



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

MODULE DIRECTORY

LEVEL 5

ACADEMIC DISCIPLINE OF HUMANITIES

YR ATHROFA: INSTITUTE OF EDUCATION AND HUMANITIES

2020-2021

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INTRODUCTION

This Module Directory includes all the modules for Level 5 within the Academic Discipline of Humanities in the academic year 2020-2021.

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

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

MODULES

Module Code	ECGE5001S
Title	Changemakers: Creativity and Value Creation
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop the concepts and practice of creativity and value creation for the development of innovative, aspiring and progressive solutions.

LEARNING OUTCOMES

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

- Demonstrate knowledge and critical understanding of innovation, creativity and enterprising mindset, recognising the values and the contribution creativity makes to the common good.
- Conceive, articulate and apply creative thinking within a work-based or academic context to develop novel solutions and/or value creation.

INDICATIVE CONTENT

- Creativity in theory and practice.
- Value creation in theory and practice.
- Creative and ethical leadership: skills and challenges.
- Driving innovation and change, the intra and entrepreneurial individual.
- Critical thinking, troubleshooting and problem solving, developing novel solutions.
- Information gathering for inspiration, vision creation and ideation.
- Developing the enterprising and data driven mindset.
- Contemporary technologies: virtual and augmented reality and artificial intelligence to enhance creativity and innovation.
- Time management practices for an entrepreneurial mindset.
- Being resourceful, in the context of making do with less.
- Reflection and self-reflection.

Study Time Allocation

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

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Online portfolio of set exercises	2,000 words or equivalent	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	ECGE5001S	
Module Title	Changemakers: Creativity and Value Creation	
Classification	Reading List entry	Electronic*
Essential	Hargreaves, J., and Page, L. (2013) <i>Reflective Practice</i> . (Key Themes in Health and Social Care Series). Polity Press.	☒
Essential	Nardi, P.M. (2017) <i>Critical Thinking : Tools for Evaluating Research</i> . University of California Press	☒
Essential	Westerman, G., Bonnet, D. and McAfee, A., <i>Leading Digital: Turning Technology Into Business Transformation</i> . (Audiobook) Recorded Books. 2017.	☒
Further	Schiuma, G. (2011) <i>Managing Knowledge Assets and Business Value Creation in Organizations : Measures and Dynamics</i> Hershey, Pa.: Business Reference Service.	☒

Further	Rescher, N. (2014). <i>A System of Pragmatic Idealism, Volume II The Validity of Values, A Normative Theory of Evaluative Rationality</i> (Princeton Legacy Library). Princeton: Princeton University Press.	☒
Further	Turner, E. (2020) <i>Be Less Zombie: How great companies create dynamic innovation, fearless leadership and passionate people</i> . John Wiley & Sons.	☒

Module Code	ECGE5001T
Title	Changemakers: Creativity and Value Creation
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop the concepts and practice of creativity and value creation for the development of innovative, aspiring and progressive solutions.

LEARNING OUTCOMES

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

- Demonstrate knowledge and critical understanding of innovation, creativity and enterprising mindset, recognising the values and the contribution creativity makes to the common good.
- Conceive, articulate and apply creative thinking within a work-based or academic context to develop novel solutions and/or value creation.

INDICATIVE CONTENT

- Creativity in theory and practice.
- Value creation in theory and practice.
- Creative and ethical leadership: skills and challenges.
- Driving innovation and change, the intra and entrepreneurial individual.
- Critical thinking, troubleshooting and problem solving, developing novel solutions.
- Information gathering for inspiration, vision creation and ideation.
- Developing the enterprising and data driven mindset.
- Contemporary technologies: virtual and augmented reality and artificial intelligence to enhance creativity and innovation.
- Time management practices for an entrepreneurial mindset.
- Being resourceful, in the context of making do with less.
- Reflection and self-reflection.

Study Time Allocation

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

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Online portfolio of set exercises	2,000 words or equivalent	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	ECGE5001T	
Module Title	Changemakers: Creativity and Value Creation	
Classification	Reading List entry	Electronic*
Essential	Hargreaves, J., and Page, L. (2013) <i>Reflective Practice</i> . (Key Themes in Health and Social Care Series). Polity Press.	☒
Essential	Nardi, P.M. (2017) <i>Critical Thinking : Tools for Evaluating Research</i> . University of California Press	☒
Essential	Westerman, G., Bonnet, D. and McAfee, A., <i>Leading Digital: Turning Technology Into Business Transformation</i> . (Audiobook) Recorded Books. 2017.	☒
Further	Schiuma, G. (2011) <i>Managing Knowledge Assets and Business Value Creation in Organizations : Measures and Dynamics</i> Hershey, Pa.: Business Reference Service.	☒

Further	Rescher, N. (2014). <i>A System of Pragmatic Idealism, Volume II The Validity of Values, A Normative Theory of Evaluative Rationality</i> (Princeton Legacy Library). Princeton: Princeton University Press.	☒
Further	Turner, E. (2020) <i>Be Less Zombie: How great companies create dynamic innovation, fearless leadership and passionate people</i> . John Wiley & Sons.	☒

Module Code	ECGE5002S
Title	Changemakers: Building your Personal Brand for Sustainable Employment
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	none

AIM(S)

- To build the skills and competencies necessary for career resilience and professional development for the future work context.

LEARNING OUTCOMES

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

- Evaluate personal employability skills and their congruence with the skills required for professional practice in a real or simulated environment.
- Build a personal brand and promote a professional identity for a specific opportunity.

INDICATIVE CONTENT

- Analysing your employment sector in order to identify problems, gaps in the market and how you can add value for sustainable employability.
- Building your brand and promoting a professional identity through personal skills analysis and personal development planning.
- Contemporary technologies: developing an online personal presence (e.g. basic website building/social media/blogs/vlogs etc.).
- Search techniques for employment/self-employment opportunities.
- Adopting project management approaches (defining the problem; setting the goals and objectives, milestones and monitoring, evaluation).
- Collaboration, networking, building social capital, negotiation and influencing.
- Awareness, emotional intelligence, well-being and resilience.
- Ethics, values, diversity, inclusion, intercultural awareness and responsible stewardship: issues, challenges and actions.
- Cultural and linguistic expression.

Study Time Allocation

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

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Online portfolio	2,000 words or equivalent	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	ECGE5002S	
Module Title	Changemakers: Building your Personal Brand for Sustainable Employment	
Classification	Reading List entry	Electronic *
Essential	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Essential	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Essential	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Essential	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐

Essential	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐
Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development</i> (2 nd Ed.). Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Further	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England : Kogan Page	☒
Further	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒
Further	Williams, B. (2020) <i>Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒
Further	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Further	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

Module Code	ECGE5002T
Title	Changemakers: Building your Personal Brand for Sustainable Employment
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	none

AIM(S)

- To build the skills and competencies necessary for career resilience and professional development for the future work context.

LEARNING OUTCOMES

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

- Evaluate personal employability skills and their congruence with the skills required for professional practice in a real or simulated environment.
- Build a personal brand and promote a professional identity for a specific opportunity.

INDICATIVE CONTENT

- Analysing your employment sector in order to identify problems, gaps in the market and how you can add value for sustainable employability.
- Building your brand and promoting a professional identity through personal skills analysis and personal development planning.
- Contemporary technologies: developing an online personal presence (e.g. basic website building/social media/blogs/vlogs etc.).
- Search techniques for employment/self-employment opportunities.
- Adopting project management approaches (defining the problem; setting the goals and objectives, milestones and monitoring, evaluation).
- Collaboration, networking, building social capital, negotiation and influencing.
- Awareness, emotional intelligence, well-being and resilience.
- Ethics, values, diversity, inclusion, intercultural awareness and responsible stewardship: issues, challenges and actions.
- Cultural and linguistic expression.

Study Time Allocation

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

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Online portfolio	2,000 words or equivalent	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	ECGE5002T	
Module Title	Changemakers: Building your Personal Brand for Sustainable Employment	
Classification	Reading List entry	Electronic *
Essential	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Essential	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Essential	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Essential	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐

Essential	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐
Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development</i> (2 nd Ed.). Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Further	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England : Kogan Page	☒
Further	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒
Further	Williams, B. (2020) <i>Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒
Further	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Further	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

MODULE CODE: HPAH5004
TITLE: Ancestors, Death and Burial
DATED: 24/04/2018

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. <i>The Funeral Kit: Mortuary Practices in the Archaeological Record</i> . London: Routledge.	☐
Essential	Branigan, K. (ed.) 1998. <i>Cemetery and Society in the Aegean Bronze Age</i> . Sheffield: Sheffield Academic Press.	☐
Essential	Croucher, K., 2012. <i>Death and Dying in the Neolithic Near East</i> . Oxford: Oxford University Press.	☒
Essential	Gallou, Ch, 2005. <i>The Mycenaean Cult of the Dead</i> . Archaeopress, Oxford. BAR-IS 1372.	☐
Essential	Gonen, R. 1992. <i>Burial Patterns and Cultural Diversity in Late Bronze Age Canaan</i> . Winona Lake: Eisenbrauns.	☐
Essential	Keswani, P. S. 2004. <i>Mortuary Ritual and Society in Bronze Age Cyprus</i> . London: Equinox.	☐
Essential	Laneri, N. (ed.) <i>Performing Death: Social Analyses of Funerary Traditions in the Ancient Near East and Mediterranean</i> . Chicago, Oriental Institute.	☐

Essential	Metcalf, P. and Huntingdon, R. (eds) 1991. <i>Celebrations of Death: the Anthropology of Mortuary Ritual</i> . Cambridge: CUP.	☐
Essential	Murphy, J.M. (ed.) 2011. <i>Prehistoric Crete: Regional and Diachronic Studies on Mortuary Systems</i> . Philadelphia: INSTAP Academic Press.	☐
Essential	Pfälzner, P. (ed.) 2012. <i>(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</i> . Wiesbaden: Harrassowitz.	☐
Essential	Robben, A. 2004. <i>Death, mourning, and burial: a cross-cultural reader</i> . Malden, M; Oxford: Blackwell.	☐
Essential	Stutz, L.N. 2003. <i>Embodied rituals & ritualized bodies : tracing ritual practices in late mesolithic burials</i> . Lund and Stockholm: Wallin & Dahlholm; Almqvist & Wiksell.	☐
Essential	Tarlow, S. 1999. <i>Bereavement and commemoration: an archaeology of mortality</i> . Oxford : Blackwell.	☐
Further	Bloch, M. 1985. Almost eating the ancestors. <i>Man</i> (n.s.) 20: 631–46.	☐
Further	Boyd, M.J. 2014. The materiality of performance in Mycenaean funerary practices. <i>World Archaeology</i> 46(2): 192-205.	☐
Further	Branigan, K. 1993. <i>Dancing with Death. Life and Death in Southern Crete c. 3000-2000 BC</i> . 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. <i>Oxford Journal of Archaeology</i> 28(1): 29-57	☐
Further	Keswani, P. S. 2005. Death, prestige, and copper in Bronze Age Cyprus. <i>American Journal of Archaeology</i> 109: 341-401.	☐
Further	Porter, A. 2002. The dynamics of death: ancestors, pastoralism, and the origins of a third-millennium city in Syria. <i>Bulletin of the American Schools of Oriental Research</i> 325: 1-36.	☒
Further	Schwartz, G.M. 2013. Memory and its demolition: ancestors, animals and sacrifice at Umm el-Marra, Syria. <i>Cambridge Archaeological Journal</i> 23(3): 495-522.	☐
Further	Tarlow, S. and Stutz, L.N. 2013. <i>The Oxford handbook of the archaeology of death and burial</i> . Oxford: Oxford University Press 2013.	☐

MODULE CODE: HPAH5011
TITLE: Funerary Beliefs in Ancient Egypt
DATED: 24/04/2018

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). <i>Death and Afterlife in Ancient Egypt</i> . London: British Museum Pr.	☐
Essential	Taylor, J. 2010. <i>Journey through the Afterlife: Ancient Egyptian Book of the Dead</i> . London: British Museum Pr.	☐
Essential	Smith, M. 2017. <i>Following Osiris: Perspectives on the Osirian Afterlife from Four Millennia</i> . Oxford: Oxford Univ. Pr.	☐
Essential	Assmann, J. 2005. <i>Death and Salvation in Ancient Egypt</i> . Ithaca and London: Cornell Univ. Pr.	☐
Further	Harrington, N. 2013. <i>Living with the dead: Ancestor worship and mortuary ritual in Ancient Egypt</i> . Oxford: Oxbow.	☐
Further	Grajetzki, W. 2003. <i>Burial customs in ancient Egypt: life in death for rich and poor</i> . London; Duckworth.	☐
Further	Ikram, S. 2003. <i>Death and Burial in Ancient Egypt</i> . Harlow: Longman.	☐
Further	Snape, S. 2011. <i>Ancient Egyptian Tombs: the Culture of Life and Death</i> . Wiley-Blackwell.	☐
Further	Kemp, B. 2005. <i>Ancient Egypt. Anatomy of a Civilization</i> . London: Routledge.	☐

Further	Zinn, K. 2017. Lacklustre offering platters? Symbolic food consumption, ritual and representations in ancient Egyptian funerary culture. In: Steel, L. & K. Zinn. <i>Exploring the materiality of food "stuffs": Transformations, symbolic consumption and embodiments</i> . London: Routledge.	☒
Further	Hornung, E.1983. <i>Conceptions of god in ancient Egypt; the one and the many</i> . London: Cornell Univ. Pr.	☐
Further	O'Connor, D. 2009. <i>Abydos: Egypt's First Pharaohs and the Cult of Osiris</i> . London: Thames & Hudson.	☐
Further	Richards, J. 2005. <i>Society and death in Ancient Egypt: Mortuary landscapes of the Middle Kingdom</i> . Cambridge: CUP.	☐
Further	Riggs, C. 2005. <i>The beautiful burial in Roman Egypt</i> . Oxford: OUP.	☐

MODULE CODE: HPAH5012
TITLE: Gender and Sexuality in the Ancient World
DATED: 24/04/2018

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. <i>Greek homosexuality</i> . London: Duckworth, 1978.	☐
Essential	Halperin, D. <i>One hundred years of homosexuality: and other essays on Greek love</i> . New York: Routledge, 1990.	☐
Essential	McClure, K. (ed) <i>Sexuality and gender in the classical world: readings and sources</i> . Oxford. Blackwell, 2002.	☐
Further	Hawley, R. and Levick, B. (eds) <i>Women in antiquity new assessments</i> . New York: Routledge, 1995.	☐
Further	Lefkowitz, M.R. and Fant, M.B. <i>Women's Life in Greece and Rome: A sourcebook in translation</i> . Baltimore: John Hopkins University Press, 2005.	☐
Further	Skinner, M. <i>Sexuality in Greek and Roman culture</i> . Oxford: Blackwell, 2005.	☐
Further	Winkler, J. <i>The constraints of desire: the anthropology of sex and gender in ancient Greece</i> .	☐
Further	Konstan, D. 'Sexuality and power in Juvenal's second Satire', <i>LCM</i> 18, 1993, pp. 12-14.	☐
Further	Lindheim, S. <i>Mail and female epistolary narrative and desire in Ovid's Heroides</i> . Madison: University of Wisconsin Press, 2003.	☐
Further	McGinn, A. J. T. <i>Prostitution, sexuality, and the law in ancient Rome</i> . Oxford: Oxford University Press, 1998.	☐
Further	McHardy, F. and Marshall, E. (eds) <i>Women's influence on classical civilization</i> . New York: Routledge, 2004.	☐

Further	Miller, P. A. 'The Bodily Grotesque in Roman Satire: Images of Sterility', <i>Arethusa</i> 33, 1998, pp. 257-283.	☐
Further	Rosen, R. M. and Sluiter, I. (eds) <i>Andreia studies in manliness and courage in classical antiquity</i> . Leiden: Brill, 2003.	☐
Further	Rousselle, A. <i>Porneia: on desire and the body in antiquity</i> . Oxford: Blackwell, 1988.	☐
Further	Konstan, D. 'Sexuality and power in Juvenal's second Satire', <i>LCM</i> 18, 1993, pp. 12-14.	☐
Further	Lindheim, S. <i>Mail and female epistolary narrative and desire in Ovid's Heroides</i> . Madison: University of Wisconsin Press, 2003.	☐

MODULE CODE: HPAH5038
TITLE: Persephone in myth
DATED: 24/04/2018

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. <i>Gender and the interpretation of classical myth</i> (London)	☒
Essential	Melville, A. D., (trans.) 1986. <i>Ovid's Metamorphoses</i> (Oxford)	☐
Essential	Slavitt, David R. (trans.). 1997. <i>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.</i> (Philadelphia)	☐
Further	Bowden, H. 2010. <i>Mystery cults of the ancient world</i> (Princeton)	☐
Further	Clay, J. S. 1997. 'The Homeric Hymns', in Morris and Powell (eds.), <i>A New Companion to Homer</i> (Leiden, New York, Cologne), 489-507.	☐
Further	Fantham, E. (ed.). 1998. <i>Fasti 4</i> (Cambridge).	☐
Further	Foley, H. (ed.). 1994. <i>Homeric Hymn to Demeter: translation, commentary, and interpretative essays</i> (Princeton).	☒
Further	Hinds, S. 1987. <i>The Metamorphosis of Persephone: Ovid and the Self-conscious Muse</i> (Cambridge).	☐

MODULE CODE: HPAH5039
TITLE: Persephone in myth: Latin Verse
DATED: 24/04/2018

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. <i>De raptu Proserpinae</i> (Oxford)	☐
Essential	Melville, A. D., (trans.) 1986. <i>Ovid's Metamorphoses</i> (Oxford)	☐
Essential	Slavitt, David R. (trans.). 1997. <i>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.</i> (Philadelphia)	☐
Further	Bowden, H. 2010. <i>Mystery cults of the ancient world</i> (Princeton)	☐
Further	Clay, J. S. 1997. 'The Homeric Hymns', in Morris and Powell (eds.), <i>A New Companion to Homer</i> (Leiden, New York, Cologne), 489-507.	☐
Further	Fantham, E. (ed.). 1998. <i>Fasti 4</i> (Cambridge).	☐
Further	Foley, H. (ed.). 1994. <i>Homeric Hymn to Demeter: translation, commentary, and interpretative essays</i> (Princeton).	☐
Further	Hinds, S. 1987. <i>The Metamorphosis of Persephone: Ovid and the Self-conscious Muse</i> (Cambridge).	☐

MODULE CODE: HPAH5044
TITLE: Armies and Navies: Studies in Ancient Warfare
DATED: 24/04/2018

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 and evaluate in depth the main debates regarding either Greek or Roman warfare;
- systematically present their informed opinion of the reasons and consequences of the main changes and evolutions in either Greek or Roman tactics, weapons, armour and ships.

