: State University of New York Press.	☐
Further	ONCIUL, B. (2015) *Museums, heritage and indigenous voice: decolonizing engagement.* New York: Routledge.	☐
Further	PINES, Y. (2009) Rethinking the Origins of Chinese Historiography: The Zuo Zhuan Revisited. *Journal of Chinese Studies,* 49, pp. 429-442.	☐
Further	SAINT, C.M. (2016) *The great Chinese art transfer how so much of China's art came to America.* Madison Teaneck: Fairleigh Dickinson University Press.	☐
Further	SCHMIDT-GLINTZER, H.; MITTAG, A. and RÜSEN, J. (2005) *Historical truth, historical criticism, and ideology: Chinese historiography and historical culture from a new comparative perspective.* Leiden: Brill.	☐
Further	SCHNEIDER, J.C. (2017) *Nation and ethnicity: Chinese discourses on history, historiography, and nationalism (1900s-1920s).* Leiden: Brill.	☐
Further	SCHOFIELD, J.; SZYMANSKI, R. (eds.) (2011) *Local heritage, global context: cultural perspectives on sense of place.* Farnham: Ashgate.	☐
Further	STUURMAN, S. (2008) Herodotus and Sima Qian: History and the Anthropological Turn in Ancient Greece and Han China. *Journal of World History,* 19(1), pp. 1-40.	☐
Further	SMITH, L. (2007) *Cultural heritage.* London: Routledge.	☐
Further	TYTHACOTT, L. (2011) *The lives of Chinese objects Buddhism, imperialism and display.* New York: Berghahn Books.	☐
Further	VARUTTI, M. (2014) *Museums in China the politics of representation after Mao.* Woodbridge: Boydell Press.	☐
Further	WAGNER, V. (2006) *Erinnerungsverwaltung in China Staatsarchive und Politik in der Volksrepublik.* Köln: Böhlau.	☐

Further	WEIGELIN-SCHWIEDRZIK, S. (2014) *Broken narratives: post-Cold War history and identity in Europe and East Asia.* Leiden: Brill.	☐
Further	WU, H. (2011) *Museum and change regional museums in the People's Republic of China.* Bergen: Univ. of Bergen.	☐

MODULE CODE: **HPRS5029**
TITLE: **Visions, Dreams and Ghosts: Exploring Spiritual and Religious Experiences**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **V620**

AIM(S)

- To present students with insights into the study of religious and spiritual experiences.
- To enable students to assess different approaches to the study of religious and spiritual experience.

LEARNING OUTCOMES

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

- Demonstrate understanding of a range of different experiences deemed religious or spiritual.
- Assess spiritual and religious experiences within an academic framework.
- Present and discuss some of the major debates in the study of religious experience.

INDICATIVE CONTENT

- Differences between spiritual, religious and paranormal experience.
- Specific types of religious experiences, e.g., conversion, visions, or near-death experiences.
- Shamanism as spiritual experience.
- Research methods for the study of religious and spiritual experiences.
- Spirit possession and trance.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Portfolio	Equivalent to 5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPRS5029**	
Module Title	Visions, Dreams and Ghosts: Exploring Spiritual and Religious Experiences	
Classification	**Reading List entry**	**Electronic***
Essential	Rankin, Marianne, *An Introduction to Religious Experience* (London: Continuum, 2008)	☐
Essential	Schmidt, Bettina E. (ed.), *The Study of religious Experience: Approaches and Methodologies.* (Sheffield: Equinix, 2016)	☐
Further	Davis, Caroline Franks, *The Evidential Force of Religious Experience* (Oxford: Clarendon Press, 1989)	☐
Further	Hardy, Alister, *The Spiritual Nature of Man* (Oxford: Clarendon, 1979)	☐
Further	Hay, David, *Religious Experience Today: Studying the Facts* (London: Mowbray, 1990)	☐
Further	James, William *The Varieties of Religious Experience: A Study in Human Nature* (New York: Random House, 1902)	☐
Further	Sutcliffe, Steven (ed.), *Religion: Empirical Studies* (Aldershot: Ashgate, 2004)	☐

MODULE CODE: **HPCH5006**

TITLE: **Wales and China: Local History Project**
DATED: 08/01/2018

LEVEL: 5
CREDITS: 20

JACS CODE: T100

AIM(S)

- To introduce students to key research methods and practices through an independent project.
- To raise awareness of Wales' global connectedness by focusing on the historical and contemporary interactions between China and Wales.

