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

MODULE DIRECTORY

LEVEL 7

ACADEMIC DISCIPLINE OF HUMANITIES

INSTITUTE OF EDUCATION AND HUMANITIES

2020-2021

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INTRODUCTION

This Module Directory includes all the modules for Level 7 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: **ECDA7001**
TITLE: **Introduction to Bilingualism**
DATED: **29/06/2017**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **Q140 Sociolinguistics**

AIM(S)

- To explore various aspects of the essence of bilingualism at an individual level, and promote an awareness of the development of current academic theories and concepts about that phenomenon.

LEARNING OUTCOMES

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

- understand in detail the definitions and main conceptual theories of bilingualism at an individual level;
- analyse different levels of bilingualism at an individual level;
- evaluate the theoretical validity of different models and methods for the assessment of linguistic competence in individuals;
- present their work in an appropriate manner and to a linguistic and academic standard that is consistent with the levels of a Master's degree.

INDICATIVE CONTENT

- A study of different definitions of bilingualism and relevant terminology.
- Review literature and recent theories regarding bilingualism in individuals.
- Define different linguistic skills and critically analyse levels of bilingualism in individuals.
- Evaluative study of aspects of how levels of bilingualism are measured.
- Critical study of various models for assessing linguistic competency including those which emphasise sociolinguistic and socio-cultural aspects and contexts e.g. Canale & Swain's model (1980); Bachman & Palmer's model (1996); Sachev & Giles (2006).

LEARNING AND TEACHING STRATEGY

The module will be offered only through distance learning. The Virtual Learning Environment (VLE) Moodle will be the main means of module delivery. Use of the VLE

will ensure that distance learners are made to feel part of the UWTSD community. The material delivered on Moodle will present the key concepts and principles of the module and students will be directed to various sources to reinforce the teaching. The VLE can facilitate students' access to a full range of resources and materials including PowerPoint presentations, handbooks, bibliographies, primary sources, additional reading material, articles and e-journals. When appropriate, archivable podcasts or vidcast lectures can be used by asking speakers from other countries with relevant specialisms to present short vidcasts that can be placed on Moodle. Through the use of podcasts or vidcasts, lecturers will become better known to students, making them feel an integral part of the university. Also when possible, links with European networks of minority languages will be used and students will be encouraged to attend conferences related to the field in question. To reinforce the teaching, one to one tutorials will be delivered on Skype according to students' demand and needs, individually and in groups when practical. Students will be given sufficient opportunity to adapt the material presented to them to their own purposes in order to ensure professional relevance, and to refer to their own fields in the body of the assignments. The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Element 1 – 100%

Assignment (6,000 words)

For example: What types of methodological problems can be expected in attempting to measure an individual's linguistic competency, and to what extent can these problems be overcome?

Assessment Summary

Activity type	**Percentage**
Written exam	
Course Work	100%
Practical	
TOTAL	**100%**

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): Although the **content** of this module will not contribute substantially to ESD, as is the case with module ECDA7002, by delivering it through distance learning methods, the principles of ESD will be adopted in the provision of associated teaching materials, as this means:	

- that the resources that will support the teaching and learning will be available electronically and it will be possible to move away from dependence on hard copies;
- that students can submit their assignments electronically when possible;
- that an electronic archive can be created rather than paper based;
- that the use of Moodle can be extended to support the teaching and increase the number of paperless modules;
- that it will be possible to conform with the university's e-resources policy which encourages the purchase of e-books rather than hard copies when available.

READING LIST

Module code	**ECDA7001**	
Module title	**Introduction to Bilingualism**	
Classification	**Reading List entry**	**Electronic***
Essential	Abudarham, S. *Bilingualism and the Bilingual - An interdisciplinary approach to Pedagogical and Remedial Issues.* London: NFER-Nelson, 1987.	☐
Essential	Altarriba, J. & Heredia, R.R. (eds.) *An Introduction to Bilingualism: Principles and Processes.* London: Lawrence Erlbaum Associates, 2008.	☐
Essential	Baetens Beardsmore, H. *Bilingualism: Basic Principles.* Clevedon: Multilingual Matters, 1986.	☐
Essential	Baker, C. *Foundations of Bilingual Education and Bilingualism.* Bristol: Multilingual Matters, 2017.	☐
Essential	Bhatia, T.K. & Ritchie, W.C. (eds) *The Handbook of Bilingualism:* Part 1, Overview and Foundations. Oxford: Blackwell, 2006.	☐
Essential	Chin, N.B. & Wigglesworth, G. *Bilingualism: an advanced resource book.* London: Routledge, 2007.	☐
Essential	Dewaele, J.M., Housen, A. & Li Wei (eds). *Beyond Basic Principles.* Clevedon; Multilingual Matters, 2003.	☐
Essential	Gathercole, V.C.M. *Issues in the Assessment of Bilinguals.* Bristol: Multilingual Matters, 2013.	☐
Essential	Gathercole, V.C.M. *Solutions for the Assessment of Bilinguals*. Bristol: Multilingual Matters, 2013.	☐
Essential	Hoffman, C. *An Introduction to Bilingualism.* Harrow: Longman, 1991.	☐
Further	Bialystok, E. *Levels of bilingualism and levels of linguistic awareness*. Developmental Psychology 24 (4), 560-567, 1988.	☐
Further	Canale, M. *On some theoretical frameworks for language proficiency*. In C. Rivera (ed.) *Language Proficiency and Academic Achievement.* Clevedon: Multilingual Matters, 1984.	☐
Further	Canale, M. & Swain, M. Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics* 1, 1-47,1980.	☐
Further	Grosjean, F. *Life with Two Languages: An Introduction to Bilingualism.* Cambridge, Massachusetts: Harvard University Press, 1982.	☐

Further	Jones, D. *Cyflwyniad i Ddwyieithrwydd*. Aberystwyth: Canolfan Astudiaethau Addysg, 1997.	☐

MODULE CODE: **ECDA7002**
TITLE: **Societal Bilingualism**
DATED: **29/06/2017**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **Q140 Sociolinguistics**

AIM(S)

- To examine in detail the main factors which may influence the vitality, stability, spread, shift or death of minority languages, addressing the process of language planning.