INDICATIVE CONTENT

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

MODULE CODE: HPAH5046
TITLE: The Life and Times of Caesar and Cicero
DATED: 24/04/2018

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: <i>Brills Companion to Cicero oratory and rhetoric</i> . Leiden.	☒
Essential	Wyke, M. (ed.), 2006: <i>Caesar in Western Culture</i> , Malden (Mass.).	☐
Further	Gildenhard, I. 2010: <i>Creative Eloquence: The Construction of Reality in Cicero's Speeches</i> . Oxford University Press.	☒
Further	Hurley, A. 2004: <i>Catullus</i> (Ancients in action). London.	☐
Further	Lehoux, D., Morrison, A., and Sharrock, A. 2013: <i>Lucretius Poetry, Philosophy, Science</i> . Oxford: Oxford University Press.	☒
Further	Millar, F. 1998: <i>The Crowd in Rome in the Late Republic</i> . Ann Arbor.	☐
Further	Morstein-Marx, R. 2004: <i>Mass Oratory and Political Power in the Late Roman Republic</i> . Cambridge.	☒
Further	Rawson, E. D. 1985: <i>Cicero. A Portrait</i> . Bristol.	☒
Further	Santangelo, F. 2007: <i>Sulla, the Elites and the Empire. A Study of Roman Policies in Italy and the Greek East</i> . Leiden-Boston.	☐
Further	Stockton, D. 1971: <i>Cicero. A Political Biography</i> . Oxford.	☐

MODULE CODE: HPAH5051
TITLE: Armies and Navies: Studies in Ancient Warfare: Greek Prose
DATED: 24/04/2018

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

Further	Crowley, Jason. <i>The Psychology of the Athenian Hoplite the Culture of Combat in Classical Athens</i> . Cambridge ; New York: Cambridge UP, 2012. Print.	
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Module Code	HPAH5061
Title	From the twilight of Rome to the Dawn of Islam: The World of Late Antiquity (AD 235-632)
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To enable students to evaluate and analyse the main historical, political, social, religious and cultural developments taking place in the Late Antique Roman Empire.

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 changes that were taking place in the Roman Empire from the Severan period up to the beginning of the Medieval era;
- draw upon and assess a wide range of disparate ancient evidence (archaeological, textual and visual), and to engage critically with modern scholarship;
- demonstrate a sophisticated understanding of how both long term gradual process as well as sudden shocks and catastrophic events can lead to a society changing over time, and to what extent that is perceptible to those living within these periods;

INDICATIVE CONTENT

- The module will examine how the Roman Empire adapted during the third to seventh centuries AD. This is a time when the Roman Empire would face a series of existential crises: among these, the emergence of new and threatening powers on its borders, climatic and epidemiological instability, and periodic political upheavals. In this period we also see the rise of Christianity (and its numerous, and often hostile branches); a development that would fundamentally alter the course of European history. Additionally, in this period the Roman Empire would become finally and permanently divided between and Western and Eastern (Byzantine) spheres, with the former coming to a formal political end in AD 476. Indicative content.....

Study Time Allocation

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	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPAH5061	
Module Title	From the twilight of Rome to the Dawn of Islam: The World of Late Antiquity (AD 235-632)	
Classification	Reading List entry	Electronic*
Essential	Boin, D. 2018. A Social and Cultural History of Late Antiquity: Wiley Blackwell Social and Cultural Histories of the Ancient World. John Wiley & Sons.	☐
Essential	Sessa, K. 2018. Daily Life in Late Antiquity. Cambridge: Cambridge University Press.	☐
Further	Bowersock, G. W., Brown, P. and Grabar, O. (eds.), 1999. Late Antiquity: A Guide to the Postclassical World. London: Harvard University Press.	☐
Further	Brown, P. 1971. The World of Late Antiquity AD 150-750. London: W. W. Norton & Company.	☐
Further	Brown, P. 1992. Power and Persuasion in Late Antiquity: Towards a Christian Empire. Madison: University of Wisconsin Press.	☐
Further	Cameron, A. 2011. The Mediterranean World in Late Antiquity AD 395-700. London: Routledge.	☐
Further	Grant, M. 2011. The Severans: The Roman Empire Transformed. London: Routledge.	☐
Further	Mango, C. A. (ed.), 2002. The Oxford History of Byzantium. Oxford: Oxford University Press.	☐
Further	Potter, D. S. 2004. The Roman Empire at Bay AD 180-395. London: Routledge.	☐

Further	Rich, J. 1992. The City in Late Antiquity. London: Routledge.	☐
Further	Rousseau, P. assisted by Rathel, J. (eds.), 2009. A Companion to Late Antiquity. London: Blackwell.	☐

Module Code	HPAH5062
Title	Confessing with Saint Augustine: God and Religion in the Twilight of the Roman Empire
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	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	5000 words equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPAH5062	
Module Title	Confessing with Saint Augustine: God and Religion in the Twilight of the Roman Empire	
Classification	Reading List entry	Electronic*
Essential	Augustine, Confessions, trans. Henry Chadwick (Oxford World Classics, 2008).	☐
Essential	Peter Brown, Augustine of Hippo: A Biography (University of California, 2013).	☐
Essential	Augustine, City of God, Book XIX	☒
Further	O'Donnell, Augustine's Confessions: Commentary, vols. 2-3 (OUP, 2012)	☐
Further	Fitzgerald, Augustine Through the Ages: An Encyclopaedia (Eerdmans, 2009).	☐
Further	Rowan Williams, On Augustine (Bloomsbury, 2016).	☒
Further	Robin Lane Fox, Augustine: Conversions and Confessions (Penguin, 2016).	☐
Further	O'Donovan, The Problem of Self-Love in Augustine (Wipf & Stock, 2006).	☐
Further	Burnaby, Amor Dei: A Study of the Religion of St Augustine (Canterbury Press, 2012).	☐

Module Code	HPAH5066
Title	Hieroglyphs 1
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	none

AIM(S)

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

LEARNING OUTCOMES

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

- 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

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	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	5000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPAH5066	
Module Title	Hieroglyphs1	
Classification	Reading List entry	Electronic*
Essential	Manley, B. 2012. Egyptian Hieroglyphs for Complete Beginners. London: Thames & Hudson.	☐
Essential	Allen, J.P. 2014 (or any previous edition). Middle Egyptian: An introduction to the language and culture of hieroglyphs. Cambridge: CUP.	☐
Essential	Wilson, P. 2004. Hieroglyphs: A Very Short Introduction. Oxford: OUP.	☐
Essential	Faulkner, R.O. 1991. A concise dictionary of Middle Egyptian. Oxford: Griffith Institute.	☒
Essential	Gardiner Signlist – In: Gardiner, A. 1957 (or later reprints). Egyptian Grammar: Being an introduction to the study of hieroglyphs. 3 rd ed. Oxford: Griffith Institute. 438-548.	☐
Further	Bussmann, R. 2017. Complete Middle Egyptian, A New Method for Understanding Hieroglyphs: Reading Texts in Context. London: Teach Yourself.	☒
Further	Fischer, H.G. 1979. Ancient Egyptian calligraphy: A beginner's guide to writing hieroglyphs. New York: The Metropolitan Museum of Art.	☐
Further	Baines 2007 = J. Baines, Visual and Written Culture in Ancient Egypt, Oxford 2007.	☒
Further	Zinn, K. 2018. Literacy in Pharaonic Egypt: orality and literacy between agency and memory. In: A. Kolb (ed.). Literacy in ancient everyday life – Schriftlichkeit im antiken Alltag. Berlin: De Gruyter. (in press).	☐
Further	Allon, N. & H. Navrátilová. 2017. Ancient Egyptian Scribes: A Cultural Exploration, London/New York: Bloomsbury.	☐
Further	Luiselli [n.d.] = M.M. Luiselli, Writing – Image – Material: On Media and Communication in Ancient Egypt. http://www.birmingham.ac.uk/research/activity/connections/Essays/MLuiselli.aspx	☒
Further	Zinn, K. 2007. Libraries, Archives, and the Organization of Collective Wisdom in Ancient Egypt'. In: M. Cannata and T. Hardwick (eds.). Proceedings of the VII th Current Research in Egyptology Symposium. Oxford: Oxbow. 169-176.	☒
Further	Pinarello, M.S. 2015. An Archaeological Discussion of Writing Practice - Deconstruction of the Ancient Egyptian Scribe. London: Golden House Publication.	☐

Module Code	HPAH5071
Title	The Life and Times of Caesar and Cicero: Latin Sources
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	none

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 and to read, comment and translate the appropriate Latin texts.

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 in relation to the relevant Latin texts.
- Demonstrate advanced knowledge of Latin grammar and syntax through translations of the text studied and unseen translation work

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.

Study Time Allocation

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%

INDICATIVE READING LIST

Module Code	HPAH5071	
Module Title	The Life and Times of Caesar and Cicero: Latin Sources	
Classification	Reading List entry	Electronic*
Essential	Canfora, L. 2007: <i>Caesar. The People's Dictator</i> . Edinburgh.	☐
Essential	May, J. M. (eds), 2013: <i>Brills Companion to Cicero oratory and rhetoric</i> . Leiden.	☐
Essential	Wyke, M. (ed.), 2006: <i>Caesar in Western Culture</i> , Malden (Mass.).	☐
Further	Gildenhard, I. 2010: <i>Creative Eloquence: The Construction of Reality in Cicero's Speeches</i> . Oxford University Press.	☐
Further	Hurley, A. 2004: <i>Catullus</i> (Ancients in action). London.	☐
Further	Lehoux, D., Morrison, A., and Sharrock, A. 2013: <i>Lucretius Poetry, Philosophy, Science</i> . Oxford: Oxford University Press.	☐
Further	Millar, F. 1998: <i>The Crowd in Rome in the Late Republic</i> . Ann Arbor.	☐
Further	Morstein-Marx, R. 2004: <i>Mass Oratory and Political Power in the Late Roman Republic</i> . Cambridge.	☐
Further	Rawson, E. D. 1985: <i>Cicero. A Portrait</i> . Bristol.	☐
Further	Santangelo, F. 2007: <i>Sulla, the Elites and the Empire. A Study of Roman Policies in Italy and the Greek East</i> . Leiden-Boston.	☐
Further	Stockton, D. 1971: <i>Cicero. A Political Biography</i> . Oxford.	☐

Module Code	HPAH5074
Title	Gender and Sexuality in the Ancient World: Latin Sources
Date	18/09/2020
Level	5
Credits	20
Pre-Requisites	

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;
- demonstrate the ability to discuss critically and evaluate in depth the main debates regarding Greek and Roman sexualities;
- demonstrate 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;
- demonstrate the ability to present written work in a manner appropriate for a relevant/professional audience;
- demonstrate advanced knowledge of Latin grammar and syntax through translations of the text studied and unseen translation work;
- demonstrate an awareness of key ideas in modern scholarship and to be able to engage with these in a critical manner in relation to the relevant Latin texts.

INDICATIVE CONTENT

The module investigates concepts and experiences of gender and sexuality in the Graeco-Roman world by drawing on documentary, literary, archaeological and iconographic evidence.

A selection of literary sources will be studied in depth, such as Ovid *Amores* 1.3-1.6, Martial *Epigrams*, and funerary epigraphy in verse form. To allow alignment with different degree schemes, students will also select a short text for independent study in consultation with the module tutor. The module offers the student the opportunity to explore the impact of the socio-cultural and historical context and the impact of the literary context, including the importance of intertextual relations between literary sources.

Study Time Allocation

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
Commentary	2,500 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Oral Examination	30 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPAH5074	
Module Title	Gender and Sexuality in the Ancient World: Latin Sources	
Classification	Reading List entry	Electronic*
Essential	Turpin, W. <i>Ovid Amores Book 1</i> . Open Book Publishers, 2016. https://www.openbookpublishers.com/product/348	☒
Essential	McKeown, J. <i>Ovid: Amores : Text, prolegomena and commentary in four volumes</i> . Liverpool: Cairns, 1987.	☐
Essential	Gold, B. <i>A Companion to Roman Love Elegy</i> . Malden: Wiley-Blackwell, 2012.	☒
Further	Halperin, D. <i>One hundred years of homosexuality: and other essays on Greek love</i> . New York: Routledge, 1990.	☐
Further	Hawley, R. and Levick, B. (eds) <i>Women in antiquity new assessments</i> . New York: Routledge, 1995.	☐
Further	James, S. <i>Learned Girls and Male Persuasion. Gender and Reading in Roman Love Elegy</i> . Berkley: University of California Press, 2003.	☒

Further	Masterson, M., Rabinowitz, N., & Robson, J. <i>Sex in Antiquity (Rewriting antiquity)</i> . London: Routledge.	☒
Further	McClure, K. (ed) <i>Sexuality and gender in the classical world: readings and sources</i> . Oxford. Blackwell, 2002.	☐
Further	McGinn, A. J. T. <i>Prostitution, sexuality, and the law in ancient Rome</i> . Oxford: Oxford University Press, 1998.	☐
Further	Skinner, M. <i>Sexuality in Greek and Roman culture</i> . Oxford: Blackwell, 2005.	☒
Further	Winkler, J. <i>The constraints of desire: the anthropology of sex and gender in ancient Greece</i> .	☒

MODULE CODE: HPAN5007
TITLE: Medical Anthropology
DATED: 24/04/2018

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. <i>Understanding and Applying Medical Anthropology</i> . (2 nd ed.) McGraw Hill Higher Education, 2009.	☐
Essential	Helman, C. <i>Culture, Health and Illness</i> . (5th ed.) Hodder Arnold, 2007.	☐
Essential	Singer, M and Baer, H. <i>Introducing Medical Anthropology: A Discipline in Action</i> . Plymouth: AltaMira Press, 2007.	x
Further	Good, B. J. <i>Medicine, Rationality and Experience: An Anthropological Perspective</i> . Cambridge University	x

	Press:Cambridge. 1994.	
Further	Inhorn, M. C. & Wentzell, E. A. (Eds). <i>Medical Anthropology at the Intersections: Histories, Activisms , and Futures.</i> Duke University Press. 2012.	
Further	Farmer, P. <i>Infections and Inequalities: The Modern Plagues.</i> University of California Press, 1999.	
Further	Inhorn, M. C. & Wentzell, E. A. (Eds). <i>Medical Anthropology at the Intersections: Histories, Activisms , and Futures.</i> Duke University Press. 2012.	x
Further	Littlewood, R. and Dein, S. <i>Cultural psychiatry and medical anthropology : an introduction and reader.</i> London: Athlone Press, 2000.	☐
Further	Lupton, D. <i>Medicine as Culture: Illness, Disease and the Body in Western Societies.</i> London: Sage, 2003.	x
Further	Sargent, C. F. & Johnson, T. M. (Eds.) <i>Medical Anthropology: Contemporary Theory and Method.</i> Praeger:Westport. 1996	☐
Further	Winkelman, M. <i>Culture and Health: Applying Medical Anthropology.</i> Jossey-Bass, 2008.	x

MODULE CODE: HPAN5013
TITLE: Thinking With Things
DATED: 24/04/2018

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. <i>The Social Life of Things: Commodities in Cultural Perspective</i> .	☐
Essential	Boivin, N. 2010. <i>Material Cultures, Material Minds: The Impact of Things on Human Thought, Society, and Evolution</i> . Cambridge: CUP.	☐
Essential	Henare, A., Holbraad, M. and Wastell, S. (eds) 2007. <i>Thinking Through Things: Theorising Artefacts Ethnographically</i> . London: Routledge.	☐
Essential	Ingold, T. 2013. <i>Making: Anthropology, Archaeology, Art and Architecture</i>, London: Routledge.	☐

Essential	Malafouris , L. 2013. <i>How Things Shape the Mind: A Theory of Material Engagement</i> . MIT Press.	☐
Essential	Olsen, B. 2010. <i>In Defence of Things: Archaeology and the Ontology of Object</i> . Lanham: Altamira Press.	☐
Essential	Steel, L. 2013. <i>Materiality and Consumption in the Bronze Age Mediterranean</i> . London: Routledge.	☐
Further	Bennett, J. 2010. <i>Vibrant Matter, A Political Ecology of Things</i> . Durham: Duke University Press.	☐
Further	Coole, D., and Frost, S. 2010. Introducing the New Materialisms. In <i>New Materialisms. Ontology, Agency and Politics</i> , eds. D. Coole, and S. Frost. Durham and London: Duke University Press, 1-43.	☐
Further	Drazin, A. 2015. Preface: Material Transformations. In <i>The Social Life of Materials</i> , eds. A Drazinn and S. Küchler. London: Bloomsbury, xvi-xxviii.	☐
Further	Ingold, T. 2012. Towards an Ecology of Materials. <i>Annual Review of Anthropology</i> 41: 427-42.	☐

MODULE CODE: HPAN5020
TITLE: Activism, Protest and Campaigning for Global Justice
DATED: 24/04/2018