LEARNING OUTCOMES

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

- Demonstrate an ability to successfully complete an independent research project on a self-selected topic.
- Demonstrate an ability to make appropriate reference to and synthesise a range of relevant primary sources (in English translation where the original is in Chinese) and secondary sources.
- Demonstrate an ability to present a coherent written or spoken argument drawing on a range of sources.

INDICATIVE CONTENT

Students develop their own project related to the relationship between Wales and China. Projects may take any disciplinary approach but should be based on original research, for example in local archives, libraries or museums, and the use of primary sources.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Project output	5,000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPCH5006**	
Module Title	**Wales and China: Local History Project**	
Classification	**Reading List entry**	**Electronic***
Essential	BENTON, G. (2008) *The Chinese in Britain, 1800-Present: Economy, Transnationalism, Identity*. Houndmills: Palgrave MacMillan.	☐
Essential	COTTRELL, S. (2013) *The Study Skills Handbook.* 4th ed. Houndmills: Palgrave Macmillan.	☐
Essential	Local History Online. (n.d.) *Getting Started in Local History*. [Online]. Available from: http://www.local-history.co.uk/gettingstarted.html#books. [Accessed: 9th November 2017]	☒
Essential	NIEDERGANG, E. (2015) *Wales-China: 250 Years of History*. Swansea: Ying Hua Books.	☐
Essential	*Wales Chinese Portal* 英国威尔士官方中文门户. [Online]. Available from: http://www.wales.cn/. [Accessed: 9th November 2017]	☒

MODULE CODE: **HPAH5047**
TITLE: **West meets East: Graeco-Roman Interaction with India**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V160**

AIM(S)

- To examine the nature and development of Graeco-Roman knowledge, understanding and interaction with Central Asia and the Indian Subcontinent.

LEARNING OUTCOMES

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

- Be aware of the importance of an interdisciplinary approach to the subject, so that it is possible to evaluate the cultural, religious, political, diplomatic, military and economic exchanges of the Greeks and Romans with the Indian subcontinent and Central Asia.
- Be able to assess a wide range of ancient evidence, including written (literature, epigraphy, papyrology, ostraka), material (archaeological and archaeobotanical evidence, and numismatics), and visual (art and sculpture).
- Show an awareness and understanding of the complex relationships that can exist between different cultures, and the means by which these cultures attempt to comprehend each other.

INDICATIVE CONTENT

- A review of Archaic and Classical conceptions of India, at a time when (from a Greek perspective) India was a distant, strange and poorly understood land.
- To examine the legacy left in Central Asia and the northwest Indian subcontinent as a result of the conquests of Alexander the Great.
- To explore the Greco-Bactrian and Indo-Greek kingdoms which subsequently developed in these regions.
- To consider the development of ethnographic studies over the Classical, Hellenistic and early Imperial periods.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
portfolio	Equivalent to 5,000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	50%
Coursework	25%
Practical	25%
TOTAL	**100%**

READING LIST

Module Code	**HPAH5047**	
Module Title	West meets East: Graeco-Roman Interaction with India	
Classification	**Reading List entry**	**Electronic***
Essential	Romm, J. S. 1992. *The Edges of the Earth in Ancient Thought*. Princeton: Princeton University Press.	☐
Essential	Mairs, R. 2014. *The Hellenistic Far East*: *Archaeology, Language and Identity in Greek Central Asia*. Oakland: University of California Press.	☒
Further	Brown, T. S. 1955: The Reliability of Megasthenes, *American Journal of Philology* 76 (1): 18-33.	☒
Further	Errington, E., Cribb, J. E., and Clanngbull, M. (eds.), 1992. *The Crossroads of Asia. Transformation in Image and Symbol in the Art of Ancient Afghanistan and Pakistan*. Cambridge: The Ancient India and Iran Trust.	☐
Further	Holt, F. L. 1999. *Thundering Zeus. The Making of Hellenistic Bactria*. London: University of California Press.	☐
Further	Muntz, C. E. 2012: Diodorus Siculus and Megasthenes: A Reappraisal, *Classical Philology* 107 (1): 21-37.	☒
Further	Nichols, A. 2011. [Trans. and Comm.] Ctesias *On India*. Bristol: Bristol Classical Press.	☐
Further	Parker, G. 2008. *The Making of Roman India*. Cambridge: Cambridge University Press.	☐
Further	Sedlar, J. W. 1980. *India and the Greek World: A Study in the Transmission of Culture*. Totowa, N.J: Rowman & Littlefield.	☐
Further	Tarn, W. W. 1938. *The Greeks in Bactria & India*. Cambridge: Cambridge University Press.	☐
Further	Vasunia, P. 2013. *The Classics and Colonial India*. Oxford: Oxford University Press.	☒

MODULE CODE: HPAH5048

TITLE: **West meets East: Graeco-Roman Interaction with India: Greek Prose**

DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **Q700**

AIM(S)

- To examine the nature and development of Graeco-Roman knowledge, understanding and interaction with Central Asia and the Indian Subcontinent.
- To explore a few key texts in their original Greek.