LEARNING OUTCOMES

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

- execute a critical study of societal bilingualism, analysing the impact of demographic, economic, educational, political and sociological factors on minority languages' vitality and to assess the role of those factors in the revival or death of specific languages;

- analyse different levels of bilingualism in society as well as different types of social bilingual contexts, while having a thorough knowledge of the latest conceptual frameworks in relation to language shift and revival in order to assess the usefulness of those frameworks in the language planning process;

- be familiar with a range of minority language situations in Europe and also evaluate their current vitality in the political contexts within which they exist;

- critically analyse the political and sociological implications of the process of protecting and supporting minority languages.

INDICATIVE CONTENT

- Analysis of bilingualism and aspects of socio-linguistics in various contexts where two languages co-exist, and different models of the dynamic inter-relationship between them, and differentiation between diglossia and bilingualism.

- Critical study of different theoretical frameworks that are connected to supporting linguistic vitality in the context of the relationship of minority languages with majority langugaes, such as the frameworks of Giles, Bourhis & Taylor (1977), UNESCO (2003) and Conklin & Lourie (1983), addressing the factors that can support a language or cause it to shift and the means of categorising linguistic vitality based on those factors.

- Analytical discussion of political ideologies and concepts as well as linguistic policies that may be a key context for language vitality e.g. the typologies of Bourhis (2001) and Wiley (2002); integrated autonomy and separatist

autonomy (Khleif,1980); economic-structural assimilation and cultural assimilation (Skutnabb-Kangas, 1977) and 'overt' and 'covert' linguistic policies (Stubbs, 1991); 'additive' and 'subtractive' bilingual social contexts (Laundry, Allard & Théberge,1991); political aspects of language planning: language as a right, language as a problem and language as a resource (Ruiz, 1984).

- Critical discussion of aspects of language planning and theoretical frameworks concerned with reversing language shift, such as Fishman's Expanded GIDS (1991).

- Analysis of social reasons for the promotion of bilingualism and supporting or reviving a language: the 'environmental' viewpoint and evolutionary, conservational and defensive aspects, and the "Language Garden" (Garcia,1992).

LEARNING AND TEACHING STRATEGY

The module will be offered only through distance learning. The Virtual Learning Environment (VLE) Moodle will be the main means of module delivery. Use of the VLE will ensure that distance learners are made to feel part of the UWTSD community. The material delivered on Moodle will present the key concepts and principles of the module and students will be directed to various sources to reinforce the teaching. The VLE can facilitate students' access to a full range of resources and materials including PowerPoint presentations, handbooks, bibliographies, primary sources, additional reading material, articles and e-journals. When appropriate, archivable podcasts or vidcast lectures can be used by asking speakers from other countries with relevant specialisms to present short vidcasts that can be placed on Moodle. Through the use of podcasts or vidcasts, lecturers will become better known to students, making them feel an integral part of the university. Also when possible, links with European networks of minority languages will be used and students will be encouraged to attend conferences related to the field in question. To reinforce the teaching, one to one tutorials will be delivered on Skype according to students' demand and needs, individually and in groups when practical. Students will be given sufficient opportunity to adapt the material presented to them to their own purposes in order to ensure professional relevance, and to refer to their own fields in the body of the assignments. The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Element 1 – 60%

Assignment (3,600 words)

For example:

Referring to specific examples, what do you consider to be the key factors which may ensure or undermine the vitality of a minority language within a bilingual political context?

Assessment Element 2 – 40%

Seminar (20 minutes)
For example: Referring to specific examples, analytically discuss the main factors that may ensure or undermine the vitality of a minority language within a bilingual or multilingual political context.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes. See 3.1 above.

If yes please provide brief details (no more than 100 words):

Module ECDA7002 is concerned with studying 'linguistic viability' on a global scale, encompassing aspects such as language support, shift, death and revival. Therefore this has a global citizenship orientation that focusses on matters concerning social and political justice and which contributes to developing a 'future-orientated mindset' amongst students and the ability to consider the results of their actions in the context of their personal discipline and their personal and professional lives. It also contributes to the broader discussion regarding how systems and society can be adapted to ensure a sustainable future.
Therefore, the module is concerned with the outcomes that are a basis for a 'sustainability literacy' framework, according to their definition in the QAA document "Education for sustainable development: Guidance for UK higher education providers" (QAA, 2014).
Also by delivering the degree through distance learning methods, the principles of ESD will be adopted in the provision of teaching materials for the different modules as this means:

- that the resources that will support the teaching and learning will be available electronically and it will be possible to move away from dependence on hard copies;
- that students can submit their assignments electronically when possible;
- that an electronic archive can be created rather than paper based;
- that the use of Moodle can be extended to support the teaching and increase the number of paperless modules;
- that it will be possible to conform with the university's e-resources policy which encourages the purchase of e-books rather than hard copies when available.