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	Graeber, D., 2013. The Democracy Project: A History, A Crisis, A Movement. London: Allen Lane[339.22 GRA]	☐
Essential	Green, D., 2016. How Change Happens. Oxford: OUP	☒
Essential	Ed. Lazar, S. 2013. The Anthropology of Citizenship. Chichester: Wiley [323.6 LAZ]	☐
Essential	Mosley, P. et al, 2012. The Politics of Poverty Reduction. Oxford: OUP	☒
Further	Adeney, M. and Lloyd, J., 1986. The Miners' Strike 1984-1985: Loss Without Limit. London: Routledge and Kegan Paul [331.892942 ADE]	☐
Further	Atkinson, D., 1988. Votes for Women. Cambridge: CUP [PAM 324.42 ATK]	☐
Further	Ed., Beynon., H., 1985. Digging Deeper. London: Verso [331.892942 DIG]	☐
Further	Briggs, A., 1962. Chartist Studies. London: MacMillan [942.081 CHA]	☐
Further	Brown, R. and Daniels C., 1984. The Chartists. London: MacMillan [942.081 BRO]	☐
Further	Dillon, M.L., 1974. The Abolitionists. De Kalb (ILL): Northern Illinois University Press [326 DIL]	☐
Further	Drescher, S., 1986. Capitalism and Anti-Slavery. Basingstoke: MacMillan [326 DRE]	☐
Further	Ed., Foner, P.S., 1995. The Black Panthers Speak. New York: Da Capo Press [323.1196073 BLA]	☐
Further	Kent, S.K., 1987. Sex and Suffrage in Britain 1860-1914. London: Routledge [324.42 KEN]	☐

Further	Kingham, T. and Coe, J., 2005. The Good Campaigns Guide. London: NCVO [361.25 KIN]	☐
Further	Lattimer, M., 2000. The Campaigning Handbook. London: Directory of Social Change [361.25 LAT]	☐
Further	Ed., Lewis, J., 1987. Before the Vote was Won: Arguments for and against women's suffrage. London: Routledge and Kegan Paul [324.42 BEF]	☐
Further	Marable, M., 1984. Race, Reform and Rebellion: The Second Reconstruction in Black America 1945-1982. London: MacMillan [323.1196073 MAR]	☐
Further	McMillen, N.R., 1989. Dark Journey: Black Mississippians in the Age of Jim Crow. Chicago: University of Illinois Press [323.1196073 MAC]	☐
Further	McPherson, J.M., 1975. The Abolitionist Legacy: From Reconstruction to the NAACP. Princeton: PUP [323.1196073 MAC]	☐
Further	Morgan, D., 1975. Suffragists and Liberals. Oxford: Basil Blackwell [324.42 MOR]	☐
Further	Pankhurst, S., 1931 (1977). The Suffragette Movement. London: Virago [324.42 PAN]	☐
Further	Peel, F., 1880 (1968). The Risings of the Luddites. London: Frank Cass [331.880942 PEE]	☐
Further	Riesenberg, P., 2002. A History of Citizenship: Sparta to Washington. Malabar (FLA): Kreiger [323.6 RIE]	☐
Further	Rudé, G.F.E., 1978. Protest and Punishment: the story of the social and political protestors transported to Australia 1788-1868. Oxford: Clarendon [365.36 RUD]	☐

MODULE CODE: HPAN5022
TITLE: Post-Colonial States and Civil Society
DATED: 24/04/2018

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	Ed., Rotberg, R.I., 2003. When States Fail. Princeton: PUP []	☐
Essential	Smith, B.C., 2013. Understanding Third World Politics. Basingstoke: Palgrave MacMillan [320.91724 SMI]	☐
Essential	Talbot, I., 2000. India and Pakistan. London: Hodder [320.954 TAL]	☐
Further	Berman, B., 1990. Control and Crisis in Colonial Kenya: The Dialectic of Domination. London: James Currey [967.62 BER]	☐
Further	Birmingham, D., 1990. Kwame Nkrumah. London: Cardinal. [966.7 NKR]	☐
Further	Brown, J.M., 1994. Modern India: The origins of an Asian democracy. Oxford: OUP [954 BRO]	☐
Further	Chomsky, N., 2006. Failed States: The Abuse of Power. London: Penguin Books []	☐
Further	Collins, L. and Lapierre, D., 1975. Freedom at Midnight: How Britain gave away an Empire. London: Collins [Open stack A954.04 COL]	☐
Further	Davidson, B., 1994. The Search for Africa. London: Currey [960 DAV]	☐
Further	Dillon, M., 2009. Contemporary China: An Introduction. London: Routledge [951.06 DIL]	☐
Further	Fanon., F. 1965. A dying colonialism. London: Penguin [965 FAN]	☐
Further	Ferro, M., 1997. Colonization: A Global History. London: Routledge (325.309)	☐
Further	Fischer, L., 1982. The Life of Mahatma Gandhi. London: Grafton [954.035 FIS]	☐

Further	Frank, A.G., 1980. Crisis in the World Economy. London: Heinemann [330 FRA]	☐
Further	Frank, A.G., 1981. Reflection on the World Economic Crisis. London: Hutchinson [330.9048 FRA]	☐
Further	Füredi, F., 1994. Colonial Wars and the Politics of Third World Nationalism. London: I B Tauris [321.8 FUR]	☐
Further	Fursenko, A. and Naftali, T., 1999. One Hell of a Gamble: Khrushchev, Castro, Kennedy and the Cuban Missile Crisis 1958-1964. London: Pimlico [973.922 FUR]	☐
Further	Gifford, P. and Lewis, W.R., c1988. Decolonisation and African Independence. New Haven: Yale UP [960 DEC]	☐
Further	Eds., Gordon L.R. et al, 1996. Fanon: A Critical Reader. Oxford: Blackwell. [300 FAN]	☐
Further	Grimal, H., 1965 (1978). Decolonization: The British, French, Dutch and Belgian Empires 1919-1963. London: Routledge and Kegan Paul [325.317 GRI]	☐
Further	Eds., Guhathakurta, M. and Van Schendel, W., 2013. The Bangladesh Reader. Durham and London: Duke University Press []	☐
Further	Hossain, N., 2017. The Aid Lab: Understanding Bangladesh's Unexpected Success. Oxford: OUP	☒
Further	Hunter, J.E., 1989. The emergence of modern Japan: an introductory history since 1853. London: Longman [952.03 HUN]	☐
Further	James, C.L.R., 1938 (1980). The Black Jacobins. London: Allison and Busby [972.94 JAM]	☐
Further	James, C.L.R., 1977. Nkrumah and the Ghana Revolution. London: Allison and Busby [966.7 NKR]	☐
Further	James, L., 1997. Raj: The Making and Unmaking of British India. London: Abacus [950.03 JAM]	☐
Further	Mandela, N., 1994. Long Walk to Freedom. London: Little, Brown [323.11968 MAN]	☐
Further	Nkrumah, K., 1968. Neo-Colonialism: The Last Stage of Imperialism. London: Heinemann. [A 338.96NKR]	☐
Further	Parry J.H. and Sherlock, P.M., 1968. A short history of the West Indies. London: MacMillan [972.9 PAR]	☐
Further	Rooney, R., 1988. Kwame Nkrumah: The Political Kingdom in the Third World. London: I B Tauris [966.7 NKR]	☐
Further	Shaikh, F., c2009. Making Sense of Pakistan. London: Hurst [954.9105 SHA]	☐
Further	Talbot, I., 2005. Pakistan: A Modern History. London: Hurst [954.91 TAL]	☐
Further	Van Schendel, W., 2009. A History of Bangladesh. Cambridge: CUP []	☐

Further	Yew, L.K., 2011. From Third World to First: Singapore and Asian Economic Boom. London: Harper Business [959.5705 LEE]	☐
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MODULE CODE: HPAN5028
TITLE: Family, Gender and Sexuality
DATED: 24/04/2018

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 <i>After Kinship</i> . Cambridge: Cambridge University Press	☐
Essential	Butler, J. 1990 <i>Gender Trouble</i> NY and Oxon: Routledge Press	☐
Further	Butler, J 2004 <i>Undoing Gender</i> London: Routledge Press Benedikter, R., and Siepmann, K. 2016 'Transhumanism': A New Global Political Trend? <i>Challenge</i>, Vol.59 (1), p.47 Clifford, R., Gildea, R., and Warring, A. 2013 <i>Gender and Sexuality</i> Oxford: Oxford University Press Connell, R. W. 2002 <i>Gender</i> Cambridge: Polity Press Godelier, M., and Scott, N. 2011 <i>The Metamorphoses of Kinship</i> London; New York: Verso Books Haraway, D. 1991 <i>Simians, Cyborgs, and Women: the reinvention of nature</i> London: Free Association Jeffreys, S. 2005 <i>Beauty and Misogyny: harmful cultural practices in the West</i> London : Routledge Katz, J, N. 1990 The Invention of Heterosexuality <i>Socialist Review</i> 20, no.1:pp.7-33	☐

	Levi-Strauss, L. 1967 <i>The Elementary Structures of Kinship</i> Boston: Beacon Press Moore, H. L. 1994 <i>A Passion for Difference: essays in anthropology and gender</i> Cambridge: Polity Press Moore, H. L. 2007 <i>The Subject of Anthropology: gender, symbolism and psychoanalysis</i> Cambridge, UK; Malden, MA: Polity More, M., and Vita-More, N. 2013 <i>The Transhumanist Reader: classical and contemporary essays on the science, technology, and philosophy of the human future</i> Hoboken, N.J.: Wiley; Chichester: John Wiley Parkin, R., and Stone, L. 2004 <i>Kinship and Family: an anthropological reader</i> Malden, MA: Blackwell Publishing Sahlins, M. D. 2013 <i>What Kinship is - and is not</i> Chicago: University of Chicago Press Stone, L. 2005 <i>Kinship and Gender : an introduction</i> (3rd ed.). Boulder, Colo.: Westview Press	
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Module Code	HPAN5040
Title	Crime and Charisma? Psychopathology and Society
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To introduce students to history, research, and the socio-cultural impact of psychopathology and to enable students to engage with some of the key concepts and debates relevant to psychopathy and society

LEARNING OUTCOMES

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

- Appreciate and consider social, cultural and philosophical implications relevant to this topic
- Demonstrate a broad understanding of psychopathology and to evaluate evidence from a range of relevant sources
- Demonstrate an awareness and understanding of issues relating to diagnostic methods and limitations

INDICATIVE CONTENT

- This module is for Humanities students of various disciplines including psychology, anthropology, religious studies, philosophy and international development. Using psychopathy as a core topic, the content will build on concepts introduced at Level 4 (Love, Honour and Obey module)
- The following may be included in discussions around psychopathology:
 - offender profiling
 - psychopathology within the criminal system
 - psychology of cults, charisma and leadership
 - ethics
 - psychological assessments and neurological differences
- 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 criminal psychology.

Study Time Allocation

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 5000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPAN5040	
Module Title	Crime and Charisma: Psychopathology and Society	
Classification	Reading List entry	Electronic*
Essential	Coolican, H. 1994. <i>Research Methods and Statistics in Psychology</i> . London: Hodder & Stoughton.	☐
Essential	Gross, R. 2010. <i>Psychology: The Science of Mind and Behaviour</i> . London: Hodder Education.	☒
Essential	Gross, R. 2014. <i>Themes, Issues and Debates in Psychology</i> . Hodder Education.	☒
Recommended	Smith & Fischer. 2013. <i>Understanding Social Psychology Across Cultures</i> . London: Sage	☐
Recommended	Haslam, N. 2017. <i>Introduction to Personality and Intelligence</i> (Sage foundations of psychology series). Sage Publications.	☐
Recommended	Hogg, M. & Vaughan, G. 2017. <i>Social Psychology</i> . Pearson	☐
Recommended	Morrison, W. 2016. <i>Theoretical Criminology from Modernity to Post -Modernism</i> . [S.I.]: Routledge-Cavendish.	☐

MODULE CODE: HPAR5002
TITLE: Animals in Archaeology
DATED: 24/04/2018

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 <i>The Archaeology of Animals</i> . London: Batsford.	☐
Essential	Lyman, R. L. 1994 <i>Vertebrate Taphonomy</i> . Cambridge: C.U.P.	☐
Essential	O'Connor, T. 2000 <i>The Archaeology of Animal Bones</i> UK: Sutton	☐
Essential	Reitz, E. J. & Wing, E. S. 1999 <i>Zooarchaeology</i> Cambridge: C.U.P.	☒
Further	Watts, C. 2014 <i>Relational Archaeologies humans, animals, things</i> . Hoboken: Taylor and Francis.	☒
Further	Haglund, W., & Sorg, M. 2002 <i>Advances in Forensic Taphonomy: Method, theory, and archaeological perspectives</i> . Boca Raton, Fla.; London: CRC Press.	☐
Further	Albarella, U. & Trentacoste, A., 2011 <i>Ethnozooarchaeology : the present and past of human-animal relationships</i> , Oxford : Oakville, CT: Oxbow Books ; David Brown Book Co.	☐

Further	Willis, R. 1994 <i>Signifying Animals: Human meaning in the natural world</i> (1st pbk ed., One world archaeology; 16). London: Routledge.	☐
Further	Lyman, R. 2008 <i>Quantitative Paleozoology</i> (Cambridge manuals in archaeology). Cambridge: Cambridge University Press.	☐
Further	Bekoff, M., 2007. <i>Encyclopedia of Human-Animal Relationships: a global exploration of our connections ith animals</i> , Westport, Conn.; London: Greenwood Press.	☐

MODULE CODE: HPAR5004
TITLE: Excavation and Fieldwork
DATED: 24/04/2018

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. 2012Field 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." <i>Antiquity</i> 63:239: 275-280.	☐

Further	The Museum of London 1994 <i>Archaeological Site Manual</i> . Museum of London Archaeological Service. Available at https://achill-fieldschool.com/wp-content/uploads/2016/01/molasmanual942.pdf	☒
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MODULE CODE: HPAR5012
TITLE: (Re)presenting and (Re)constructing the Past
DATED: 24/04/2018

LEVEL: 5
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 contextSeminar / workshop: publication styles
- Session 2: Camera obscura – the image and motion as record.

- visual methodologies: resistivity, magnetometry, 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	HPAR5018
Title	Animals in Archaeology: Part II
Date	03/11/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

- discuss, interpret and evaluate complex information, concepts and ideas within archaeological or related disciplinary approaches to studying animal remains;
- place knowledge within a cultural and/or environmental context;
- develop independent research and presentation skills.

INDICATIVE CONTENT

- This module aims to gain a detailed understanding of many and complex relationships between human and non-human animals and contextualising them in cultural, historical or environmental frameworks.
- The module allows students to explore how society is shaped by their relationships to non-human animals – farming/livestock, companion animals, zoonotic diseases, cosmetics, clothing, etc.
- The module allows for a multidisciplinary approach to the interrogating the intellectual boundaries placed between human animal and nonhuman animal, by past or present societies.
- Process of assimilation, acculturation, domestication, exploitation can be explored through a number of disciplinary approaches.
- Students will be at liberty to engage in a wide range of areas, concepts or ideas depending on their interests.

Study Time Allocation

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	5,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPAR5018	
Module Title	Animals in Archaeology: Part II	
Classification	Reading List entry	Electronic*
Essential	Hurn, S., 2012. <i>Humans and other animals: cross-cultural perspectives on human-animal interactions</i> , London: New York: Pluto Press	☒
Essential	Watts, C. 2014 <i>Relational Archaeologies humans, animals, things</i> . Hoboken: Taylor and Francis.	☒
Essential	Adamson, Peter & Edwards, G. Fay, 2018. <i>Animals: A history</i> , New York: Oxford University Press.	☒
Further	Reitz, E. J. & Wing, E. S. 1999 <i>Zooarchaeology</i> Cambridge: C.U.P.	☒
Further	Snowdon, P.F., 2014. <i>Persons, Animals, Ourselves</i> , Oxford: Oxford University Press.	☒
Further	Herman, D., 2018. <i>Narratology beyond the Human</i> , Oxford: Oxford University Press.	☒
Further	Johnston, Jay & Probyn-Rapsey, Fiona, 2016. <i>Animal Death</i> , Sydney: Sydney University Press.	☒
Further	Olson, E.T., 1999. <i>The Human Animal</i> , New York: Oxford University Press.	☒

Module Code	HPCH5009
Title	China in the World
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	N/A

AIM(S)

- To offer a broad and comprehensive view of the fundamental changes in China's place in the world between the era of Imperialism and the present day, from an inter-disciplinary perspective, combining scholarship from Chinese studies, politics, international development and modern history; and to disseminate ideas from this area of enquiry across a broad range of Humanities and related disciplines, as part of an understanding of contemporary culture and global politics

LEARNING OUTCOMES

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

- a critical understanding of China's emergence, as a unified power, from colonial occupation and control, 1945-1949;
- an understanding of China's industrialisation, urbanisation and rising political impact in the late 20th and especially during the 21st century;
- a critical understanding of contemporary challenges facing China and its place in international relations.

INDICATIVE CONTENT

- The module will introduce students to the long view of China's civilisation over 3,000 years before focussing more closely on China and its place in the world since the era of Imperialism. It will examine the complex interaction between modern Chinese democracy, typified by the programme of Sun Yat-Sen, and the formation of a working-class movement – dominated by the Communists – in the big cities. It will also examine the struggles of the Guomindang and the Communists for leadership of the movement for national unification and independence from Japanese control 1931-1945. Building on this historical background, the module will examine critically China's rising industrial and political power since 1949, the competing ideas on industry and trade within the leadership, resulting in the victory of the model of a state-controlled capitalism – and the complex issues raised by China's growing impact on the world stage, especially since 2000.