LEARNING OUTCOMES

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

- Be aware of the importance of an interdisciplinary approach to the subject, so that it is possible to evaluate the cultural, religious, political, diplomatic, military and economic exchanges of the Greeks and Romans with the Indian subcontinent and Central Asia.
- Be able to assess a wide range of ancient evidence, including written (literature, epigraphy, papyrology, ostraka), material (archaeological and archaeobotanical evidence, and numismatics), and visual (art and sculpture).
- Show an awareness and understanding of the complex relationships that can exist between different cultures, and the means by which these cultures attempt to comprehend each other.
- Be able to translate some key texts from Greek to English.

INDICATIVE CONTENT

- A review of Archaic and Classical conceptions of India, at a time when (from a Greek perspective) India was a distant, strange and poorly understood land.
- To examine the legacy left in Central Asia and the northwest Indian subcontinent as a result of the conquests of Alexander the Great.
- To explore the Greco-Bactrian and Indo-Greek kingdoms which subsequently developed in these regions.
- To consider the development of ethnographic studies over the Classical, Hellenistic and early Imperial periods.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	HPAH5048	
Module Title	West meets East: Graeco-Roman Interaction with India: Greek Prose	
Classification	**Reading List entry**	**Electronic***
Essential	Romm, J. S. 1992. *The Edges of the Earth in Ancient Thought*. Princeton: Princeton University Press.	☐
Essential	Mairs, R. 2014. *The Hellenistic Far East*: *Archaeology, Language and Identity in Greek Central Asia*. Oakland: University of California Press.	☐
Further	Brown, T. S. 1955: The Reliability of Megasthenes, *American Journal of Philology* 76 (1): 18-33.	☐
Further	Errington, E., Cribb, J. E., and Clanngbull, M. (eds.), 1992. *The Crossroads of Asia. Transformation in Image and Symbol in the Art of Ancient Afghanistan and Pakistan*. Cambridge: The Ancient India and Iran Trust.	☐
Further	Holt, F. L. 1999. *Thundering Zeus. The Making of Hellenistic Bactria*. London: University of California Press.	☐
Further	Muntz, C. E. 2012: Diodorus Siculus and Megasthenes: A Reappraisal, *Classical Philology* 107 (1): 21-37.	☐
Further	Nichols, A. 2011. [Trans. and Comm.] Ctesias *On India*. Bristol: Bristol Classical Press.	☐
Further	Parker, G. 2008. *The Making of Roman India*. Cambridge: Cambridge University Press.	☐
Further	Sedlar, J. W. 1980. *India and the Greek World: A Study in the Transmission of Culture*. Totowa, N.J: Rowman & Littlefield.	☐
Further	Tarn, W. W. 1938. *The Greeks in Bactria & India*. Cambridge: Cambridge University Press.	☐
Further	Vasunia, P. 2013. *The Classics and Colonial India*. Oxford: Oxford University Press.	☐

MODULE CODE: **HPCH5007**
TITLE: **What Can the Dead Do? Deities and Demons in Chinese Everyday Life**
DATED: **08/01/2018**

LEVEL: **6**
CREDITS: **20**

JACS CODE: **T100**

AIM(S)

- To gain a sophisticated and critical understanding of China's death culture and its place in everyday life.
- To gain a critical understanding of the role of the dead based on an assessment of both primary sources as well as anthropological studies.

LEARNING OUTCOMES

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

- Demonstrate an ability to offer a sophisticated analysis of specific themes and/or case studies related to the module topic.
- Demonstrate an ability to synthesise and critically evaluate a range of relevant primary sources (in English translation where the original is in Chinese) and secondary sources.
- Demonstrate an ability to present a balanced interpretation of historical events and developments in coherent written or spoken argument, drawing on a range of sources.

INDICATIVE CONTENT

"Why can the dead do such great things?" This question, asked by the medieval thinker St. Augustine when pondering the miracles worked by the saints, forms the starting point for this module. One could change the perspective and ask: what can the dead do for the living? Or, what is it that the living can do through engagement with the dead that they could not do without it? The module will try to answer these questions by exploring the manifold interactions between the world of the dead and the world of the living in traditional and contemporary China.