READING LIST

Module code	**ECDA7002**	
Module title	**Societal Bilingualism**	
Classification	**Reading List entry**	**Electronic***

Essential	Appel, R. & Muysken, P. *Language Contact and Bilingualism*. London: Edward Arnold, 1987.	☐
Essential	Baker, C. *Foundations of Bilingual Education and Bilingualism.* Bristol: Multilingual Matters, 2017.	☐
Essential	Bhatia, T.K. & Ritchie, W.C. (eds) *The Handbook of Bilingualism:* Part III, *Language Contact, Maintenance, and Endangerment*. Oxford: Blackwell, 2006.	☐
Essential	Coulmas, F. *Sociolinguistics: The Study of Speakers' Choices.* Cambridge: Cambridge University Press, 2013.	☐
Essential	Conklin, N. & Lourie, M. *A Host of Tongues*. New York: The Free Press, 1983.	☐
Essential	Edwards, J. *Multilingualism.* London: Routledge, 1994.	☐
Essential	Fishman, J.A. *Reversing Language Shift.* Clevedon: Multilingual Matters, 1991.	☐
Essential	García, O. *Societal Bilingualism and Mutilingualism.* New York: Mimco, City University of New York, 1992.	☐
Essential	Giles, H., Bourhis, R. & Taylor, D. *Towards a Theory of Language in Ethnic Group Relations.* In H. Giles (ed.) *Language, Ethnicity and Intergroup Relations*. London: Academic Press, 1977.	☐
Essential	Holmes, J. *An Introduction to Sociolinguistics*. Harlow: Pearson Education Ltd, 2001.	☐
Essential	Lasagabaster, D. & Huguet, A. (eds). *Multilingualism in European Bilingual Contexts.* Clevedon: Multilingual Matters, 2007.	☐
Essential	Matras, Y. *Language Contact*. Cambridge: Cambridge University Press, 2009.	☐
Essential	Nettle, D. & Romaine, S. *Vanishing Voices: The Extinction of the World's Languages.* Oxford: Oxford University Press, 2000.	☐
Essential	Perea, F.C. & Coll, C.G. *The Social and Cultural Contexts of Bilingualism.* In J. Altarriba & R.R. Heredia (eds) *An Introduction to Bilingualism: Principles and Processes.* London: Lawrence Erlbaum Associates, 2008.	☐
Essential	Romaine, S. *Language in Society: An introduction to Sociolinguistics*. Oxford, 1994.	☐
Further	Austin, P. *1000 Languages. The Worldwide History of Living and Lost Tongues.* London: Thames & Hudson, 2008.	☐
Further	Brook, M.R.M. The 'mother tongue' issue in Britain: Cultural diversity or control? *British Journal of Sociology of Education* 1(3), 237-256.	☐
Further	Coupland, N. (ed.) *English in Wales: Diversity, Conflict and Change.* Clevedon: Multilingual Matters, 1989.	☐
Further	Crawford, J. *At War with Diversity- U.S. Language Policy in an Age of Anxiety.* Clevedon: Multilingual Matters, 2000.	☐
Further	Crystal, D. *Language Death.* Cambridge, 2000.	☐
Further	Dewaele, J.M., Housen, A. & Li Wei. (eds). *Beyond Basic Principles*. Clevedon; Multilingual Matters, 2003.	☐
Further	Edwards, J. *Language, Society and Identity.* Oxford: Blackwell, 1985.	☐
Further	Garcia, O. *Societal multilingualism in a multicultural world*	☐

	in transition. In H. Byrne (ed.) *Languages for a Multicultural World in Transition*. Illinois: National Text Book Company, 1992.	
Further	Garrett, P. *Attitudes to Language*. Cambridge: Cambridge University Press, 2010.	☐
Further	Harrison, K.D. *When Languages Die.* Oxford: Oxford University Press, 2007.	☐
Further	Hoffman, C. *An Introduction to Bilingualism*. Harrow: Longman, 1991.	☐
Further	Martin-Jones, M. *Language, Power and Linguistic Minorities: the need for an alternative approach to bilingualism, language maintenance and shift*. In R. Grillo (ed.) *Social Anthropology and the Politics of Language.* London: Routledge, 1989.	☐
Further	Neill, D. (ed.) *Rebuilding The Celtic Languages*. Tal-y-bont: Y Lolfa, (2005).	☐
Further	Ruiz, R. Orientations in Language Planning. *NABE Journal* 8(2), 15-34, 1984.	☐
Further	Stubbs, M. *Educational Language Planning in England and Wales: Multicultural rhetoric and assimilationist assumptions.* In F. Coulmas (ed.) *A Language Policy for the European Community*. New York: Mouton de Gruyter, 1991.	☐
Further	Vega, L.A. *Social Psychological Approaches to Bilingualism.* In J. Altarriba & R.R. Heredia (eds) *An Introduction to Bilingualism: Principles and Processes.* London: Lawrence Erlbaum Associates, 2008.	☐
Further	Williams, C.H. *Linguistic Minorities, Society and Territory.* Clevedon: Multilingual Matters, 1991.	☐
Further	Williams, C.H. *Language Revitalisation- Policy and Planning in Wales.* Cardiff: University of Wales Press, 2001.	☐
Further	Williams, G. & Morris, D. *Language Planning and Language Use: Welsh in a Global Age.* Cardiff: University of Wales Press, 2000.	☒

CÔD Y MODWL: **ECDA7002C**
TEITL: **Dwyieithrwydd Cymdeithasol**
DYDDIAD: **29/06/2017**

LEFEL: **7**
CREDYDAU: **20**

CÔD JACS: **Q140 Ieithyddiaeth Gymdeithasol**

AMCAN(ION)

- Archwilio'n fanwl y prif ffactorau sydd yn gallu dylanwadu ar fywioldeb, sefydlogrwydd, ymlediad, dyfudiad neu dranc ieithoedd lleiafrifol, gan dalu sylw i broses cynllunio ieithyddol.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr fedru dangos y gallu i:

- wneud astudiaeth feirniadol o ddwyieithrwydd cymdeithasol gan ddadansoddi effaith ffactorau demograffaidd, economaidd, addysgol, gwleidyddol a chymdeithasegol ar fywioldeb ieithoedd lleiafrifol ac asesu rôl y ffactorau hynny yn adferiad neu dranc ieithoedd penodol;
- ddadansoddi gwahanol lefelau o ddwyieithrwydd mewn cymdeithas ynghyd â gwahanol fathau o gyd-destunau dwyieithog cymdeithasol gan feddu ar wybodaeth drylwyr o'r fframweithiau cysyniadol diweddaraf mewn perthynas â dyfudiad ac adferiad iaith er mwyn asesu defnyddioldeb y fframweithiau hynny ym mhroses cynllunio ieithyddol;
- fod yn gyfarwydd ag ystod o sefyllfaoedd yn Ewrop lle ceir ieithoedd lleiafrifol yn ogystal â gwerthuso eu bywiogrwydd presennol o fewn y cyd-destunau gwleidyddol y maent yn bodoli ynddynt;
- ddadansoddi'n feirniadol oblygiadau gwleidyddol a chymdeithasegol proses gwarchod a chynnal ieithoedd lleiafrifol.

CYNNWYS DANGOSOL

- Dadansoddi dwyieithrwydd ac agweddau ar ieithyddiaeth gymdeithasol mewn cyd-destunau amrywiol lle ceir dwy iaith yn cyd-fodoli, a gwahanol fodelau o'r gydberthynas ddeinamig sydd rhyngddynt, gan wahaniaethu rhwng diglosia a dwyieithrwydd.
- Astudio'n feirniadol fframweithiau damcaniaethol gwahanol sydd yn ymwneud â chynnal bywioldeb ieithyddol yng nghyd-destun perthynas ieithoedd lleiafrifol â rhai mwyafrifol, megis fframweithiau Giles, Bourhis & Taylor (1977), UNESCO (2003) a Conklin & Lourie (1983), gan roi sylw i'r ffactorau a all gynnal iaith neu achosi ei dyfudiad a'r modd y gellir categoreiddio bywioldeb ieithyddol ar sail y ffactorau hynny.
- Trafod yn ddadansoddol ideolegau a chysyniadau gwleidyddol ynghyd â pholisïau ieithyddol a all fod yn gyd-destun allweddol i fywioldeb iaith e.e. teipolegau Bourhis (2001) a Wiley (2002); ymreolaeth gyfannol ac ymreolaeth wahaniadol (Khleif,1980); cymathu economaidd-strwythurol a chymathu diwylliannol (Skutnabb-Kangas, 1977) a pholisïau ieithyddol 'agored' a 'chudd' (Stubbs, 1991); cyd-destunau cymdeithasol dwyieithog 'ychwanegus' a 'didynnus' (Laundry, Allard & Théberge,1991); agweddau gwleidyddol ar

gynllunio ieithyddol: iaith fel hawl, iaith fel problem ac iaith fel adnodd (Ruiz, 1984).

- Trafod yn feirniadol agweddau ar gynllunio ieithyddol a fframweithiau damcaniaethol yn ymwneud â gwrthdroi dyfudiad iaith, megis GIDS Estynedig Fishman (1991).
- Dansoddi rhesymau cymdeithasol dros hyrwyddo dwyieithrwydd a chynnal neu adfer iaith: y safbwynt 'amgylcheddol' ac agweddau esblygiadol, cadwraethol ac amddiffynnol, a'r "Ardd Ieithyddol" (Garcia,1992).

STRATEGAETH DYSGU AC ADDYSGU

Cynigir y modwl drwy ddull dysgu-o-bell yn unig. Moodle, sef yr Amgylchedd Dysgu Rhithwir (ADRh) fydd prif ddull darparu'r modwl. Bydd defnydd yr ADRh yn sicrhau y gwneir myfyrwyr dysgu-o-bell i deimlo'n rhan o gymuned Prifysgol Cymru Y Drindod Dewi Sant. Bydd y deunydd a gyflwynir ar Moodle yn cyflwyno'r cysyniadau a'r egwyddorion sydd yn allweddol i'r modwl ac fe gyfeirir myfyrwyr at ffynonellau amrywiol i atgyfnerthu'r addysgu. *Gall yr ADRh hwyluso mynediad myfyrwyr i ystod llawn o adnoddau a defnyddiau gan gynnwys cyflwyniadau Powerpoint, llawlyfrau, llyfryddiaethau, ffynonellau cynradd darllen ychwanegol, erthyglau ac e-gyfnodolion. Pan yn addas gellir defnyddio podlediadau neu ddarlithiau fidlediad y gellir eu harchifo drwy ofyn i siaradwyr o wledydd eraill sydd ag arbenigedd perthnasol gyflwyno fidlediadau byr y gellir eu gosod ar Moodle. Drwy ddefnyddio podlediadau neu fidlediadau, daw darlithwyr yn fwy hysbys i fyfyrwyr gan eu gwneud i deimlo'n rhan annatod o'r brifysgol. Pan yn bosibl hefyd, gwneir defnydd o gysylltiadau â rhwydweithiau Ewropeaidd o ieithoedd lleiafrifol* ac anogir myfyrwyr i fynychu cynadleddau sydd yn ymwneud *â'r maes dan sylw. I atgyfnerthu'r addysgu*, darperir tiwtorialau un-i-un ar Skype yn ôl galw ac anghenion myfyrwyr fel unigolion ac mewn grwpiau pan fo'n ymarferol. Rhoddir cyfleoedd digonol i fyfyrwyr gymhwyso yr hyn a gyflwynir at eu dibenion eu hunain er mwyn sicrhau perthnasedd proffesiynol, ac i gyfeirio at eu meysydd eu hunain yng nghorff yr aseiniadau.