Study Time Allocation

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%

INDICATIVE READING LIST

Module Code	HPCH5009	
Module Title	China in the World	
Classification	Reading List entry	Electronic*
Essential	Bell, Daniel A. <i>The China Model: Political Meritocracy and the Limits of Democracy</i> . Princeton: Princeton University Press, 2015.	☐
Essential	Crossley, Pamela Kyle. <i>The Wobbling Pivot, China since 1800: An Interpretive History</i> . Chichester: Wiley-Blackwell, 2010.	☐
Essential	Gray, Jack. <i>Rebellions and Revolutions: China from the 1800s to 2000</i> . Oxford: Oxford University Press, 2002.	☐
Essential	Mühlhahn, Klaus. <i>Making China Modern: From the Great Qing to Xi Jinping</i> . Cambridge, MA: Harvard University Press, 2019.	☐
Essential	Pieke, Frank N. <i>Knowing China: A Twenty-First Century Guide</i> . Cambridge: Cambridge University Press, 2016.	☐
Essential	Rudolph, Jennifer, and Michael Szonyi, eds. <i>The China Questions: Critical Insights into a Rising Power</i> . Cambridge, MA: Harvard University Press, 2018.	☐
Essential	Shambaugh, David L. <i>The China Reader: Rising Power</i> . New York: Oxford University Press, 2016.	☐

Essential	Urbansky, Sören, and Franck Billé, eds. <i>Yellow Perils: China Narratives in the Contemporary World</i> . Honolulu: University of Hawai'i Press, 2019.	☐
Further	Bickers, Robert A. <i>Out of China: How the Chinese Ended the Era of Western Domination</i> . London: Allen Lane, 2017.	☐
Further	Brook, Timothy. <i>Collaboration: Japanese Agents and Local Elites in Wartime China</i> . Cambridge, Mass: Harvard University Press, 2005.	☐
Further	Brook, Timothy, and Bob Takashi Wakabayashi, eds. <i>Opium Regimes: China, Britain, and Japan, 1839-1952</i> . Berkeley, Calif.: Univ. of California Press, 2000.	☐
Further	Fenby, Jonathan. <i>Chiang Kai Shek: China's Generalissimo and the Nation He Lost</i> . New York: Carroll & Graf, 2003.	☐
Further	Gittings, John. <i>The Changing Face of China: From Mao to Market</i> . Oxford: Oxford University Press, 2006.	☐
Further	Gries, Peter Hays. <i>China's New Nationalism: Pride, Politics, and Diplomacy</i> . Berkeley, CA: University of California Press, 2003.	☐
Further	Maddison, Angus. <i>Chinese Economic Performance in the Long Run, 960-2030 AD</i> . 2 nd , rev ed. OECD Publishing, 2007.	☐
Further	Harrison P. <i>The Third Revolution: Population, Environment and a Sustainable World</i> . London: Penguin, 1992.	☐
Further	Miller, T. <i>China's Urban Billion: The story behind the biggest migration in human history</i> . London: Zed Books, 2012.	☐
Further	Mitter, Rana. <i>China's War with Japan 1937-1945 ; the Struggle for Survival</i> . London: Penguin, 2014.	☐
Further	Taylor, Jay 1931. <i>The Generalissimo: Chiang Kai-Shek and the Struggle for Modern China</i> . Cambridge, Mass.: Belknap, 2011.	☐
Further	Tsang, Steve, and Honghua Men, eds. <i>China in the Xi Jinping Era</i> . Palgrave Mcmillan, 2016.	☐
Further	Van, de Ven. <i>From Friend to Comrad : The Founding of the Chinese Communist Party, 1920-27</i> . Berkeley, Calif.: University of California Press, 1991.	☐
Further	Vogel, Ezra F. <i>Deng Xiaoping and the Transformation of China</i> . Harvard University Press, 2011.	☐
Further	Walder, Andrew G. <i>China Under Mao: A Revolution Derailed</i> . Cambridge, Massachusetts: Harvard University Press, 2015.	☐
Further	Wang, Hui. <i>The End of the Revolution: China and the Limits of Modernity</i> . London; New York: Verso, 2009.	☐
Further	Wong, Roy Bin. <i>China Transformed: Historical Change and the Limits of European Experience</i> . Ithaca: Cornell University Press, 1997.	☐

Module Code	HPCH5011
Title	Family and Gender in Chinese Culture
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	none

AIM(S)

- To examine, through the lens of Chinese family life, how gender roles are constructed and negotiated in a variety of contexts.

LEARNING OUTCOMES

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

- Demonstrate a critical understanding of the economic, social and cultural factors that shape gender constructions in the context of Chinese families;
- Show an awareness of the different theoretical approaches to issues of gender and family in China.

INDICATIVE CONTENT

- The Chinese family as a gendered institution
- Gender roles and their functions
- Subversion of gender roles
- Changing patterns of gender relations
- Marriage and gender inequality
- Economic underpinnings of gender roles
- 'Leftover women'
- 'Ghost brides'
- Gender relations in Chinese literature
- Parents and children
- Religion and challenges to gender roles

Study Time Allocation

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	5000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCH5011	
Module Title	Family and Gender in Chinese Culture	
Classification	Reading List entry	Electronic*
Essential	Giskin, Howard, and Betty S. Walsh. <i>An Introduction to Chinese Culture through the Family</i> . Albany: State University of New York Press, 2001.	☐
Essential	Hirschman, Charles. "Gender, the Status of Women, and Family Structure in Malaysia." <i>Malaysian Journal of Economic Studies</i> 53.1 (2016): 33-50.	☒
Essential	Johnson, Kay Ann. <i>Women, the Family, and Peasant Revolution in China</i> . Chicago: University of Chicago Press, 1983.	☒
Essential	Ko, Dorothy. <i>Cinderella's Sisters: A Revisionist History of Footbinding</i> . Berkeley: University of California Press, 2007.	☐
Essential	Michael, Harris Bond, et al. <i>A Gender Perspective on Chinese Social Relationships and Behavior</i> . Oxford University Press, 2012.	☐
Essential	Xu, Anqi, John DeFrain, and Wenrong Liu, eds. <i>The Chinese Family Today</i> . London: Routledge, 2017.	☐
Essential	Barlow, Tani. "Theorizing Woman: Funu, Guojia, Jiating Chinese Women, Chinese State, Chinese Family]." <i>Genders</i> (1991): 132-60	☒
Essential	Fincher, Leta Hong. <i>Leftover Women: The Resurgence of Gender Inequality in China</i> . Zed Books, 2014.	☐
Essential	Watson, Rubie S., and Patricia Buckley Ebrey. <i>Marriage and Inequality in Chinese Society</i> . 12 Vol. Berkeley: University of California Press, 1991.	☐
Further	Du, Shanshan, and Ya-chen Chen, eds. <i>Women and Gender in Contemporary Chinese Societies</i> :	☐

	<i>Beyond Han Patriarchy</i> . Plymouth: Lexington Books, 2011.	
Further	Grant, Beata. "Women, Gender, and Religion in Premodern China: A Selected Bibliography of Secondary Sources in Chinese and Western Languages." <i>NAN NÜ</i> 10.1 (2008): 152-75.	☒
Further	Jia, Jinhua. <i>Gendering Chinese Religion: Subject, Identity, and Body</i> . Albany: SUNY Press, 2014.	☐
Further	Ko, Dorothy et al. <i>Women and Confucian Cultures in Premodern China, Korea, and Japan</i> . Berkeley & London: University of California Press, 2003.	☐
Further	Liu, Xu, and David Burnett. <i>Golden Goose: The Story of a Peasant Family in Western China</i> . Singapore: Palgrave Macmillan, 2019.	☐
Further	Shi, Lihong. <i>Choosing Daughters: Family Change in Rural China</i> . Stanford: Stanford University Press, 2017.	☐
Further	Tong, Scott. <i>A Village with My Name: A Family History of China's Opening to the World</i> . Chicago & London: University of Chicago Press, 2017.	☐

Module Code	HPCH5011
Title	Family and Gender in Chinese Culture
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	none

AIM(S)

- To examine, through the lens of Chinese family life, how gender roles are constructed and negotiated in a variety of contexts.

LEARNING OUTCOMES

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

- Demonstrate a critical understanding of the economic, social and cultural factors that shape gender constructions in the context of Chinese families;
- Show an awareness of the different theoretical approaches to issues of gender and family in China.

INDICATIVE CONTENT

- The Chinese family as a gendered institution
- Gender roles and their functions
- Subversion of gender roles
- Changing patterns of gender relations
- Marriage and gender inequality
- Economic underpinnings of gender roles
- 'Leftover women'
- 'Ghost brides'
- Gender relations in Chinese literature
- Parents and children
- Religion and challenges to gender roles

Study Time Allocation

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	5000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCH5011	
Module Title	Family and Gender in Chinese Culture	
Classification	Reading List entry	Electronic*
Essential	Giskin, Howard, and Betty S. Walsh. <i>An Introduction to Chinese Culture through the Family</i> . Albany: State University of New York Press, 2001.	☐
Essential	Hirschman, Charles. "Gender, the Status of Women, and Family Structure in Malaysia." <i>Malaysian Journal of Economic Studies</i> 53.1 (2016): 33-50.	☒
Essential	Johnson, Kay Ann. <i>Women, the Family, and Peasant Revolution in China</i> . Chicago: University of Chicago Press, 1983.	☒
Essential	Ko, Dorothy. <i>Cinderella's Sisters: A Revisionist History of Footbinding</i> . Berkeley: University of California Press, 2007.	☐
Essential	Michael, Harris Bond, et al. <i>A Gender Perspective on Chinese Social Relationships and Behavior</i> . Oxford University Press, 2012.	☐
Essential	Xu, Anqi, John DeFrain, and Wenrong Liu, eds. <i>The Chinese Family Today</i> . London: Routledge, 2017.	☐
Essential	Barlow, Tani. "Theorizing Woman: Funu, Guojia, Jiating Chinese Women, Chinese State, Chinese Family]." <i>Genders</i> (1991): 132-60	☒
Essential	Fincher, Leta Hong. <i>Leftover Women: The Resurgence of Gender Inequality in China</i> . Zed Books, 2014.	☐
Essential	Watson, Rubie S., and Patricia Buckley Ebrey. <i>Marriage and Inequality in Chinese Society</i> . 12 Vol. Berkeley: University of California Press, 1991.	☐
Further	Du, Shanshan, and Ya-chen Chen, eds. <i>Women and Gender in Contemporary Chinese Societies: Beyond Han Patriarchy</i> . Plymouth: Lexington Books, 2011.	☐

Further	Grant, Beata. "Women, Gender, and Religion in Premodern China: A Selected Bibliography of Secondary Sources in Chinese and Western Languages." <i>NAN NÜ</i> 10.1 (2008): 152-75.	☒
Further	Jia, Jinhua. <i>Gendering Chinese Religion: Subject, Identity, and Body</i> . Albany: SUNY Press, 2014.	☐
Further	Ko, Dorothy et al. <i>Women and Confucian Cultures in Premodern China, Korea, and Japan</i> . Berkeley & London: University of California Press, 2003.	☐
Further	Liu, Xu, and David Burnett. <i>Golden Goose: The Story of a Peasant Family in Western China</i> . Singapore: Palgrave Macmillan, 2019.	☐
Further	Shi, Lihong. <i>Choosing Daughters: Family Change in Rural China</i> . Stanford: Stanford University Press, 2017.	☐
Further	Tong, Scott. <i>A Village with My Name: A Family History of China's Opening to the World</i> . Chicago & London: University of Chicago Press, 2017.	☐

Module Code	HPCL5009
Title	Chinese 1
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	

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.

Study Time Allocation

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 5000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCL5009	
Module Title	Chinese 1	
Classification	Reading List entry	Electronic*
Essential	Rong, J. (ed.) (2011) Developing Chinese: Elementary Comprehensive Course. 2nd Ed. Beijing: Beijing Language and Culture University Press	☐
Essential	Jiang, L. (2014) HSK Standard Course 2 – Workbook. Beijing: Beijing Language and Culture University Press.	☐
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 1 (Textbook). Beijing: Beijing Language & Culture University Press, China.	☐

Module Code	HPCL5010
Title	Chinese 2
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	This module is designed for those learners who have successfully completed Chinese 1

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.

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.

Study Time Allocation

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 5000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCL5010	
Module Title	Chinese 2	
Classification	Reading List entry	Electronic*
Essential	Rong, J. (ed.) (2011) <i>Developing Chinese: Elementary Comprehensive Course</i> . 2nd Ed. Beijing: Beijing Language and Culture University Press	☐
Essential	Jiang, L. (2014) <i>HSK Standard Course 2 – Workbook</i> . Beijing: Beijing Language and Culture University Press.	☐
Essential	Jiang, L. (2014) <i>HSK Standard Course 3 – Workbook</i> . Beijing: Beijing Language and Culture University Press.	☐
Essential	Oxford Chinese Dictionary, OUP Oxford, 2010	☐
Further	Yip, P. and Don, R. (2009) <i>Basic Chinese: A Grammar and Workbook</i> . London: Routledge.	☐
Further	Jiang, L. (2014) <i>HSK Standard Course 2 (Textbook)</i> . Beijing: Beijing Language & Culture University Press, China.	☐

Module Code	HPCL5011
Title	Chinese 3
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	GCSE Chinese (i.e. approx.. 300 characters) level OR HSK 2 certificate OR successfully completed Chinese 2

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.

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.

Study Time Allocation

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 5000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCL5011	
Module Title	Chinese 3	
Classification	Reading List entry	Electronic*
Essential	Rong, J. (ed.) (2011) <i>Developing Chinese: Elementary Comprehensive Course</i> . 2nd Ed. Beijing: Beijing Language and Culture University Press	☐
Essential	Jiang, L. (2014) <i>HSK Standard Course 3 – Workbook</i> . Beijing: Beijing Language and Culture University Press.	☐
Essential	Oxford Chinese Dictionary, OUP Oxford, 2010	☐
Further	Yip, P. and Don, R. (2009) <i>Basic Chinese: A Grammar and Workbook</i> . London: Routledge.	☐
Further	Jiang, L. (2014) <i>HSK Standard Course 3 (Textbook)</i> . Beijing: Beijing Language & Culture University Press, China.	☐

Module Code	HPCL5012
Title	China in the World (Intermediate Chinese A)
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	GCSE Chinese (i.e. approx.. 600 characters) level OR successfully completed module Chinese 3

AIM(S)

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

LEARNING OUTCOMES

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

- Read news and articles and understand them through listening in the theme of China and the World and retell them in Chinese
- Take an active part in discussing in familiar contexts, accounting for and sustaining his/her view.
- Write clear, detailed text highlighting personal significance of stories, events and experiences.

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	56	28%
Independent learning	144	72%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 5000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCL5012	
Module Title	China and the World (Intermediate Chinese A)	
Classification	Reading List entry	Electronic*
Essential	Intermediate Chinese A course pack	☐
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	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.	☐
Further	Jiang, M. (2012) Experiencing Chinese: Intermediate Course vol.1, Beijing: Higher Education Press, China	☐
Further	Jiang, L. (2013) Experiencing Chinese: Intermediate Course vol.2, Beijing: Higher Education Press, China	☐
Further	Jiang, L. (2014) HSK Standard Course 3 (Textbook). Beijing: Beijing Language & Culture University Press, China.	☐

Module Code	HPCL5013
Title	Chinese Popular Culture and Media (Intermediate Chinese)
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	Successfully completed module Intermediate Chinese A OR with substantial Chinese level (i.e. approx. 1200 characters) OR with HSK 4 certificate.

AIM(S)

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

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

- 2000 vocabulary
- Themed topics including Chinese popular culture, society, media, politics, economy, Chinese TV programmes and review, Chinese films and review, writing for academic purpose (essay and report).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	56	28%
Independent learning	144	72%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 5000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCL5013	
Module Title	Chinese Popular Culture and Media (Intermediate Chinese B)	
Classification	Reading List entry	Electronic*
Essential	Intermediate Chinese B Course Pack	☐
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	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.	☐
Further	Jiang, M. (2012) Experiencing Chinese: Intermediate Course vol.1, Beijing: Higher Education Press, China	☐
Further	Jiang, L. (2013) Experiencing Chinese: Intermediate Course vol.2, Beijing: Higher Education Press, China	☐
Further	Jiang, L. (2014) HSK Standard Course 4A (Textbook). Beijing: Beijing Language & Culture University Press, China.	☐

Module Code	HPCL5014
Title	Empire to Nation (Intermediate Chinese A)
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	GCSE Chinese (i.e. approx.. 600 characters) level OR successfully completed module Chinese 3

AIM(S)

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

LEARNING OUTCOMES

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

- Read articles and understand them through listening in the theme of Nation to Empire and retell them in Chinese
- Take an active part in discussing in familiar contexts, accounting for and sustaining his/her view.
- Write clear, detailed text highlighting personal significance of stories, events and experiences.

INDICATIVE CONTENT

- 1200 vocabulary
- Themed topics including Nation to Empire, Chinese history, civilisation, documentaries, film and review, instructions, warnings and conditions, discussion and explanation.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	56	28%
Independent learning	144	72%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 5000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCL5014	
Module Title	Empire to Nation (Intermediate Chinese A)	
Classification	Reading List entry	Electronic*
Essential	Intermediate Chinese A course pack	☐
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	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.	☐
Further	Jiang, M. (2012) Experiencing Chinese: Intermediate Course vol.1, Beijing: Higher Education Press, China	☐
Further	Jiang, L. (2013) Experiencing Chinese: Intermediate Course vol.2, Beijing: Higher Education Press, China	☐
Further	Jiang, L. (2014) HSK Standard Course 3 (Textbook). Beijing: Beijing Language & Culture University Press, China.	☐

Module Code	HPCL5015
Title	Chinese Wellbeing: from Philosophy and Religion to Culture (Intermediate Chinese B)
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	Successfully completed module Intermediate Chinese A OR with substantial Chinese level (i.e. approx. 1200 characters) OR with HSK 4 certificate.

AIM(S)

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

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

- 2000 vocabulary
- Themed topics including Chinese philosophy, religions, ideologies and wellbeing culture, economy, Chinese TV programmes and review, Chinese documentaries and review, writing for academic purpose (essay and report).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	56	28%
Independent learning	144	72%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 5000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCL5015	
Module Title	Chinese Wellbeing: from Philosophy and Religion to Culture (Intermediate Chinese B)	
Classification	Reading List entry	Electronic*
Essential	Intermediate Chinese B course pack	☐
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	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.	☐
Further	Jiang, M. (2012) Experiencing Chinese: Intermediate Course vol.1, Beijing: Higher Education Press, China	☐
Further	Jiang, L. (2013) Experiencing Chinese: Intermediate Course vol.2, Beijing: Higher Education Press, China	☐
Further	Jiang, L. (2014) HSK Standard Course 4A (Textbook). Beijing: Beijing Language & Culture University Press, China.	☐

Module Code	HPCL5016
Title	China in the World (Advanced Chinese)
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	Substantial Chinese level (i.e. approx. 1800 characters) OR successfully completed module Intermediate Chinese B OR with HSK 4 certificate

AIM(S)

- To maintain learner's advanced degree of Chinese competence through attention to receptive skills in Listening and productive skills in writing and to have a good command of knowledge of Chinese civilisation, contemporary Chinese culture, popular culture, society, media and politics from either international or regional perspective, and able to identify and demonstrate the differential Chinese culture and modern life from the West in the themed language classes.