- Providers of benefits: Gods, ghosts and ancestors in China.
- The dynamics of practice.
- Transactions between the living and the dead.
- Guidebooks to practical benefits.
- Death, deities and gender/patriarchy.
- Efficacy: ritual and its benefits.
- Funerary beliefs and rituals.
- Ways of communicating between the dead and the living:
    - Spirit possession.
    - Writings to and from the dead.
- The dead, demons and wellbeing of the living.
- Miracles.
- The dead and the law.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Group presentation	10 minutes (each member)	50%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Case study	2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPCH5007**	
Module Title	What Can the Dead Do? Deities and Demons in Chinese Everyday Life	
Classification	**Reading List entry**	**Electronic***
Essential	FEUCHTWANG, S. (2010) *The Anthropology of Religion, Charisma and Ghosts. Chinese Lessons for Adequate* Theory. Berlin: Walter De Gruyter.	☐
Essential	JOHNSON, I. (2017) *The Souls of China: The Return of Religion after Mao*. New York: Pantheon Books.	☐
Essential	Lakos, W. (2010) *Chinese Ancestor Worship*. Newcastle upon Tyne: Cambridge Scholars Publ.	☐
Essential	READER, I.; TANABE, G.J. (1998) *Practically Religious: Wordly Benefits and the Common Religion of Japan*. Honolulu: University of Hawai'i Press.	
Essential	SANGREN, P.S. (2017) *Filial Obsessions: Chinese Patriliny and Its Discontents*. Cham: Palgrave Macmillan.	☐

Essential	TAYLOR, J.H. (2001) *Death and the Afterlife in Ancient Egypt.* London: The British Museum Press.	☐
Essential	WATSON, J.L.; RAWSKI, E.S. (eds.) (1990) *Death Ritual in Late Imperial and Modern China*. Berkeley: University of California Press.	☐
Essential	WOLF, A.P. (1974) “Gods, Ghosts and Ancestors,” in *Religion and Ritual in Chinese Society*, ed. Arthur P. Wolf. Stanford: Stanford University Press, pp. 131–182.	☐
Further	AHERM, E.M. (1981) *Chinese Ritual and Politics.* Cambridge: Cambridge University Press.	☐
Further	BOSCO, J. (2007) “Young People’s Ghost Stories in Hong Kong.” *The Journal of Popular Culture* 40:5, pp. 785-807.	☒
Further	CAMPANY, R.F. (1990) "Return-From-Death Narratives in Early Medieval China." *Journal of Chinese Religions* 18, pp. 91-125.	☒
Further	CAMPANY, R.F. (2005) "Demons, Gods, and Pilgrims: The Demonology of the Hsiyu Chi." *Clear* 7:1/2, pp. 95115.	☒
Further	CAMPANY, R.F. (2005) "Living Off the Books: Fifty Ways to Dodge Ming in Early Medieval China." In: Lupke, Christopher (ed.). *The Magnitude of Ming: Command, Allotment, and Fate in Chinese Culture.* Honolulu: University of Hawai'i Press, pp. 129150.	☐
Further	COHEN, A. (1982) *Tales of Vengeful Souls: A Sixth Century Collection of Chinese Avenging Ghost Stories.* Paris: Ricci Institute.	☐
Further	HEGEL, R. E.; CARLITZ, K. (eds.) (2007) *Writing and Law in Late Imperial China: Crime, Conflict, and Judgment*. Seattle: University of Washington Press.	☐
Further	HUNTINGTON, R. (2005) "Ghosts Seeking Substitutes: Female Suicide and Repetition." *Late Imperial China*, 26:1, pp. 1-40.	☒
Further	KATZ, P. R. (2009) *Divine Justice: Religion and the Development of Chinese Legal Culture*. Abingdon: Routledge.	☐
Further	SANGREN, P.S. (1984) Traditional Chinese Corporations: Beyond Kinship. *Journal of Asian Studies* 43:391-415.	☒
Further	SANGREN, P.S. (2005) Fate and Transcendence in the Rhetoric of Myth and Ritual. *The Magnitude of Ming: Command, Allotment, and Fate in Chinese Culture*. Ed. Lupke, Christopher. Honolulu: University of Hawai’i Press, pp. 225-244.	☐
Further	SANGREN, P.S. (2009) Chinese Ghosts: Reconciling Psychoanalytic, Structuralist, and Marxian Perspectives. *Studies in the History of Religions*. 299-310.	☒
Further	SANGREN, P.S. (2012). Fate and Agency in the Economy of Desire in Chinese Ritual and Society. *Social Analysis* 56 (1-2):117-135.	☒