Dyrennir yr addysgu fel a ganlyn i gyflwyno'r modwl:

Math o weithgaredd	**Oriau**	**Canran**
Dysgu ar yr amserlen	20	10%
Dysgu annibynnol	180	90%
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 - 60%

Aseiniad (3,600 o eiriau)

Er enghraifft:

Gan gyfeirio at enghreifftiau penodol, beth ystyriwch yw'r ffactorau allweddol a all sicrhau neu a all danseilio bywioldeb iaith leiafrifol o fewn cyd-destun gwleidyddol dwyieithog?

Elfen Asesu 2 - 40%

Seminar (20 munud)

Er enghraifft: Gan gyfeirio at enghreifftiau penodol, trafodwch yn ddadansoddol y prif ffactorau a all sicrhau neu danseilio bywioldeb iaith leiafrifol mewn cyd-destun gwleidyddol dwyieithog neu amlieithog.

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith Cwrs	60%
Ymarferol	40%
CYFANSWM	**100%**

ADDYSG AR GYFER DATBLYGU CYNALIADWY (ADC)

Ydy'r modwl yn cyfrannu at ADC?	Ydy. Gweler 3.1 uchod.
Os ydy, rhowch fanylion cryno (dim mwy na 100 o eiriau): Mae modwl ECDA7002C yn ymwneud ag astudio 'hyfywedd ieithyddol' ar raddfa fyd-eang gan gwmpasu agweddau megis cynhaliaeth, dyfudiad, marwolaeth ac adfywiad ieithyddol. Mae i hyn, felly, ogwydd dinasyddiaeth fyd-eang sydd yn ffocysu ar faterion yn ymwneud â chyfiawnder cymdeithasol a gwleidyddol ac sydd yn cyfrannu at ddatblygu 'meddylfryd gogwydd-dyfodol' ymhlith myfyrwyr a'r gallu i ystyried canlyniadau eu gweithrediadau yng nghyd-destun eu disgyblaeth bersonol a'u bywydau personol a phroffesiynol. Cyfranna hefyd at y drafodaeth ehangach ynglyn â sut y gellir addasu systemau a chymdeithas i sicrhau dyfodol cynaliadwy. Mae'r modwl, felly, yn ymwneud â'r deilliannau sydd yn sail i fframwaith 'llythrennedd cynaliadwyedd' fel y'u diffinir yn nogfen yr ASA "Education for sustainable development: Guidance for UK higher education providers" (QAA, 2014). Drwy gyflwyno'r radd drwy ddulliau dysgu-o-bell yn ogystal, mabwysiedir egwyddorion ADC wrth ddarparu defnyddiau addysgu ar gyfer y modylau gwahanol gan fod hynny yn golygu: • y bydd yr adnoddau a fydd yn cefnogi'r dysgu ac addysgu ar gael yn electronig ac y gellir symud oddiwrth ddibynadwyedd ar gopïau caled; • y gall myfyrwyr gyflwyno'u haseiniadau yn electronig pan fo hynny'n bosibl; • y gellir creu archif electronig yn hytrach nag un bapur; • y gellir ymestyn defnydd Moodle i gefnogi'r addysgu gan gynyddu nifer y modylau di-bapur; • y gellir cydymffurfio â pholisi e-adnoddau'r brifysgol sydd yn annog prynu e-lyfrau yn hytrach na chopïau caled pan fyddant ar gael.	

RHESTR DDARLLEN

Cod y Modwl	ECDA7002C	
Teitl y Modwl	Dwyieithrwydd Cymdeithasol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Appel, R. & Muysken, P. *Language Contact and Bilingualism*. London: Edward Arnold, 1987.	☐
Hanfodol	Baker, C. *Foundations of Bilingual Education and Bilingualism.* Bristol: Multilingual Matters, 2017.	☐
Hanfodol	Bhatia, T.K. & Ritchie, W.C. (eds) *The Handbook of Bilingualism:* Part III, *Language Contact, Maintenance, and Endangerment*. Oxford: Blackwell, 2006.	☐
Hanfodol	Coulmas, F. *Sociolinguistics: The Study of Speakers' Choices.* Cambridge: Cambridge University Press, 2013.	☐

Hanfodol	Conklin, N. & Lourie, M. *A Host of Tongues*. New York: The Free Press, 1983.	☐
Hanfodol	Edwards, J. *Multilingualism.* London: Routledge, 1994.	☐
Hanfodol	Fishman, J.A. *Reversing Language Shift.* Clevedon: Multilingual Matters, 1991.	☐
Hanfodol	García, O. *Societal Bilingualism and Mutilingualism.* New York: Mimco, City University of New York, 1992.	☐
Hanfodol	Giles, H., Bourhis, R. & Taylor, D. *Towards a Theory of Language in Ethnic Group Relations.* In H. Giles (ed.) *Language, Ethnicity and Intergroup Relations*. London: Academic Press, 1977.	☐
Hanfodol	Holmes, J. *An Introduction to Sociolinguistics*. Harlow: Pearson Education Ltd, 2001.	☐
Hanfodol	Lasagabaster, D. & Huguet, A. (eds). *Multilingualism in European Bilingual Contexts.* Clevedon: Multilingual Matters, 2007.	☐
Hanfodol	Matras, Y. *Language Contact*. Cambridge: Cambridge University Press, 2009.	☐
Hanfodol	Nettle, D. & Romaine, S. *Vanishing Voices: The Extinction of the World's Languages.* Oxford: Oxford University Press, 2000.	☐
Hanfodol	Perea, F.C. & Coll, C.G. *The Social and Cultural Contexts of Bilingualism.* In J. Altarriba & R.R. Heredia (eds) *An Introduction to Bilingualism: Principles and Processes.* London: Lawrence Erlbaum Associates, 2008.	☐
Hanfodol	Romaine, S. *Language in Society: An introduction to Sociolinguistics*. Oxford, 1994.	☐
Pellach	Austin, P. *1000 Languages. The Worldwide History of Living and Lost Tongues.* London: Thames & Hudson, 2008.	☐
Pellach	Brook, M.R.M. *The 'mother tongue' issue in Britain: Cultural diversity or control?* British Journal of Sociology of Education 1(3), 237-256.	☐
Pellach	Coupland, N. (ed.) *English in Wales: Diversity, Conflict and Change.* Clevedon: Multilingual Matters, 1989.	☐
Pellach	Crawford, J. *At War with Diversity- U.S. Language Policy in an Age of Anxiety.* Clevedon: Multilingual Matters, 2000.	☐
Pellach	Crystal, D. *Language Death.* Cambridge, 2000.	☐
Pellach	Dewaele, J.M., Housen, A. & Li Wei. (eds). *Beyond Basic Principles*. Clevedon; Multilingual Matters, 2003.	☐
Pellach	Edwards, J. *Language, Society and Identity.* Oxford: Blackwell, 1985.	☐
Pellach	Garcia, O. *Societal multilingualism in a multicultural world in transition.* In H. Byrne (ed.) *Languages for a Multicultural World in Transition*. Illinois: National Text Book Company, 1992.	☐
Pellach	Garrett, P. *Attitudes to Language*. Cambridge: Cambridge University Press, 2010.	☐
Pellach	Harrison, K.D. *When Languages Die.* Oxford: Oxford University Press, 2007.	☐
Pellach	Hoffman, C. *An Introduction to Bilingualism*. Harrow: Longman, 1991.	☐