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

- 2600 vocabulary
- Themed topics including China and the World, personal social life, Chinese modern life, Chinese TV news, documentary, talk shows, Chinese film and review, instructions, warnings and conditions, discussion and explanation.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	56	28%
Independent learning	144	72%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 5000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCL5016	
Module Title	Chinese Popular Culture and Media (Advanced Chinese)	
Classification	Reading List entry	Electronic*
Essential	Advanced Chinese Course Pack	☐
Essential	Oxford Chinese Dictionary, OUP Oxford, 2010.	☐
Essential	Yip, P. and Don, R. (2009) Intermediate Chinese: A Grammar and Workbook. London: Routledge.	☐
Further	Jiang, L. (2012) Experiencing Chinese: Advanced Course vol.1. Beijing: Higher Education Press, China.	☐
Further	Han, M. (2015) Experiencing Chinese: Advanced Course vol.2. Beijing: Higher Education Press, China.	☐
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.	☐
Further	Jiang, L. (2014) HSK Standard Course 4B (Textbook). Beijing: Beijing Language & Culture University Press, China.	☐
Further	Jiang, L. (2013) HSK Standard Course 5A (Textbook). Beijing: Beijing Language & Culture University Press, China.	☐

Module Code	HPCL5016
Title	China in the World (Advanced Chinese)
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	Substantial Chinese level (i.e. approx. 1800 characters) OR successfully completed module Intermediate Chinese B OR with HSK 4 certificate

AIM(S)

- To maintain learner's advanced degree of Chinese competence through attention to receptive skills in Listening and productive skills in writing and to have a good command of knowledge of Chinese civilisation, contemporary Chinese culture, popular culture, society, media and politics from either international or regional perspective, and able to identify and demonstrate the differential Chinese culture and modern life from the West in the themed language classes.

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

- 2600 vocabulary
- Themed topics including China and the World, personal social life, Chinese modern life, Chinese TV news, documentary, talk shows, Chinese film and review, instructions, warnings and conditions, discussion and explanation.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	56	28%
Independent learning	144	72%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 5000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCL5016	
Module Title	Chinese Popular Culture and Media (Advanced Chinese)	
Classification	Reading List entry	Electronic*
Essential	Advanced Chinese Course Pack	☐
Essential	Oxford Chinese Dictionary, OUP Oxford, 2010.	☐
Essential	Yip, P. and Don, R. (2009) Intermediate Chinese: A Grammar and Workbook. London: Routledge.	☐
Further	Jiang, L. (2012) Experiencing Chinese: Advanced Course vol.1. Beijing: Higher Education Press, China.	☐
Further	Han, M. (2015) Experiencing Chinese: Advanced Course vol.2. Beijing: Higher Education Press, China.	☐
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.	☐
Further	Jiang, L. (2014) HSK Standard Course 4B (Textbook). Beijing: Beijing Language & Culture University Press, China.	☐
Further	Jiang, L. (2013) HSK Standard Course 5A (Textbook). Beijing: Beijing Language & Culture University Press, China.	☐

Module Code	HPCL5018
Title	Empire to Nation (Advanced Chinese)
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	Substantial Chinese level (i.e. approx. 1800 characters) OR successfully completed module Intermediate Chinese B OR with HSK 4 certificate

AIM(S)

- To maintain learner's advanced degree of Chinese competence through attention to receptive skills in Listening and productive skills in writing and to have a good command of knowledge of Chinese civilisation, contemporary Chinese culture, popular culture, society, media and politics from either international or regional perspective, and able to identify and demonstrate the differential Chinese culture and modern life from the West in the themed language classes.

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

- 2600 vocabulary
- Themed topics including Nation to Empire, Chinese history, civilisation, documentaries, film and review, instructions, warnings and conditions, discussion and explanation.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	56	28%
Independent learning	144	72%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 5000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCL5018	
Module Title	Chinese Popular Culture and Media (Advanced Chinese)	
Classification	Reading List entry	Electronic*
Essential	Advanced Chinese Course Pack	☐
Essential	Oxford Chinese Dictionary, OUP Oxford, 2010.	☐
Essential	Yip, P. and Don, R. (2009) Intermediate Chinese: A Grammar and Workbook. London: Routledge.	☐
Further	Jiang, L. (2012) Experiencing Chinese: Advanced Course vol.1. Beijing: Higher Education Press, China.	☐
Further	Han, M. (2015) Experiencing Chinese: Advanced Course vol.2. Beijing: Higher Education Press, China.	☐
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.	☐
Further	Jiang, L. (2014) HSK Standard Course 4B (Textbook). Beijing: Beijing Language & Culture University Press, China.	☐
Further	Jiang, L. (2013) HSK Standard Course 5A (Textbook). Beijing: Beijing Language & Culture University Press, China.	☐

Module Code	HPCL5019
Title	Chinese Wellbeing: from Philosophy and Religion to Culture (Advanced Chinese)
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	Substantial Chinese level (i.e. approx. 1800 characters) OR successfully completed module Intermediate Chinese B OR with HSK 4 certificate

AIM(S)

- To maintain learner's advanced degree of Chinese competence through attention to receptive skills in Listening and productive skills in writing and to have a good command of knowledge of Chinese philosophy and civilisation, in the context of Chinese Wellbeing culture from either international or regional perspective in the themed language classes.

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

- 2600 vocabulary
- Themed topics including Chinese philosophy, religions, ideologies and wellbeing culture, economy, Chinese TV programmes and review, Chinese documentaries and review, writing for academic purpose (essay and report).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	56	28%
Independent learning	144	72%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 5000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCL5019	
Module Title	Chinese Popular Culture and Media (Advanced Chinese)	
Classification	Reading List entry	Electronic*
Essential	Advanced Chinese Course Pack	☐
Essential	Oxford Chinese Dictionary, OUP Oxford, 2010.	☐
Essential	Yip, P. and Don, R. (2009) Intermediate Chinese: A Grammar and Workbook. London: Routledge.	☐
Further	Jiang, L. (2012) Experiencing Chinese: Advanced Course vol.1. Beijing: Higher Education Press, China.	☐
Further	Han, M. (2015) Experiencing Chinese: Advanced Course vol.2. Beijing: Higher Education Press, China.	☐
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.	☐
Further	Jiang, L. (2013) HSK Standard Course 5A (Textbook). Beijing: Beijing Language & Culture University Press, China.	☐
Further	Jiang, L. (2014) HSK Standard Course 4B (Textbook). Beijing: Beijing Language & Culture University Press, China.	☐

Module Code	HPCS5012
Title	Celtic Sanctity and Spirituality: Hagiography and Saints' Cults
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- to provide students with a systematic understanding of the content, context, cultural, historical and theological importance of a selection of medieval hagiographical texts relating to the Celtic regions
- 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 hagiographical texts relating to the Celtic regions;
- be able to analyse, interpret and evaluate specific examples of primary medieval sources and the hypotheses proposed about these texts in a range of secondary sources;
- be able transmit their understanding and knowledge of key aspects of these texts in written coursework.

INDICATIVE CONTENT

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

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	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%

INDICATIVE READING LIST

Module Code	HPCS5012	
Module Title	Celtic Sanctity and Spirituality: Hagiography and Saints' Cults	
Classification	Reading List entry	Electronic*
Essential	Jane Cartwright (ed.), <i>Celtic Hagiography and Saints' Cults</i> (Cardiff: University of Wales Press, 2003)	☐
Essential	Oliver Davies and Thomas O'Loughlin, <i>Celtic Spirituality</i> (New York: Paulist Press, 1999)	☐
Essential	Saints in Wales website www.welshsaints.ac.uk	☒
Further	S. Baring-Gould and J. Fisher, <i>The Lives of the British Saints</i> , 4 vols (London, Cymmrodorion, 1907-13).	☐
Further	A. Berghölm, <i>Understanding Celtic Religion Revisiting the Pagan Past</i> (Cardiff: university of Wales Press, 2015)	☒
Further	Ian Bradley, <i>Celtic Christianity: Making Myths and Chasing Dreams</i> (Edinburgh: Edinburgh University Press, 1999)	☐
Further	Cartwright, Jane, <i>Feminine Sanctity and Spirituality</i> (Cardiff: University of Wales Press, 2008)	☐
Further	Peter B. Ellis, <i>The Druids</i> (London: Constable, 1994)	
Further	David Howlett, <i>Muichú Moccu Macthéni'r 'Vita Sancti Patricii' Life of Saint Patrick</i> (Dublin: Four Courts Press, 2006)	☐
Further	Karen Jankulak, <i>The Meieval Cult of St Petroc</i> (Woodbridge: Boydell, 2000)	☐
Further	T. O'Loughlin, <i>St Patrick: The Man and His Works</i> (London: The Triangle, 1999)	☐
Further	A. W. Wade-Evans (ed.and trans.) <i>Vitae Sanctorum Britanniae et Genealogiae</i> (Cardiff: University of Wales Press, 1944).	☐

MODULE CODE: HPEN5001
TITLE: Debating Medieval Identity: The Thrown Voices of The Canterbury Tales
DATED: 24/04/2018

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., <i>The Riverside Chaucer</i> . Oxford: Oxford University Press, 2008	☐
Essential	Patterson, Lee, <i>Chaucer and the Subject of History</i> Madison, Wisconsin: University of Wisconsin Press; 2005.(Relevant chapters digitised as CLA scan	☒
Further	Aers, D., <i>Chaucer</i> . Brighton: Harvester Press, 1986	☐
Further	Aers, David, 'Imagination, Order and Ideology: 'The Knight's Tale' in Aers, <i>Chaucer, Langland, and the creative imagination</i> , London; Boston: Routledge & Kegan Paul, 1980	☐
Further	Benson, D., <i>Chaucer's Drama of Style</i> . North Carolina: North Carolina Press, 1986.	☐
Further	Birney, E. <i>Essays on Chaucerian Irony</i> . Toronto: University of Toronto Press, 1985	☐
Further	Beidler, Peter G. 'The Plague and Chaucer's Pardoner', <i>The Chaucer Review</i> , Vol. 16, No. 3 (Winter, 1982), pp. 257-269	☒
Further	Boitani, P. and Mann, J ed., <i>The Cambridge Chaucer Companion</i> . Cambridge: Cambridge University Press, 1997	☐

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

MODULE CODE: HPEN5004
TITLE: Error and Sweet Violence: Shakespeare and Renaissance Comedy and Tragedy
DATED: 24/04/2018

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., <i>The Oxford Handbook of Early Modern Theatre</i> (Oxford: Oxford University Press, 2011).	☐
Further	Kinney, Arthur F., ed. <i>Renaissance Drama: An Anthology of Plays and Entertainments</i> . Oxford: Wiley-Blackwell, 2005.	☐
Further	Charry, Brinda. <i>The Arden Guide to Renaissance Drama: An Introduction with Primary Sources</i> . London: Bloomsbury, 2017.	☒
Further	Shohet, Lauren, <i>Temporality, Genre and Experience in the Age of Shakespeare: Forms of Time</i> . London: Bloomsbury, 2018.	☒
Further	Kinney, Arthur F., <i>The Oxford Handbook of Shakespeare</i> . Oxford: Oxford University Press, 2012	☐
Further	Belsey, Catherine, <i>Shakespeare in Theory and Practice</i> . Edinburgh: Edinburgh University Press, 2010	☒
Further	Bates, Jennifer and Richard Wilson, eds. <i>Shakespeare and Continental Philosophy</i> . Edinburgh: Edinburgh University Press, 2014	☒
Further	Parvini, Neema. <i>Shakespeare and New Historicist Theory</i> . London: Bloomsbury, 2017	☒
Further	Holbrook, Peter. <i>English Renaissance Tragedy: Ideas of Freedom</i> . London: Bloomsbury, 2015.	☒
Further	Goossen, Jonathan. <i>Jonson, Shakespeare and Aristotle on Comedy</i> . London: Routledge, 2018.	☒
Further	Evans, Robert C., ed. <i>Othello: A Critical Reader</i> . London: Bloomsbury, 2015.	☒
Further	Rist, Thomas, ed. <i>The Spanish Tragedy: A Critical Reader</i> . London: Bloomsbury, 2016	☒
Further	Melnikoff, Kirk, ed. <i>Edward II: A Critical Reader</i> . London: Bloomsbury, 2017	☒
Further	Walsh, Brian, ed. <i>The Revenger's Tragedy: A Critical Reader</i> . London: Bloomsbury, 2016	☒
Further	Minton, Gretchen, ed. <i>The Revenger's Tragedy: The State of Play</i> . London: Bloomsbury, 2017.	☐
Further	Womack, Peter. <i>Ben Jonson, Rereading Literature series</i> . Oxford: Basil Blackwell, 1986).	☐
Further	Dollimore, J. <i>Radical Tragedy</i> . Brighton: Harvester, 1984; 2nd edn. London: Harvester Wheatsheaf, 1989.	☐
Further	Greenblatt, Stephen. <i>Shakespearean Negotiations: The Circulations of Social Energy in Renaissance England</i> . Oxford: Clarendon Press, 1988.	☐
Further	Belsey, Catherine. <i>The Subject of Tragedy</i> . London: Methuen, 1991.	☐
Further	Romanska, Magda & Alan Ackerman. <i>Reader in Comedy: An Anthology of Theory and Criticism</i> . London: Bloomsbury, 2016.	☒

Further	Maus, Katharine Eisaman. <i>Inwardness and Theater in the English Renaissance</i> . Chicago & London: University of Chicago Press, 1995.	☐
Further	Paster, Gail Kern. <i>The Body Embarrassed: Drama and the Disciplines of Shame in Early Modern England</i> . Ithaca, NY: Cornell University Press, 1993.	☐
Further	Neill, Michael. <i>Issues of Death: Mortality and Identity in English Renaissance Tragedy</i> . Oxford: Clarendon Press, 1997.	☐
Further	Adelman, Janet. <i>Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, 'Hamlet' to 'The Tempest'</i> . London: Routledge, 1992.	☐
Further	Cavell, Stanley. <i>Disowning Knowledge in Six Plays of Shakespeare</i> . Cambridge: Cambridge University Press, 1987.	☐
Further	Leggatt, Alexander. <i>The Cambridge Companion to Shakespearean Comedy</i> . Cambridge ; New York : Cambridge University Press, 2002.	☐
Further	Loomba, Ania. <i>Gender, Race, Renaissance Drama</i> . Manchester: Manchester UP, 1989	☐
Further	McEachern, and McEachern, Claire. <i>The Cambridge Companion to Shakespearean Tragedy</i> . Cambridge: Cambridge UP, 2002.	☐

MODULE CODE: HPEN5004
TITLE: Error and Sweet Violence: Shakespeare and Renaissance Comedy and Tragedy
DATED: 24/04/2018

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., <i>The Oxford Handbook of Early Modern Theatre</i> (Oxford: Oxford University Press, 2011).	☐
Further	Kinney, Arthur F., ed. <i>Renaissance Drama: An Anthology of Plays and Entertainments</i> . Oxford: Wiley-Blackwell, 2005.	☐
Further	Charry, Brinda. <i>The Arden Guide to Renaissance Drama: An Introduction with Primary Sources</i> . London: Bloomsbury, 2017.	☒
Further	Shohet, Lauren, <i>Temporality, Genre and Experience in the Age of Shakespeare: Forms of Time</i> . London: Bloomsbury, 2018.	☒
Further	Kinney, Arthur F., <i>The Oxford Handbook of Shakespeare</i> . Oxford: Oxford University Press, 2012	☐
Further	Belsey, Catherine, <i>Shakespeare in Theory and Practice</i> . Edinburgh: Edinburgh University Press, 2010	☒
Further	Bates, Jennifer and Richard Wilson, eds. <i>Shakespeare and Continental Philosophy</i> . Edinburgh: Edinburgh University Press, 2014	☒
Further	Parvini, Neema. <i>Shakespeare and New Historicist Theory</i> . London: Bloomsbury, 2017	☒
Further	Holbrook, Peter. <i>English Renaissance Tragedy: Ideas of Freedom</i> . London: Bloomsbury, 2015.	☒
Further	Goossen, Jonathan. <i>Jonson, Shakespeare and Aristotle on Comedy</i> . London: Routledge, 2018.	☒
Further	Evans, Robert C., ed. <i>Othello: A Critical Reader</i> . London: Bloomsbury, 2015.	☒
Further	Rist, Thomas, ed. <i>The Spanish Tragedy: A Critical Reader</i> . London: Bloomsbury, 2016	☒
Further	Melnikoff, Kirk, ed. <i>Edward II: A Critical Reader</i> . London: Bloomsbury, 2017	☒
Further	Walsh, Brian, ed. <i>The Revenger's Tragedy: A Critical Reader</i> . London: Bloomsbury, 2016	☒
Further	Minton, Gretchen, ed. <i>The Revenger's Tragedy: The State of Play</i> . London: Bloomsbury, 2017.	☐
Further	Womack, Peter. <i>Ben Jonson, Rereading Literature series</i> . Oxford: Basil Blackwell, 1986).	☐
Further	Dollimore, J. <i>Radical Tragedy</i> . Brighton: Harvester, 1984; 2nd edn. London: Harvester Wheatsheaf, 1989.	☐
Further	Greenblatt, Stephen. <i>Shakespearean Negotiations: The Circulations of Social Energy in Renaissance England</i> . Oxford: Clarendon Press, 1988.	☐
Further	Belsey, Catherine. <i>The Subject of Tragedy</i> . London: Methuen, 1991.	☐
Further	Romanska, Magda & Alan Ackerman. <i>Reader in Comedy: An Anthology of Theory and Criticism</i> . London: Bloomsbury, 2016.	☒

Further	Maus, Katharine Eisaman. <i>Inwardness and Theater in the English Renaissance</i> . Chicago & London: University of Chicago Press, 1995.	☐
Further	Paster, Gail Kern. <i>The Body Embarrassed: Drama and the Disciplines of Shame in Early Modern England</i> . Ithaca, NY: Cornell University Press, 1993.	☐
Further	Neill, Michael. <i>Issues of Death: Mortality and Identity in English Renaissance Tragedy</i> . Oxford: Clarendon Press, 1997.	☐
Further	Adelman, Janet. <i>Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, 'Hamlet' to 'The Tempest'</i> . London: Routledge, 1992.	☐
Further	Cavell, Stanley. <i>Disowning Knowledge in Six Plays of Shakespeare</i> . Cambridge: Cambridge University Press, 1987.	☐
Further	Leggatt, Alexander. <i>The Cambridge Companion to Shakespearean Comedy</i> . Cambridge ; New York : Cambridge University Press, 2002.	☐
Further	Loomba, Ania. <i>Gender, Race, Renaissance Drama</i> . Manchester: Manchester UP, 1989	☐
Further	McEachern, and McEachern, Claire. <i>The Cambridge Companion to Shakespearean Tragedy</i> . Cambridge: Cambridge UP, 2002.	☐

Module Code	HPEN5029
Title	Writing Place
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To focus and develop a sense of place in writing, anchoring ideas and characters in the mind of the reader.