Further	SANGREN, P.S. (2013) The Chinese family as instituted fantasy: or, rescuing kinship imaginaries from the 'symbolic'. *Journal of the Royal Anthropological Institute* 19(2):279-299.	☒
Further	TOPLEY, M. (2011) "Ghost Marriages among the Singapore Chinese." *Cantonese Society in Hong Kong and Singapore: Gender, Religion, Medicine and Money*. Ed. and introd. by Jean DeBernardi. Hong Kong: Royal Asiatic Society/Hong Kong University Press, pp. 97-100.	☐
Further	TOPLEY, M. (2011) "Ghost Marriages among the Singapore Chinese: A Further Note." *Cantonese Society in Hong Kong and Singapore: Gender, Religion, Medicine and Money*. Ed. and introd. by Jean DeBernardi. Hong Kong: Royal Asiatic Society/Hong Kong University Press, pp. 101-103.	☐
Further	ZEITLIN, J. (2007) *The Phantom Heroine: Ghosts and Gender in Seventeenth-Century Chinese Literature*. Honolulu: University of Hawai'i Press.	☐

MODULE CODE: **HPAN5019**
TITLE: **World Politics**
DATED: **08/01/2018**

LEVEL: **5**
CREDITS: **20**
JACS CODE: **V100**

AIM(S)

- To acquire empirical knowledge about world politics, but also to learn to think theoretically about what explains the organization, patterns, and events of world politics.
- To analyze the key issues of our times including war, international law, globalization, cooperation and conflict, and human rights.

LEARNING OUTCOMES

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

- Critically understand the key concepts and theories in international politics and use these tools to analyze and evaluate contemporary issues.
- Effectively communicate the interaction between states, international organisations and non-state actors in global politics.
- Critically analyse ideas, both orally and in writing, with relation to world politics.

INDICATIVE CONTENT

- Historical Development of the Modern International System
- International Relations: Theories and Approaches
- Global Security
- Human Rights
- Global Governance

- Global Political Economy

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24
Independent learning	152	76
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
Simulation/Policy Paper	2,500 words	50%

Assessment Summary

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

READING LIST

Module Code	**HPAN5019**	
Module Title	**World Politics**	
Classification	**Reading List entry**	**Electronic***
Essential	Baylis, John; Smith, Steve; Owens, Patricia' The Globalization of World Politics (7th ed), Oxford University Press 2017.	☐

MODULE CODE: **HPEN5009**
TITLE: **Writing fiction**
DATED: 08/01/2018

LEVEL: **5**
CREDITS: **20**
JACS CODE: **W800**

AIM(S)

- To encourage students to explore and experiment with, and reflect upon, the possibilities of fiction writing.

LEARNING OUTCOMES

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

- Produce and develop piece(s) of original creative fiction.
- Exhibit a secure understanding of the history and cultural contexts of fiction writing in relation to their own creative practice.
- Reflect critically on their own creative practice.

INDICATIVE CONTENT

With a view to informing writing practice, this module will explore a wide range of fiction predominantly from the second half of the C20th. The student will be encouraged to experiment with the possibilities offered by these models and to develop the confidence to write short and extended prose pieces. Some or all of the following will be explored:

- The differences between short story, novella and novel.
- Plotting and structure.
- Storytelling and narrative.
- The relationships between text and context.
- Readership and audience.
- Rewriting, editing, drafting and self-criticism.
- The role of the novelist in society.
- The relationships between fiction and politics.

LEARNING AND TEACHING STRATEGY

The module will be delivered in a series of workshops. These will include discussion of example texts, modelling exercises and discussion of the students' own work.
The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24
Independent learning	152	76
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

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

Assessment Summary

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

READING LIST

Module Code	**HPEN5009**	
Module Title	**Writing fiction**	
Classification	**Reading List entry**	**Electronic***
Further	Bell, J.S. Plot and Structure: Techniques and Exercises for Crafting and Plot That Grips Readers from Start to Finish. Cincinnati, OH: Writer's Digest Books, 2005	☐
Further	Cox, A. Writing Short Stories. London: Routledge, 2008	☐
Further	Dipple, E. Plot. London: Methuen, 1970	☐
Further	Heffron, J. The Writer's Idea Book. Cincinnati, OH: Writer's Digest Books, 2012.	☐
Further	Kress, N. Beginnings, Middles and Ends: The Elements of Fiction Writing. Cincinnati, OH: Writer's Digest Books, 1999.	☐
Further	McKee, R. Story Structure. London: Methuen, 2012.	☐