Pellach	Martin-Jones, M. *Language, Power and Linguistic Minorities: the need for an alternative approach to bilingualism, language maintenance and shift*. In R. Grillo (ed.) *Social Anthropology and the Politics of Language.* London: Routledge, 1989.	☐
Pellach	Neill, D. (ed.) *Rebuilding The Celtic Languages*. Tal-y-bont: Y Lolfa, (2005).	☐
Pellach	Ruiz, R. *Orientations in Language Planning.* NABE Journal 8(2), 15-34, 1984.	☐
Pellach	Stubbs, M. *Educational Language Planning in England and Wales: Multicultural rhetoric and assimilationist assumptions.* In F. Coulmas (ed.) *A Language Policy for the European Community*. New York: Mouton de Gruyter, 1991.	☐
Pellach	Vega, L.A. *Social Psychological Approaches to Bilingualism.* In J. Altarriba & R.R. Heredia (eds) *An Introduction to Bilingualism: Principles and Processes.* London: Lawrence Erlbaum Associates, 2008.	☐
Pellach	Williams, C.H. *Linguistic Minorities, Society and Territory.* Clevedon: Multilingual Matters, 1991.	☐
Pellach	Williams, C.H. *Language Revitalisation- Policy and Planning in Wales.* Cardiff: University of Wales Press, 2001.	☐
Pellach	Williams, G. & Morris, D. *Language Planning and Language Use: Welsh in a Global Age.* Cardiff: University of Wales Press, 2000.	☒

MODULE CODE: **ECDA7003**
TITLE: **Research Methodology**
DATED: **29/06/2017**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **X300 Academic Studies in Education**

AIM(S)

- To introduce students to different research traditions and their respective quantitative and qualitative methodologies and to equip them with the necessary skills and knowledge to undertake a small scale research project.

LEARNING OUTCOMES

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

- demonstrate in-depth knowledge and understanding of different research traditions and methodologies and the various processes linked with them, and evaluate them in terms of their advantages and limitations;

- demonstrate sound understanding of the ethical and legal implications of undertaking research and critically evaluate a variety of research schemes that include qualitative and quantitative methodologies;

- undertake a small scale research project by adopting suitable and purposeful methodologies that can ensure its reliability and validity, and record the results appropriately;

- present their work in an appropriate manner and to a linguistic and academic standard that is consistent with the levels of a Master's degree.

INDICATIVE CONTENT

- Study in-depth the different research "traditions", namely the ethnographic, the survey and the experimental, and the methodological methods linked to those traditions.

- Introduce students to quantitative and qualitative research methods and evaluate any advantages, disadvantages or limitations in relation to them e.g. questionnaires; undertaking, analysing and transcribing interviews (structured, semi-structured and unstructured); participatory and non-participatory observation; document analysis.

- Examine the fundamentals of validity and reliability as basic principles when undertaking research.

- Create samples: e.g. opportunity samples, random samples and stratified samples, and critically evaluate the implications in terms of practicality, and the validity and reliability of research results.

- Analytically examine the fundamentals of active research and case studies.

- Evaluate the differences between the generalization and applicability of research results in terms of validity, reliability and practical value.

- Analytically consider ethical and legal issues relating to anonymity, confidentiality, access, consent etc, highlighting the official guidelines of societies such as the British Educational Research Association (BERA).

- Evaluate the advantages and disadvantages of various methods of data presentation for writing a research report that follows a recognised structure and referencing method.

- Study examples of research reports relevant to the field of bilingualism and multilingualism and critically evaluate them in terms of aspects such as the suitability of the methodology, sampling and controlling variables, the reliability of the results and validity of any recommendations.