LEARNING OUTCOMES

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

- Deploy on the writing of place to enhance the core elements of character, conflict, theme, plot and resolution.
- Explore the writing of place and reflect on its relation to genre and tone

INDICATIVE CONTENT

- Writing place can mean landscape or soundscape or history ; it can also mean special places such as churches, hospitals, shops; it could be as abstract as imagining walls in a desert (Pound's translation of 'Lament of the the Frontier Guard' from 8th C Chinese), finding a hidden space in a wood (the 14th C *Floure and the Leafe*) , considering an Icelandic Library of Water (Rebecca Solnit's *The Faraway Nearby*) or tidal rivers (Erica Wolff's *Mud Puppy*) .. It may be a world concentrated in a small space (Emma Donoghue's *Room*) There are many forms of writing place: a landscape of sadness (*H is for Hawk*) or senses (Robert Minhinnick's opening essay in *To Babel and Back*). Travel writing is one form, the easiest to imagine, of writing place. it may be fiction or non-fiction.
- Realist narrative and drama are traditionally seen as built on 5 elements: character, conflict, theme, plot and resolution, and setting. However, this reflects a world in which the character walks free from the encompassing world - in other words, this suggests an Enlightenment world. Other kinds of writing however relate the setting quite differently. It becomes a major player in many kinds of genre fiction. The gothic, especially the female gothic of the home, the industrial novel, the horror, the detective - in each the setting is as significant as the character, if not more so.
- In this module students will explore some of all of the following:
 - Writing place as landscape, soundscape or history
 - Writing place and the unconscious
 - Writing place and emotion
 - Writing place, space and transgression
 - Writing place through the senses

Study Time Allocation

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	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPEN5029	
Module Title	Writing Place	
Classification	Reading List entry	Electronic*
Essential	Storr, W. <i>The Science of Storytelling: Why Stories Make Us Human, and How to Tell Them Better</i> , London: William Collins, 2019	☐
Essential	King, S., <i>On Writing</i> London: Hodder, 2012	☒
Many extracts of texts will be supplied for exploration & discussion of particular points		
Further	Atwood, M., <i>On Writers and Writing</i> , London: Virago 2015	☐
Further	Birkett, J. <i>Word Power: A Guide to Creative Writing</i> . 2nd ed. London: A&C Black, 1993.	☐
Further	Kaplan, D.M., <i>Revision: A Creative Approach to Writing and Rewriting Fiction</i> 2001	☐
Further	Neale, D., Greenwell, B, et al. <i>A Creative Writing Handbook: Developing Dramatic Technique, Individual Style and Voice</i> , London: A & C Black, 2009	☐
Further	Singleton, J. & Luckhurst, M., <i>The Creative Writing Handbook</i> , London: Palgrave Macmillan, 1999	☐

Module Code	HPEN5030
Title	Writing Voice
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To focus on and develop a sense of voice in creative work, relating dialogue to narrative, character, and plot.

LEARNING OUTCOMES

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

- Explore a range of narrative voices to enhance the impact of the creative text;
- Write monologue, duologue and dialogue and reflect on their significance in the writing

INDICATIVE CONTENT

- In the past creative writing was rooted in its literary contexts, growing primarily out of reading canonical texts. Today however there are multiple avenues for accessing narratives and lyrics. The dominance of film and tv has influenced contemporary fiction, leading to far more dialogue and far less description than in earlier fiction (eg Cynon Jones); the influence of song lyric and rap has influenced spoken word poetry and its rhythms fed back into work written for the page (eg Kate Tempest). Voice is clearly core to stage or radio drama or screenplay. The element of Voice has thus become increasingly significant in contemporary work.
- Two other elements focus on the role of voice in contemporary writing. The first is the use of non-standard Englishes (eg Zadie Smith); the second is the rise of a particularised personal voice (eg Mark Haddon)
- In this module students will explore some of all of the following:
 - The narrative point of view
 - The omniscience or otherwise of the narrator
 - The (un)reliability of the narrative voice
 - The construction of the voice in monologue, duologue and dialogue
 - The role of voice in radio drama
 - The use of non-standard englishes
 - The use of non-standard rhythms in verse

Study Time Allocation

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	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPEN5030	
Module Title	Writing Voice	
Classification	Reading List entry	Electronic*
Essential	Storr, W. <i>The Science of Storytelling: Why Stories Make Us Human, and How to Tell Them Better</i> , London: William Collins, 2019	☐
Essential	Nestor, T.P., <i>Writing Is My Drink: A Writer's Story of Finding Her Voice (and a Guide to How You Can Too)</i> , New York: Simon & Schuster, 2013	☐
Many extracts of texts will be supplied for exploration & discussion of particular points		
Further	Atwood, M., <i>On Writers and Writing</i> , London: Virago 2015	☐
Further	Birkett, J. <i>Word Power: A Guide to Creative Writing</i> . 2nd ed. London: A&C Black, 1993.	☐
Further	Kaplan, D.M., <i>Revision: A Creative Approach to Writing and Rewriting Fiction</i> 2001	☐
Further	King, S., <i>On Writing</i> London: Hodder, 2012	☒
Further	Neale, D., Greenwell, B., et al. <i>A Creative Writing Handbook: Developing Dramatic Technique, Individual Style and Voice</i> , London: A & C Black, 2009	☐

MODULE CODE: HPGR5001
TITLE: Greek 1
DATED: 24/04/2018

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:

- 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. <i>Reading Greek: Text and Vocabulary</i>	☐
Essential	JACT. 2007. <i>Reading Greek: Grammar and Exercises</i>	☐
Further	Morwood. 2001. <i>Oxford Grammar of Classical Greek</i>	☐
Further	Morwood. 2002. <i>Pocket Oxford Classical Greek Dictionary</i>	☐

MODULE CODE: HPGR5002
TITLE: Greek 2
DATED: 24/04/2018

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. <i>Reading Greek: Text and Vocabulary</i>	☐
Essential	JACT. 2007. <i>Reading Greek: Grammar and Exercises</i>	☐
Further	Morwood. 2001. <i>Oxford Grammar of Classical Greek</i>	☐
Further	Morwood. 2002. <i>Pocket Oxford Classical Greek Dictionary</i>	☐

MODULE CODE: HPGR5003
TITLE: Greek 3
DATED: 24/04/2018

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. <i>Reading Greek: Text and Vocabulary</i>	☐
Essential	JACT. 2007. <i>Reading Greek: Grammar and Exercises</i>	☐
Further	Morwood. 2001. <i>Oxford Grammar of Classical Greek</i>	☐
Further	Morwood. 2002. <i>Pocket Oxford Classical Greek Dictionary</i>	☐

Module Code	HPHE5013
Title	Difficult Heritage / Dark Tourism
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To inform students of the main themes and approaches to - and to explore the social and ethical issues connected with - difficult heritage and 'dark' tourism.

LEARNING OUTCOMES

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

- Demonstrate a knowledge of difficult heritage in the context of both the heritage sector and the wider tourism industry.
- Describe and analyse contemporary issues, challenges and controversies surrounding difficult heritage and 'dark' tourism.
- Demonstrate an awareness of the various issues involved with the public display of, and engagement with, the material culture and physical locations of difficult heritage and 'dark' tourism.

INDICATIVE CONTENT

- This module sets out to introduce students to Difficult Heritage and 'Dark' Tourism – by exploring cultural significance and economic importance and the complexity of the issues that it raises with respect to our stewardship of the past and ambitions for futures. Using case studies drawn from across the world the course will explore:
 - The origins, development and definition of Difficult Heritage and 'Dark' Tourism.
 - The cultural significance of Difficult Heritage 'Dark' Tourism.
 - Commodification and Authenticity: Heritage as a product and issues of reproduction, replication, and hyper-reality. The role of marketing / the role of ethics.
 - Identity, Belonging and Apartness: Individuals, Communities, and Nations - Questions of perspective - Interpretation, Memorialisation and Propaganda.
 - Heritage Tourism in "Difficult Places": Contested Heritage and Dark Tourism.
 - The challenges of difficult heritage management: The importance of context and use for determining approaches to preservation, conservation and restoration.
 - The relationship of difficult heritage tourism, regeneration and sustainable development and the potential impact of difficult heritage tourism on communities and ecosystems.

Study Time Allocation

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	6 minutes	30%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	3,000 words	70%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHE5013	
Module TITLE	Difficult Heritage / Dark Tourism	
Classification	Reading List Entry	Electronic*
Essential	West, S. (2010) Understanding Heritage in Practice . Manchester, Manchester University Press.	☐
Essential	Harrison, R. (2010) Understanding the Politics of Heritage . Manchester, Manchester University Press.	☐
Essential	Logan, W. & Reeves, K. (2008) Places of Pain and Shame: Dealing with 'Difficult Heritage' (Key Issues in Cultural Heritage). London: Routledge.	☐
Essential	Mattei, U. and Nadar, L. (2008) Plunder: When the rule of law is legal . London, Blackwell.	☐
Further	Macdonald, S. (2008) Difficult Heritage: Negotiating the Nazi Past in Nuremburg and Beyond . Routledge, London.	☐
Further	Lennon, J & Foley, M. (2000) Dark Tourism . Cengage Learning EMEA.	☐
Further	Frihammar, M & Silverman, H. (2017) Heritage of Death: Landscapes of Emotion, Memory and Practice (Routledge Cultural Heritage and Tourism Series) . Routledge, London.	☐
Further	Sharpley, R & Stone, P et al. (2009). The Darker Side of Travel: The Theory and Practice of Dark Tourism (Aspects of Tourism) . Channel View Publications Ltd	☐
Further	White, L. & Frew, E. (2016) Dark Tourism and Place Identity (Contemporary Geographies of Leisure, Tourism and Mobility) . London, Routledge.	☐
Further	Logan, W. & Reeves, K. (2008) Places of Pain and Shame: Dealing with 'Difficult Heritage' (Key Issues in Cultural Heritage). London: Routledge.	☐

MODULE CODE: HPHI5005
TITLE: How Soon Is Then? Thatcher, Reagan and the Legacies of the 1980s
DATED: 24/04/2018

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. <i>Promised You A Miracle: Why 1980–82 Made Modern Britain</i> (London: Penguin, 2016).	☐
Essential	Troy, Gil. <i>Morning in America: How Ronald Reagan Invented the 1980s</i> (Princeton, New Jersey: Princeton University Press, 2005).	☐
Essential	Martin, Bradford. <i>The Other Eighties: A Secret History of America in the Age of Reagan</i> (New York: Hill & Wang, 2011).	☐

Essential	Hartman, Andrew. <i>A War for the Soul of America: A History of the Culture Wars</i> (Chicago: University of Chicago, 2015).	
Essential	Jackson, Ben and Robert Saunders eds. <i>Making Thatcher's Britain</i> (Cambridge: Cambridge University Press, 2012).	☐
Essential	Stewart, Graham. <i>Bang! A History of Britain in the 1980s</i> (London: Atlantic Books, 2013).	
Essential	McSmith, Andy. <i>No Such Thing as Society: A History of Britain in the 1980s</i> (London: Constable & Robinson, 2013).	
Further	Ho, Elizabeth, ed. <i>Thatcher and After: Margaret Thatcher and Her Afterlife in Contemporary Culture</i> (New York: Palgrave Macmillan, 2010).	
Further	Moore, Charles. <i>Margaret Thatcher: The Authorised Biography</i> , Vols. 1 & 2 (London: Penguin, 2013/2015).	
Further	Reeves, Richard. <i>President Reagan: The Triumph of Imagination</i> (New York: Simon & Schuster, 2005).	☐
Further	Plehwe, Didier and Philip Mirowski eds. <i>The Road from Mont Pelerin: The Making of the Neoliberal Thought Collective</i> (Cambridge, Massachusetts: Harvard, 2009).	☐
Further	Stedman Jones, Daniel. <i>Masters of the Universe: Hayek, Friedman, and the Birth of Neoliberal Politics</i> . (Princeton, New Jersey: Princeton University, 2012).	☐
Further	Romanowski, William D. <i>Pop Culture Wars: Religion & the Role of Entertainment in American Life</i> (Downers Grove, Illinois: InterVarsity Press, 1996).	☐
Further	Jeffords, Susan. <i>The Remasculinization of America</i> (Bloomington: Indiana University Press, 1989).	☐
Further	Jeffords, Susan. <i>Hard Bodies: Hollywood Masculinity in the Reagan Era</i> (New Brunswick, New Jersey: Rutgers University Press, 1994)	☐
Further	Harvey, David. <i>A Brief History of Neoliberalism</i> (Oxford: Oxford University, 2007).	
Further	Ledger, Robert. <i>Neoliberal Thought and Thatcherism: 'A Transition From Here to There?'</i> (London: Routledge, 2018)/	
Further	Frost, Diane and Peter North. <i>Militant Liverpool: A City on the Edge</i> . (Liverpool: Liverpool University, 2013).	
Further	Frost, Diane and Richard Philips eds. <i>Liverpool '81: Remembering the Riots</i> (Liverpool: Liverpool University, 2011).	

MODULE CODE: HPHI5009
TITLE: Identity and Myth: The Normans and their World
DATED: 24/04/2018

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 detailed understanding of the Normans as a phenomenon;
- demonstrate a detailed 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, <i>The Normans in their Histories: propaganda, myth, and subversion</i> (Woodbridge, 2001)[	☐
Essential	Bates, David, <i>The Normans and Empire</i> , (Oxford, 2013)	☒
Essential	Davies, R. H. C, <i>The Normans and their Myth</i> (London, 1976)	☐
Further	Brown, R. A., <i>The Normans</i> (1984)	☐
Further	Crouch, David, <i>The Normans: the history of a dynasty</i> (London, 2002)	☐
Further	Douglas, David, <i>The Norman Achievement</i> (London, 1969)	☐
Further	Le Patourel, <i>The Norman Empire</i> , (Oxford, 1976)	☐
Further	Shopkow, Leah, <i>History and Community: Norman Historical Writing in the Eleventh and Twelfth Centuries</i> (Washington, 1997)	☐
Further	Loud, G. A, 'The 'Gens Normannorum': Myth or Reality?', <i>ANS</i> , 4 (1981), 104-116	☒
Further	Crouch, David, 'God and the Normans', <i>History Today</i> , 52:10 (2002), 11-17	☒

MODULE CODE: HPHI5014
TITLE: 'Standing on the shoulders of Giants' – Understanding the Enlightenment
DATED: 24/04/2018
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, <i>The Enlightenment</i> (Palgrave, 2001)	☐
Essential	Outram, Dorinda, <i>The Enlightenment</i> , (CUP, 2005)	☐
Essential	Hyland, Paul et al, <i>The Enlightenment: A Source Book and Reader</i> (Routledge, 2003)	☐

Further	Black Jeremy, <i>18th Century Europe</i> (Palgrave 1999)	☐
Further	Blanning T.C.W. (ed), <i>The 18th Century: Europe 1688-1815</i> (OUP, 1994)	☐
Further	Hibbert, Christopher, <i>The French Revolution</i> (Penguin, 1982)	☐
Further	Porter, Roy, <i>Enlightenment: Britain and the Creation of the Modern World</i> , (Allen Lane, 2001)	☐
Further	Ferguson, R. A., <i>The American Enlightenment</i> (Harvard,1997)	☐
Further	Porter, Roy, <i>Flesh in the Age of Reason</i> , (Penguin 2005)	☐
Further	Barnett, S. J., <i>The Enlightenment and Religion</i> (Manchester University Press, 2004)	☐

Module Code	HPHI5019
Title	Medicine and Miracles: Health, Illness, and Cure
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To introduce an interdisciplinary approach to the study of Medical History and Medical Humanities, to explore different historical and cultural models of “health”, “illness” and “cures” and to demonstrate a range of research methods for studying medical history

LEARNING OUTCOMES

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

- Demonstrate an understanding and knowledge of the different concepts and beliefs of “health”, “illness” and “cures” through history from a multi-disciplinary perspective
- Critically analyse primary and secondary historical medical sources
- Demonstrate a critical understanding of the different research approaches used in the study of medical history

INDICATIVE CONTENT

- The module will include contributions from the Medieval, Early Modern and Contemporary periods:
- Explore the changing views towards medicine, the body, and miracle cures following the rise of the universities in the high middle ages and the introduction of the papacy’s canonisation programme
- Consider popular perceptions of healing as reflected in a range of literary texts (both folkloric and hagiographical) and the light these sources shed on ritual practice associated with holy wells, relics and specific pilgrimage sites
- The module will then turn to medical models for understanding health, illness, and cure in the Renaissance and early modern period, explored in relation to the growth of humanism from the fifteenth to the seventeenth century. The late-fifteenth century humanist and Hellenist revival of classical Greek anatomical and medical terminology and theory led to a revival of anatomy, private and public dissection, and the publication in the sixteenth century of illustrated anatomy textbooks. Also in this period, however, the Reformation and Counter-Reformation provided highly influential religious frameworks for understanding and experiencing illness and recovery. Accordingly students will be asked to attend to both medical and religious dimensions of John Donne's *Devotions upon Emergent Occasions* (1624) - an intensely focused

and yet intellectually wide-ranging account of a life-threatening illness and recovery, divided into meditations, expostulations, and prayers.