LEARNING AND TEACHING STRATEGY

The module will be offered only through distance learning. The Virtual Learning Environment (VLE) Moodle will be the main means of module delivery. Use of the VLE will ensure that distance learners are made to feel part of the UWTSD community. The material delivered on Moodle will present the key concepts and principles of the module and students will be directed to various sources to reinforce the teaching. The VLE can facilitate students' access to a full range of resources and materials including PowerPoint presentations, handbooks, bibliographies, primary sources, additional reading material, articles and e-journals. When appropriate, archivable podcasts or vidcast lectures can be used by asking speakers from other countries with relevant specialisms to present short vidcasts that can be placed on Moodle. Through the use of podcasts or vidcasts, lecturers will become better known to students, making them feel an integral part of the university. Also when possible, links with European networks of minority languages will be used and students will be encouraged to attend conferences related to the field in question. To reinforce the teaching, one to one tutorials will be delivered on Skype according to students' demand and needs, individually and in groups when practical. Students will be given sufficient opportunity to adapt the material presented to them to their own purposes in order to ensure professional relevance, and to refer to their own fields in the body of the assignments. The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Element 1 – 50%

Assignment (3,000 words): An evaluative review of research work undertaken in the field of bilingualism.

For example:
Critically analyse the methodology adopted for the research reported in the following article, referring also to any other matters which you wish to mention in relation to the reliability or validity of the research:
Naser, I. Perspectives of Palestinian and Jewish parents in Israel on bilingual education. *International Journal of Bilingual Education and Bilingualism*. Vol. 14, No. 3, May 2011, 301-318.
Assessment Element 2 – 50%

Assignment (3,000 words)

For example:
Decide on an area of research within a context familiar to you and consider any ethical aspects or related problems. Critically analyse the main issues connected with the area of research and consider appropriate methodology/ies.

Assessment Summary

Activity type	**Percentage**
Written exam	
Course Work	100%
Practical	
TOTAL	**100%**

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): Although the **content** of this module will not contribute substantially to ESD, as is the case with module ECDA7002, by delivering it through distance learning methods, the principles of ESD will be adopted in the provision of associated teaching materials, as this means: • that the resources that will support the teaching and learning will be available electronically and it will be possible to move away from dependence on hard copies; • that students can submit their assignments electronically when possible; • that an electronic archive can be created rather than paper based; • that the use of Moodle can be extended to support the teaching and increase the number of paperless modules; • that it will be possible to conform with the university's e-resources policy which encourages the purchase of e-books rather than hard copies when available.	

READING LIST

Module code	**ECDA7003**	
Module title	**Research Methodology**	
Classification	**Reading List entry**	**Electronic***

Essential	Bell, J. & Waters, S. *Doing Your Research Project. A Guide for First-Time Researchers.* Milton Keynes: Open University Press, 2014.	☐
Essential	Cohen, L., Manion, L. & Morrison, K. *Research Methods in Education.* London: Routledge, 2011.	☐
Essential	Clough, P. & Nutbrown, C. *A Students' Guide to Methodology*, London: Sage, 2007.	☐
Essential	Dawson, C. *Introduction to Research Methods.* Begbroke: How to Books, 2009.	☐
Essential	Open University. *Research Methods in Education.* Milton Keynes: Open University, 2001.	☐
Essential	Pears, R. *Cite them Right: the essential guide to referencing and plagiarism,* Newcastle upon Tyne: Pear Tree Books, 2005.	☐
Essential	Punch, K.F. *Introduction to Social research: qualitative, quantitative, and mixed methods approaches.* London: Sage Publications Ltd., 2003.	☐
Essential	Wei, L. & Moyer, M.G. *The Blackwell Guide to Research Methods in Bilingualism and Multilingualism.* Oxford: Blackwell, 2008.	☐
Further	Allison, B. *Research Methods*, Leicester: De Montford University, 1993	☐
Further	Creswell, J.W. *Research Design: qualitative, quantitative, and mixed methods approaches*. London: Sage Publications Ltd., 2003.	☐
Further	Rigg, G. *A Gentle Guide to Research Methods*. Maidenhead: Open University Press, 2007.	☐
Further	Sieber, J.E. *Planning Ethically Responsible Research: a guide for students and internal review boards*. Newbury Park, California: Sage Publications, 1992.	☐

CÔD Y MODWL: **ECDA7003C**
TEITL: **Methodoleg Ymchwil**
DYDDIAD: **29/06/2017**

LEFEL: **7**
CREDYDAU: **20**

CÔD JACS: **X300 Astudiaethau Academaidd mewn Addysg**

AMCAN(ION)

- Cyflwyno myfyrwyr i draddodiadau ymchwil gwahanol a'r methodolegau meintiol ac ansoddol sydd yn perthyn iddynt gan eu darparu â'r sgiliau a'r wybodaeth angenrheidiol i ymgymryd â phrosiect ymchwil ar raddfa fechan.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr fedru dangos y gallu i:

- ddangos dealltwriaeth a gwybodaeth fanwl am draddodiadau ymchwil gwahanol a'r methodolegau a'r prosesau amrywiol a gysylltir â hwy gan eu gwerthuso o safbwynt eu manteision a'u cyfyngiadau;
- ddangos dealltwriaeth gadarn o oblygiadau moesegol a chyfreithiol cynnal ymchwil a gwerthuso'n feirniadol amrywiaeth o gynlluniau ymchwil sydd yn cynnwys methodolegau ansoddol a meintiol;
- cynnnal prosiect ymchwil ar raddfa fechan drwy fabwysiadu methodolegau addas a phwrpasol a all sicrhau ei ddibynadwyedd a'i ddilysrwydd, a chofnodi'r canlyniadau mewn dull priodol;
- gyflwyno'u gwaith mewn dull priodol ac i safon ieithyddol ac academaidd sydd yn gyson â lefelau gradd Meistr.