- Building on the previous historical context, exploring the development of modern medical discourse, practices and technologies. Examining contemporary concepts of “illness” and “cures”, with particular focus on what constitutes a modern-day, medical “miracle”.

Study Time Allocation

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 5000 words	100 %

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100
Practical	
TOTAL	100%

INDICATIVE READING LIST

Module Code	HPHI5019	
Module Title	Medicine and Miracles: Health, Illness, and Cure	
Classification	Reading List entry	Electronic*
Essential	John Donne, <i>Devotions Upon Emergent Occasions</i> , ed. by Anthony Raspa (Oxford: Oxford University Press, 1987)	☐
Essential	Lupton, D. (2012) <i>Medicine as Culture: Illness, Disease and the Body</i> . 3 rd Ed. London: Sage.	☒
Essential	M. E. Owen, 'The Medical Books of Medieval Wales and the Physicians of Myddfai', <i>The Carmarthenshire Antiquary</i> 31 (1995), 34-44.	☒
Further	Cherry, S. (1996) <i>Medical Services and the hospitals in Britain, 1860-1939</i> . Cambridge: CUP	
Further	Raymond A. Anselment, <i>The Realms of Apollo: Literature and Healing in Seventeenth-Century England</i> (Newark, DE: University of Delaware Press; London: Associated University Presses, c. 1995)	☐
Further	Eleanor Sian Decamp, <i>Civic and Medical Worlds in Early Modern England: Performing Barbary and Surgery</i> (Basingstoke; New York, NY: Palgrave Macmillan, 2016)	☐
Further	C. Krötzel, S. Katajala-Peltomaa (eds.), <i>Miracles in Medieval Canonization Processes: Structures, Functions, and Methodologies</i> (Brepols, 2018)	☐
Further	Hannah Newton, <i>Misery to Mirth: Recovery from Illness in Early Modern England</i> (Oxford: Oxford University Press, 2018)	☒
Further	Jonathan Sawday, <i>The Body Emblazoned: Dissection and the Human Body in Renaissance Culture</i> (London: Routledge, 1995)	☐
Further	Nancy G. Siraisi, <i>Medieval & Early Renaissance Medicine: An Introduction to Knowledge and Practice</i> (Chicago: University of Chicago Press, c. 1990)	☒
Further	Tessa Storey & Sandra Cavallo, <i>Conserving Health in Early Modern Culture: Bodies and Environments in Italy and England</i> (Manchester: Manchester University Press, 2017)	☒
Further	A. W. Wade-Evans (ed. and trans.) <i>Vitae Sanctorum Britanniae et Genealogiae</i> (Cardiff: University of Wales Press, 1944)	☐
Further	H. Webster, 'The Resuscitation of the Twice-Hanged Man: Miracles and the Body in Medieval Swansea', in <i>Body Matters: Exploring the Materiality of the Human Body</i> , L. Steel and L. Attala (eds.) (University of Wales Press: Cardiff, 2019) pp. 135 – 55.	☒
Further	Whyte, S. R. (2002) <i>Social Lives of Medicines</i> . Cambridge: CUP	☐
Further	J. Wood, 'The Fairy Bride Legend in Wales', <i>Folklore</i> 103 (no. 1): 56-72	☐

Module Code	HPHI5020
Title	The Irish Question 1886-1998: from Charles Parnell to the Good Friday Agreement
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	

AIMS:

- To encourage students to acquire a broad knowledge of aspects of the 'Irish Question', from the 1880s until the 1998 Good Friday Agreement, to allow students to develop a close and critical familiarity with a variety of primary source material relating to the Irish Question and to develop a detailed appreciation of the historiographical debates and issues surrounding aspects of the Irish Question.

LEARNING OUTCOMES:

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

- Demonstrate a critical understanding of the political, economic, cultural developments related to the history of Ireland from the 1880s to the end of the 20th Century.
- Demonstrate a critical understanding of the impact the events in Ireland have had on the history of Modern Britain.
- Demonstrate advanced skills in the handling and evaluation of primary source material relating to events in Ireland during this period.
- Critically evaluate various historiographical debates and interpretations surrounding aspects of the 'Irish Question'.

INDICATIVE CONTENT:

- This module will examine aspects of the 'Irish Question' from the last decades of the 19th Century until the end of the 20th Century. It will initially give an overview of Anglo-Irish history throughout the 19th Century, in order to give context to later events in Ireland. It will then chart a course beginning with the origins of the first 'Government of Ireland' Bill in 1886, through to the establishment of the Good Friday Agreement in 1998. During this period most of Ireland broke away from the United Kingdom to form the Irish Free State, and eventually the Irish Republic, while six counties in Ulster steadfastly resisted incorporation into the Free State to form the Province of Northern Ireland. This period from 1916 to 1923 is pivotal to an understanding of Irish history and will include a detailed examination of the Easter Rising, the War of Independence, Partition, and the Civil War. The Province of Northern Ireland underwent profound civil and economic change from the 1960s onwards, commonly referred to as 'the Troubles' and characterised by an outbreak of political and sectarian violence which would have a profound impact on both Protestant and Catholic communities in the Province, as well as beyond

Northern Ireland. Throughout, the module will explore various themes and features of this period in Irish History, including:

- The emergence of an Irish Nationalist consciousness, countered by Ulster Unionism.
 - Brutal guerrilla-type warfare involving para-military forces and the British military presence.
 - The consolidation of Ireland into southern and northern territorial units.
 - Political, sectarian and religious violence from the late 1960s onwards.
 - A series of political initiatives put forward, in a bid to secure a lasting peaceful settlement on the island of Ireland.
- These events will be examined while also assessing a range of documentary material from the time; including newspapers, diaries, memoirs, autobiographies, speeches, private correspondence, film and documentaries.

Study Time Allocation

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
Document analysis	2500 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI5020	
Module Title	The Irish Question 1886-1998: from Charles Parnell to the Good Friday Agreement	
Classification	Reading List entry	Electronic*
Essential	J.Bardon, <i>A History of Ulster</i> (Belfast: Blackstaff, 1992)	☐
Essential	D.G. Boyce, <i>The Irish Question in British Politics</i> (London: Macmillan, 1988).	☐
Essential	Charles Townshend, <i>Ireland: The Twentieth Century</i> (London: Bloomsbury, 1999)	☐
Further	T.P. Coogan, <i>Ireland in the Twentieth Century</i> (Dublin: Arrow, 2004)	☐
Further	Richard English, <i>Irish Freedom</i> , (London: Pan, 2007)	☐
Further	D. Fitzpatrick, <i>The Two Irelands 1912-39</i> (Oxford: OUP, 1998).	☐
Further	A. Jackson, <i>Ireland 1798-1998</i> , (Oxford: Blackwell, 1999)	☐
Further	Jeremy Smith, <i>Britain and Ireland: from Home Rule to Independence</i> (London: Longman, 1999)	☐

MODULE CODE: HPPH5015
TITLE: Daoist Body Philosophy
DATED: 24/04/2018

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:

- Obtain a skill of critical examining the primary and secondary resources relating to Daoist Body Philosophy.
- Gain 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) <i>An Introduction to Daoist Philosophies</i> . Columbia: Columbia University Press.	☒
Essential	KOHN, L. (2008) <i>Introducing Daoism</i> . London: Routledge.	☐
Essential	LIU, X. (2015) <i>Dao Companion to Daoist Philosophy</i> . New York: Springer.	☒
Further	ACTON, M. (2009) <i>Eternal Spring: Taijiquan, Qi Gong, and the Cultivation of Health, Happiness and Longevity</i> . London: Singing Dragon.	☒
Further	KOHN, L. (1990) <i>Daoist Mystical Philosophy: The Scripture of Western Ascension</i> . Morrisville: Lulu Press.	☒
Further	KOHN, L. and ROTH, H. D. (eds.) (2002): <i>Daoist Identity: Cosmology, Lineage, and Ritual</i> . Honolulu: University of Hawaii Press.	☒
Further	KOHN, L. (ed.) (2011) <i>Living Authentically: Daoist Contributions to Modern Psychology</i> . London: Lulu Press.	☒

Further	CAO, F. (2017) <i>Daoism in Early China: Huang-Lao Thought in Light of Excavated Texts</i> . London/New York: Palgrave Macmillan US.	
Further	CHEN, E. M. (2011) <i>In Praise of Nothing: An Exploration of Daoist Fundamental Ontology</i> . Bloomington IN: Xlibris Corporation.	☒
Further	CLARKE, J. J. (2000) <i>The Tao of the West: Western Transformations of Taoist Thought</i> . London: Routledge.	☒
Further	COUTINHO, S. (2016) <i>Zhuangzi and Early Chinese Philosophy: Vagueness, Transformation and Paradox</i> . London: Routledge.	
Further	COOPER, D. E. (2012) <i>Convergence with Nature: A Daoist Perspective</i> . Huntsville: Green Publishing House.	
Further	CRISTAUDO, W. and KAPLAN, G. (eds.) (2012) <i>Love in the Religions of the World</i> . Cambridge: Cambridge Scholar Publishing.	☒
Further	FROESE, K. (2006). <i>Nietzsche, Heidegger, and Daoist Thought: Crossing Paths In-Between</i> . New York: State University of New York Press.	☒
Further	GUO, X. (2002) <i>The Ideal Chinese Political Leader: A Historical and Cultural Perspective</i> . Westport: Greenwood Publishing Group.	☒
Further	HANSEN, C. (1992) <i>A Daoist Theory of Chinese Thought: A Philosophical Interpretation</i> . Oxford: Oxford University Press.	☒
Further	HARTZ, P. (2009) <i>Daoism</i> . 3rd edn. New York: Infobase Publication.	
Further	LAY, K. (2016) <i>Learning from Chinese Philosophies: Ethics of Interdependent and Contextualized Self</i> . London: Routledge.	☒
Further	LIU, Z. and KA, H. (1999), <i>A Study of Daoist Acupuncture & Moxibustion</i> . Boulder: Blue Poppy Press.	☐
Further	LITTLEJOHN, R. and DIPPMANN, J. (eds.) (2011) <i>Riding the Wind with Liezi: New Perspectives on the Daoist Classic</i> . Albany: SUNY Press.	☒
Further	LONG, R. (2016) <i>Feeling the Way: Touch, Qi Gong healing, and the Daoist tradition</i> . London: Singing Dragon.	☒
Further	MICHAEL, T. (2005) <i>Pristine Dao, The: Metaphysics in Early Daoist Discourse</i> . New York: State University of New York Press.	☒
Further	MOELLER, H. (2006) <i>Daoism Explained: From the Dream of the Butterfly to the Fishnet Allegory</i> . Atlanta: Open Court.	☐
Further	MOELLER, H. (2012) <i>The Philosophy of the Daodejing</i> , Columbia: Columbia University Press	☒
Further	MITCHELL, D. (2011) <i>Daoist Nei Gong: The Philosophical Art of Change</i> . London: Singing Dragon.	☒

Further	MILLER, J. (2017) <i>China's Green Religion: Daoism and the Quest for a Sustainable Future</i> . Columbia: Columbia University Press.	☒
Further	MØLLGAARD, E. (2007) <i>An Introduction to Daoist Thought: Action, Language, and Ethics in Zhuangzi</i> . London: Routledge.	☒
Further	REITER, F. (ed.) (2007) <i>Purposes, Means and Convictions in Daoism: A Berlin Symposium</i> . Wiesbaden: Harrassowitz Verlag publishing house	☐
	SHAN, C. (2012) <i>Major Aspects of Chinese Religion and Philosophy: Dao of Inner Saint and outer King</i> . London: Springer.	☒
Further	TOWLER, S. (2010) <i>Cha Dao: The Way of Tea, Tea as a Way of Life</i> . London: Singing Dragon.	☒
Further	WU, J. C. (trans.) (2015) <i>Daoist Meditation: The Purification of the heart method of meditation and discourse on sitting and forgetting (zuo wang lun) by si ma cheng zhen</i> . London: Singing Dragon	☒
Further	WU, Z. (2014) <i>XinYi WuDao: Heart-Mind - The Dao of Martial Arts</i> . London: Singing Dragon.	☒
Further	ZHOU, Z. (2013) <i>Daoist Philosophy and Literati Writings in Late Imperial China: A Case Study of 'The Story of the Stone'</i> . Hong Kong: Chinese University Press.	☐

MODULE CODE: HPPH5017
TITLE: Freedom, Agency and Responsibility
DATED: 24/04/2018

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, <i>A Contemporary Introduction to Free Will</i> (Oxford: Oxford University Press, 2005)	☐
Essential	Gary Watson, <i>Free Will</i> (Oxford: Oxford University Press, 2003)	☐
Further	Robert Kant, <i>Free Will and Determinism</i> , (Oxford: Blackwell, 2002)	☐
Further	Frankfurt, Harry G. "Alternate Possibilities and Moral Responsibility." <i>The Journal of Philosophy</i> , vol. 66, no. 23, 1969	☒
Further	Wolf, Susan. "Asymmetrical Freedom." <i>The Journal of Philosophy</i> , vol. 77, no. 3, 1980	☒
Further	Honderich, Ted, <i>How Free Are You?</i> , (Oxford: Oxford University Press, Clarendon Press, 1960)	☐
Further	Frankfurt, Harry G. "Freedom of the Will and the Concept of a Person." <i>The Journal of Philosophy</i> , vol. 68, no. 1, 1971	☒
Further	Nagel, Thomas, 'Moral Luck', <i>Mortal Questions</i> , (Cambridge: Cambridge University Press, 1991)	☐
Further	Williams, Bernard, 'Moral Luck', <i>Moral Luck</i> , (Cambridge: Cambridge University Press, 1981)	☐
Further	Wolf, Susan (2001) "The Moral of Moral Luck," <i>Philosophic Exchange</i> : Vol. 31: Iss. 1, Article 1.	☒
Further	<i>Moral Luck</i> , edited by Daniel Statman (Albany: State University of New York Press, 1993)	☐
Further	Urmson, J.O., 'Saints and Heroes', <i>Essays in Moral Philosophy</i> , edited by A.I. Melden, (University of Washington Press: Seattle, 1958)	☒
Further	Wolf, Susan, 'Moral Saints', <i>The Journal of Philosophy</i> , Vol. LXXIX, No.8, August (1982) - http://www.jstor.org/stable/2026228	☒

MODULE CODE: HPPH5018
TITLE: Rationalists and Empiricists
DATED: 24/04/2018

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, <i>The Ethics</i>	☒
Essential	Descartes, <i>Meditations</i>	☒
Essential	David Hume, <i>Enquiry Concerning Human Understanding</i>	☒
Further	A. Kenny, <i>Descartes: A Study of His Philosophy</i>	☐
Further	Bernard Williams, <i>Descartes: The Project of Pure Enquiry</i>	☐
Further	Jonathan Bennett, <i>Locke, Berkeley and Hume</i>	☐
Further	John Locke, <i>An Essay Concerning Human Understanding</i>	☒
Further	Stuart Hampshire, <i>Spinoza</i>	☐
Further	Berkeley, <i>Three Dialogues</i>	☒
Further	Descartes, <i>Passions of the Soul</i> , Part One	☒

Module Code	HPPH5027
Title	Humans, Animals and Machines: Exploring the Philosophy of Mind
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	NONE

AIM(S)

- To familiarise students with key debates and positions in contemporary philosophy of mind and to engage students in the assessment of competing theories in contemporary philosophy of mind and engage them in a consideration of the influence of such theories on other philosophical issues.

LEARNING OUTCOMES

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

- demonstrate a detailed and coherent knowledge and understanding of the range of concepts and ideas in the philosophy of mind;
- demonstrate a systematic 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;
- demonstrate a detailed and coherent knowledge and understanding of a wide range of competing philosophical views of the nature of consciousness;

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, the issue of animal minds, and AI.

Study Time Allocation

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%

INDICATIVE READING LIST

Module Code	HPPH5027	
Module Title	Humans, Animals and Machines: Exploring the 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).	☒

Further	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.	☐
Further	Ryle, G., The Concept of Mind (London & New York: Routledge, 2009), selected chapters.	☒
Further	Levine, J., 'Materialism and Qualia: The Explanatory Gap', in Pacific Philosophical Quarterly, 64, 1993, 354-361.	☒
Further	Velmans, M., and S. Schneider (eds.), The Blackwell Companion to Consciousness (Oxford: Blackwell, 2007), selected sections.	☒
Further	Lurz (ed.), Robert W., The Philosophy of Animal Minds (Cambridge, UK, and New York: Cambridge University Press 2009).	☒
Further	Gertier, B., and L. Shapiro (eds.), Arguing about the Mind (London: Routledge, 2007).	☐
Further	Pauen, M., A. Staudacher, and S. Walter, 'Epiphenomenalism: dead end or way out?' Journal of Consciousness Studies, 13, 2006, 7-19.	☒

Module Code	HPPH5031
Title	Free-Market Environmentalism, Big Business and Global Politics
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	NONE

AIM(S)

- To introduce students to key terms, concepts and issues in contemporary environmental philosophy and its debates related to free-trade and capitalism and to engage students in the critical analysis of aspects of environmental philosophy that explicitly relate to issues of economics and global politics in a general sense.

LEARNING OUTCOMES

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

- demonstrate the ability to analyse aspects of environmental philosophy that explicitly relate to issues of economics and global politics in a general sense;
- demonstrate knowledge and understanding of key terms, concepts and issues in contemporary environmental philosophy and its debates related to free-trade and capitalism;
- demonstrate the ability to assess, interpret and evaluate relevant information, concepts and ideas concerning free-trade and capitalism in relation to environmental issues;
- demonstrate the ability to determine, adapt and use appropriate methods and skills in the interpretation of primary and secondary sources.

INDICATIVE CONTENT

- This module will explore environmental ethics and animal ethics through the lens of a range of critiques and approaches. Environmental problems, as social, economic and ecological problems, will be examined within the context of issues concerning the free market, trade more generally, justice (and thus injustice), globalisation, political power, commodification, and capitalism. Similarly, these issues will be applied to animal ethics, and students will study the links between oppressions (human, nonhuman and environmental), and their relation to global economic structures. Further, students will have the opportunity to study ethical and political issues with respect to the role and responsibilities of individuals as consumers versus big business conglomerates.

Study Time Allocation

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	10 mins	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH5031	
Module Title	Free-Market Environmentalism, Big Business and Global Politics	
Classification	Reading List entry	Electronic*
Essential	Robyn Eckersley, 'Free Market Environmentalism: Friend of Foe?', in <i>Environmental Politics</i> , 2(1), 1993, pp.1-19.	☒
Essential	Tony Smith, 'The Case against Free Market Environmentalism', <i>Journal of Agricultural and Environmental Ethics</i> , 8, 1995, pp. 126-44. (I will supply.)	☒
Essential	Terry Anderson and Donald Leal, 'Free Market Environmentalism', in Richard Botzler and Susan Armstrong (eds.), <i>Environmental Ethics: Divergence and Convergence</i> , second edn. (Boston: McGraw-Hill, 1998), pp.527-39. (I will supply.)	☒
Further	Paul Harris, <i>World Ethics and Climate Change: from international to global justice</i> (Edinburgh: Edinburgh University Press, 2010).	☒
Further	John Barry, <i>Rethinking Green Politics</i> (London: Sage Publications, 1999).	☐
Further	Mark Sagoff, 'Free-Market versus Libertarian Environmentalism', in Botzler and Armstrong (eds.), 1998, <i>ibid.</i> , pp.540-553. (I can supply.)	☒
Further	D. Glover, 'Defending Communities: Local Exchange Trading Systems from an Environmental Perspective', <i>IDS Bulletin</i> , 30 (3), 1999, pp.75-82.	☒
Further	Beckerman, Wilfred, "'Sustainable Development': is it a useful concept?", <i>Environmental Values</i> , 3, 1994.	☒
Further	John Proops, 'Review of T.L. Anderson and R. R. Leal, <i>Free Market Environmentalism</i> (Oxford: Worldview Press, 1991), in <i>Environmental Values</i> , 3 (2), 1994, pp.185-86.	☒

Module Code	HPPH5032
Title	Environment, Sustainability and Philosophy
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	NONE

AIM(S)

- To familiarise students with core terms and concepts in contemporary environmental ethics and to engage students in the assessment of environmental ethics 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 critically analyse, interpret and evaluate relevant information, concepts and ideas in environmental philosophy;
- demonstrate good knowledge and understanding of the different perspectives, approaches and schools of thought within the discipline of environmental philosophy;
- demonstrate a coherent critical awareness of the relationship between ethical positions and real-world situations, particularly as they relate to debates within environmental philosophy;
- demonstrate the ability to determine, adapt and use appropriate methods and skills in the interpretation of primary and secondary sources.

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.

Study Time Allocation

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	10 mins	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH5032	
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.	☒
Further	Goodpaster, Kenneth, 'On Being Morally Considerable', in Journal of Philosophy, 75, 1978, 308-25.	☒
Further	Zimmerman et al (eds.), Environmental Philosophy: From Animal Rights to Radical Ecology, (New Jersey: Prentice Hall, 1998), selected readings.	☐
Further	Naess, Arne, 'The Shallow and the Deep, Long-Range Ecology Movement', Inquiry, 16, 1973.	☒
Further	Sylvan, Richard, 'Is There a Need for a New, an Environmental Ethic?', Proceedings of the World Congress of Philosophy, No.1, Varna, Bulgaria, 205-10.	☒
Further	Beckerman, Wilfred, "Sustainable Development": is it a useful concept?', Environmental Values, 3, 1994.	☒
Further	Humphreys, Rebekah, and Sophie Vlacos, Creation, Ethics and Environment, (Cambridge: Cambridge Scholars Publishing, 2010), selected sections	☐
Further	Paul Harris, World Ethics and Climate Change: from international to global justice (Edinburgh: Edinburgh University Press, 2010).	☒

MODULE CODE: HPRS5015
TITLE: Judaism: From 70 CE to the Present Day
DATED: 24/04/2018

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., <i>A Brief Guide to Judaism: Theology, History and Practice</i> (Philadelphia: Running Press, 2008)	☐
Essential	Hoffman, C. M., <i>Judaism - An Introduction: Teach Yourself</i> (London: Hodder Education, 2010)	☐
Essential	Robinson, R., <i>Essential Judaism: A Complete Guide to Beliefs, Customs and Rituals</i> (New York: Pocket Books, 2000)	☐
Essential	Segal, E., <i>Introducing Judaism</i> (London: Routledge, 2008)	☐
Further	Alon, G., <i>Jews, Judaism and the Classical World</i> (London: Varda Books, 2012)	☐
Further	Cohn-Sherbok, D., <i>Judaism: History, Beliefs and Practices</i> (London: Routledge, 2003)	☐
Further	Cohn-Sherbok, D., <i>Judaism Today</i> (London: Continuum, 2010)	☐
Further	DeLange, N., <i>An Introduction to Judaism</i> (Cambridge: Cambridge University Press, 2010)	☐
Further	DeLange, N. and Freud-Kandel, M., <i>Modern Judaism: An Oxford Guide</i> (Oxford: Oxford University Press, 2005)	☐
Further	Fonrobert, C. E. and Jaffee, M. S. (eds.), <i>The Cambridge Companion to the Talmud and Rabbinic</i>	☐

	<i>Literature</i> (Cambridge: Cambridge University Press, 2007)	
Further	Neusner, J., <i>A Short History of Judaism: Three Meals, Three Epochs</i> (Atlanta: Fortress Press, 1995)	
Further	Neusner, J., <i>Judaism in the Beginning of Christianity</i> (Philadelphia: Fortress Press, 1984)	
Further	Neusner, J. (ed.), <i>The Blackwell Companion to Judaism</i> (London: Blackwell, 2000)	
Further	Neusner, J., <i>Rabbinic Literature: An Essential Guide</i> (Nashville, TN: Abingdon, 2005)	
Further	Samuelson, N., <i>Jewish Philosophy: A Historical Introduction</i> (London: Continuum, 2003)	
Further	Solomon, S., <i>Judaism: A Very Short Introduction</i> (Oxford: Oxford University Press, 1996)	

MODULE CODE: HPRS5016
TITLE: Life of Muhammad
DATED: 24/04/2018

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, <i>Muhammad: His life based on the earliest sources</i> , (George Allen and Unwin, 1983).	☐
Essential	Moussalli, Ahmad S. and Gordon D. Newby. "Muhammad." In <i>The Oxford Encyclopedia of the Islamic World. Oxford Islamic Studies Online</i> ,	☒
Essential	<i>The Qur'an</i> , M.A.S. Abdul Haleem, (trans.), (Oxford & New York: Penguin, 2004)	☒
Further	"Muhammad." <i>Encyclopaedia of Islam, Second Edition</i> . Edited by: P. Bearman, Th. Bianquis, C.E. Bosworth, E. van Donzel, W.P. Heinrichs. Brill Online	☐
Further	Ramadan, Tariq. <i>The Messenger: The Meanings of the Life of Muhammad</i> . (London: Allen Lane, 2007).	☐
Further	Rogerson, Barnaby, <i>The Prophet Muhammad: A Biography</i> . (London: Little Brown, 2011)	☐
Further	Armstrong, Karen. <i>Muhammad</i> . (London: Gollancz Paperback, 2ed, 1995)	☐
Further	Ishaq, Ibn, <i>The Life of Muhammad</i> (trans. A. Guillaume) (Karachi: Oxford University Press, 1955).	☐

Module Code	HPRS5045
Title	Shamans, Visions and Ghosts: Exploring Spiritual and Religious Experiences
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	none

AIM(S)

- To present students with insights into the study of spirituality and wellbeing and 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 understood 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.

Study Time Allocation

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%

INDICATIVE READING LIST

Module Code	HPRS5045	
Module Title	Shamans, Visions and Ghosts: Exploring Spiritual and Religious Experiences	
Classification	Reading List entry	Electronic*
Essential	Graham, Carol, <i>Happiness around the World. The Paradox of Happy Peasants and Miserable Millionaires</i> . (Oxford: Oxford University Press, 2009)	☐
Further	Bowman, Marion. Healing in the Spiritual Marketplace: Consumers, Courses and Credentialism. <i>Social Compass</i> Vol. 46 (2): 181-189, 1999.	☐
Further	Greenfield, S. M., <i>Spirits with Scalpels: The Culturalbiology of Religious Healing in Brazil</i> . (Walnut Creek: Left Coast Press, 2008).	☐
Further	King, Lindsey. <i>Spiritual Currency in Northeast Brazil</i> . (Albuquerque: University of New Mexico Press, 2014)	☐
Further	Rocha, Cristina. <i>John of God: The Globalization of Brazilian Faith Healing</i> . (Oxford: Oxford University Press, 2017).	☐

Module Code	HPRS5049
Title	Digital Religions: Swiping Beliefs and Surfing the Divine
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To explore the nature of religious expression on the internet and to develop analytical tools for critical evaluation of religions online and online religion

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

Study Time Allocation

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%

INDICATIVE READING LIST

Module Code	HPRS5049	
Module Title	Digital Religions: Swiping Beliefs and Surfing the Divine	
Classification	Reading List entry	Electronic*
Essential	Cowan, Douglas E. and Lorne L. Dawson, eds., <i>Religion Online: Finding Faith on the Internet</i> (New York: Routledge, 2004)	☐
Essential	Bunt, Gary R. 'Religion and the Internet', in <i>The Oxford Handbook of the Sociology of Religion</i> , ed. by Peter B. Clarke (Oxford: Oxford University Press, 2008).	☒
Essential	Heidi Campbell, <i>Digital Religion: Understanding Religious Practice in New Media Worlds</i> (London: Routledge, 2013)	☐
Further	Cowan, Douglas E. <i>Cyberhenge: Modern Pagans on the Internet</i> (New York: Routledge, 2005)	☐
Further	Højsgaard, Morten T. and Margit Warburg, eds., <i>Religion and Cyberspace</i> (London: Routledge, 2005)	☐
Further	Institute for Religious Studies, 'Online - Heidelberg Journal of Religions on the Internet', (2005-)	☒
Further	Helland, Christopher. 'Virtual Tibet: Maintaining Identity through Internet Networks.', in <i>The Pixel in the Lotus: Buddhism, the Internet, and Digital Media</i> , ed. by Gregory Grieve (New York: Routledge, 2014)	☐
Further	Bunt, Gary R. <i>iMuslims: Rewiring the House of Islam</i> (Chapel Hill: University of North Carolina Press, 2009)	☒

Further	_____. 'Studying Muslims and Cyberspace', in <i>Studying Islam in Practice</i> , ed. by Gabriele Marranci (London & New York: Routledge, 2014), pp. 190-203.	☐
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Module Code	HPRS5050
Title	Living the Dharma: Buddhist History, Belief and Practice
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To consider the cultural and religious context in which Buddhism originated, to plot its historical development and to explore the teachings, beliefs and practices central to the three major traditions of living Buddhism.

LEARNING OUTCOMES

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

- Locate the advent of Buddhism in its cultural and religious context, and give an overview of chief historical developments.
- Identify the main characteristics of Buddhism in its various manifestations, and demonstrate an understanding of certain key concepts and practices.
- Discuss the similarities and differences between the major branches or schools of contemporary Buddhism.
- Reflect on the place of Buddhism in the modern world and on some of the challenges faced by Buddhism today.

INDICATIVE CONTENT

- The life story of the Buddha and its significance for followers of the Buddhist path; Siddhartha Gautama in social and religious context.
- Early Buddhist teachings.
- The development of the Pali canon.
- The growth and spread of Buddhism during the reign of Ashoka; schisms within the Sangha.
- The rise of Mahayana Buddhism; nature of the Mahayana and its attitude to earlier schools; the Mahayana canon.
- The Bodhisattva ideal.
- The major traditions of Mahayana Buddhism.
- Tantric Buddhism; the Tibetan Buddhist canon.
- Buddhist practice: ethics; meditation; the role and nature of the Sangha.

- Buddhism in the modern world; contemporary issues and challenges; eco-Buddhism.

Study Time Allocation

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	5000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS5050	
Module Title	Living the Dharma: Buddhist History, Belief and Practice	
Classification	Reading List entry	Electronic*
Essential	Cozort, D., and J. M. Shields (eds.), <i>The Oxford Handbook of Buddhist Ethics</i> (Oxford and New York: Oxford University Press, 2018)	☐
Essential	Gethin, R., <i>The Foundations of Buddhism</i> (Oxford: Oxford University Press, 1998)	☒
Essential	Gethin, R., <i>Sayings of the Buddha: A Selection of Suttas from the Pali Nikayas</i> , Oxford World's Classics (New York: Oxford University Press, 2008)	☐
Essential	Harvey, P., <i>An Introduction to Buddhism: Teachings, History and Practices</i> (Cambridge: Cambridge University Press, 1998)	☐
Essential	Jerryson, M. (ed.), <i>The Oxford Handbook of Contemporary Buddhism</i> (New York: Oxford University Press, 2017)	☐
Essential	Lopez, D. (ed.), <i>Buddhist Scriptures</i> (London: Penguin Books, 2004)	☐

Essential	Williams, P., <i>Mahayana Buddhism: The Doctrinal Foundations</i> , 2 nd ed. (London and New York: Routledge, 2009)	☐
Further	Berkwitz, S. C. (ed.), <i>Buddhism in World Cultures: Comparative Perspectives</i> (Santa Barbara, California: ABC-CLIO, 2006)	☐
Further	Crosby, K., <i>Theravada Buddhism: Continuity, Diversity, and Identity</i> , Wiley Blackwell Guides to Buddhism (Chichester, West Sussex: Wiley-Blackwell, 2014)	☐
Further	Emmanuel, S. M. (ed.), <i>A Companion to Buddhist Philosophy</i> , Blackwell Companions to Philosophy (Chichester, West Sussex: Wiley-Blackwell, 2013)	☐
Further	Gombrich, R. F., <i>How Buddhism Began: The Conditioned Genesis of the Early Teachings</i> , 2 nd ed. (London and New York: Routledge, 2006)	☐
Further	Gombrich, R. F., <i>What the Buddha Thought</i> (London: Equinox, 2009)	☐
Further	Harvey, P., <i>An Introduction to Buddhist Ethics: Foundation, Values and Issues</i> (Cambridge: Cambridge University Press, 2000)	☐
Further	Heine, S., and C. S. Prebish (eds.), <i>Buddhism in the Modern World: Adaptions of an Ancient Tradition</i> (New York: Oxford University Press, 2003)	☐
Further	Kaza, S., <i>Green Buddhism: Practice and Compassionate Action in Uncertain Times</i> (Boulder, Colorado: Shambhala, 2019)	☐
Further	Keown, D. (ed.), <i>Contemporary Buddhist Ethics</i> (London and New York: Routledge Curzon, 2000)	☐
Further	McMahan, D. L. (ed.), <i>Buddhism in the Modern World</i> (Oxford and New York: Routledge, 2012)	☐
Further	Nagao, G. M., <i>Madhyamika and Yogacara: A Study of Mahayana Philosophies</i> , tr. L. S. Kawamura (New York: State University of New York Press, 1991)	☐
Further	Prebish, C. S., and M. Baumann (eds.), <i>Westward Dharma: Buddhism Beyond Asia</i> (Berkeley, LA and London: University of California Press, 2002)	☒
Further	Prebish, C. S., and D. Keown, <i>Introducing Buddhism</i> , 2 nd ed. (Oxford and New York: Routledge, 2010)	☐
Further	Pye, M., <i>Skilful Means: A Concept in Mahayana Buddhism</i> , 2 nd ed. (London and New York: Routledge, 2003)	☐
Further	Tucker, M. E., and D. R. Williams (eds.), <i>Buddhism and Ecology: The Interconnection of Dharma and Deeds</i> , Religions of the World and Ecology (Massachusetts: Harvard University Press, 1998)	☐
Further	Samuel, G., <i>Introducing Tibetan Buddhism</i> (Oxford and New York: Routledge, 2012)	☐
Further	Wedemeyer, C. K., <i>Making Sense of Tantric Buddhism: History, Semiology, and Transgression</i>	☐

	<i>in the Indian Traditions</i> (New York: Columbia University Press, 2013)	
Further	Wynne, A., <i>Buddhism: An Introduction</i> (London: I.B. Tauris, 2015)	☐

Module Code	HPRS5053
Title	Cross Cultural Ethics: Christian and Islamic Approaches
Date	02/04/2020
Level	5
Credits	20
Pre-Requisites	

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 and 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

Study Time Allocation

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 elements of around 650 words	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%

INDICATIVE READING LIST

Module Code	HPRS5053	
Module Title	Cross Cultural Ethics: Christian and Islamic Approaches	
Classification	Reading List entry	Electronic*
Essential	Gill, Robin, <i>The Cambridge Companion to Christian Ethics</i> . (Cambridge: Cambridge University Press, 2001)	☐
Essential	Hallaq, Wael, <i>An Introduction to Islamic Law</i> . (Cambridge: Cambridge University Press, 2009)	☐
Essential	Abou El Fadl, Khaled, <i>And God Knows the Soldiers: The Authoritative and the Authoritarian in Islamic Discourses</i> . (Lanham: University Press of America, 2001)	☐
Further	Abou El Fadl Khaled, <i>A Conference of the Books: The Search for Beauty in Islam</i> . (Lanham: University Press of America, 2006)	☐
Further	Hashmi, Sohail, <i>Islamic Political Ethics</i> . (Princeton: Princeton University press, 2002)	☐
Further	Vikor, Knut, <i>Between god and the Sultan: A History of Islamic Law</i> . (London: C Hurst and Co., 2005)	☐
Further	Scott, Peter & Cavanaugh William, <i>The Blackwell Companion to Political Theology</i> . (Oxford: Blackwell, 2007)	☒
Further	Marshall, David, <i>Communicating the Work: Revelation, Translation, and Interpretation in Christianity and Islam</i> . (Georgetown: Georgetown University Press, 2011)	☐
Further	Wolfe Regina & Gudorf Christine, <i>Ethics and World Religions</i> . (New York: Orbis Books, 1999)	☐
Further	Ali, Kecia, <i>Sexual Ethics and Islam</i> . (London: Oneworld, 2006)	☒