CYNNWYS DANGOSOL

- Astudio'n drylwyr y "traddodiadau" ymchwil gwahanol, sef yr ethnograffaidd, yr arolwg a'r arbrofol, a'r dulliau methodolegol a gysylltir â'r traddodiadau hynny.
- Cyflwyno myfyrwyr i ddulliau ymchwil meintiol ac ansoddol gan gloriannu'n werthusol unrhyw fanteision, anfanteision neu gyfyngiadau a berthyn iddynt e.e. holiaduron; cynnal, dadansoddi a thrawsgrifio cyfweliadau (strwythuredig, hanner strwythuredig ac anstrwythuredig); arsylwi cyfranogol a di-gyfranogol; dadansoddi dogfennaeth.
- Archwilio hanfodion dilysrwydd a dibynadwyedd fel egwyddorion sylfaenol wrth gynnal ymchwil.
- Creu samplau: e.e. samplau cyfle, hap-samplau a samplau haenedig gan werthuso'n feirniadol oblygiadau hynny o safbwynt ymarferoldeb, a dilysrwydd a dibynadwyedd canlyniadau ymchwil.
- Archwilio'n ddadansoddol hanfodion ymchwil weithredol ac astudiaethau achos.
- Gwerthuso'r gwahaniaethiau rhwng cyffredinoladwyedd a pherthnasadwyedd canlyniadau ymchwil o safbwynt dilysrwydd, dibynadwyedd a gwerth ymarferol.
- Ystyried yn ddadansoddol faterion moesegol a chyfreithiol yn ymwneud ag anhysbysrwydd, cyfrinachedd, mynediad, caniatâd ac ati, gan dalu sylw i ganllawiau swyddogol cymdeithasau megis y British Educational Research Association (BERA).
- Gwerthuso manteision ac anfanteision dulliau gwahanol o gyflwyno data ar gyfer ysgrifennu adroddiad ymchwil sydd yn dilyn strwythur a dull cyfeirnodi

cydnabyddedig.

- Astudio enghreifftiau o adroddiadau ymchwil sydd yn berthnasol i faes dwyieithrwydd ac amlieithrwydd gan eu gwerthuso'n feirniadol o safbwynt agweddau megis addasrwydd y fethodoleg, samplu a rheoli newidynnau, dibynadwyedd y canlyniadau a dilysrwydd unrhyw argymhellion.

STRATEGAETH DYSGU AC ADDYSGU

Cynigir y modwl drwy ddull dysgu-o-bell yn unig. Moodle, sef yr Amgylchedd Dysgu Rhithwir (ADRh) fydd prif ddull darparu'r modwl. Bydd defnydd yr ADRh yn sicrhau y gwneir myfyrwyr dysgu-o-bell i deimlo'n rhan o gymuned Prifysgol Cymru Y Drindod Dewi Sant. Bydd y deunydd a gyflwynir ar Moodle yn cyflwyno'r cysyniadau a'r egwyddorion sydd yn allweddol i'r modwl ac fe gyfeirir myfyrwyr at ffynonellau amrywiol i atgyfnerthu'r addysgu. *Gall yr ADRh hwyluso mynediad myfyrwyr i ystod llawn o adnoddau a defnyddiau gan gynnwys cyflwyniadau Powerpoint, llawlyfrau, llyfryddiaethau, ffynonellau cynradd, darllen ychwanegol, erthyglau ac e-gyfnodolion. Pan yn addas gellir defnyddio podlediadau neu ddarlithiau fidlediad y gellir eu harchifo drwy ofyn i siaradwyr o wledydd eraill sydd ag arbenigedd perthnasol gyflwyno fidlediadau byr y gellir eu gosod ar Moodle. Drwy ddefnyddio podlediadau neu fidlediadau, daw darlithwyr yn fwy hysbys i fyfyrwyr gan eu gwneud i deimlo'n rhan annatod o'r brifysgol. Pan yn bosibl hefyd, gwneir defnydd o gysylltiadau â rhwydweithiau Ewropeaidd o ieithoedd lleiafrifol* ac anogir myfyrwyr i fynychu cynadleddau sydd yn ymwneud *â'r maes dan sylw. I atgyfnerthu'r addysgu*, darperir tiwtorialau un-i-un ar Skype yn ôl galw ac anghenion myfyrwyr fel unigolion ac mewn grwpiau pan fo'n ymarferol. Rhoddir cyfleoedd digonol i fyfyrwyr gymhwyso yr hyn a gyflwynir at eu dibenion eu hunain er mwyn sicrhau perthnasedd proffesiynol, ac i gyfeirio at eu meysydd eu hunain yng nghorff yr aseiniadau.
Dyrennir yr addysgu fel a ganlyn i gyflwyno'r modwl:

Math o weithgaredd	**Oriau**	**Canran**
Dysgu ar yr amserlen	20	10%
Dysgu annibynnol	180	90%
Dysgu drwy leoliadau		
CYFANSWM	**200**	**100%**

ASESU

Elfen Asesu 1 - 50%

Aseiniad (3,000 o eiriau): Adolygiad gwerthusol o waith ymchwil a gynhaliwyd ym maes dwyieithrwydd.

Er enghraifft:
Dadansoddwch yn feirniadol y fethodoleg a fabwysiadwyd ar gyfer yr ymchwil a adroddir yn yr erthygl ganlynol gan gyfeirio yn ogystal at unrhyw faterion eraill y carech eu nodi o safbwynt dibynadwyedd neu ddilysrwydd yr ymchwil:
Naser, I. *Perspectives of Palestinian and Jewish parents in Israel on bilingual education.* International Journal of Bilingual Education and Bilingualism. Vol. 14, No. 3, May 2011, 301-318.

Elfen Asesu 2 - 50%

Aseiniad (3,000 o eiriau)

Er enghraifft:

Penderfynwch ar faes ymchwil o fewn sefyllfa sy'n gyfarwydd i chi ac ystyriwch unrhyw faterion moesegol neu broblemau cysylltiedig. Dadansoddwch yn feirniadol y prif faterion sydd yn ymwneud â maes yr ymchwil ac ystyriwch fethodoleg(au) priodol.

Crynodeb o'r Asesiad

Math o weithgaredd	**Canran**
Arholiad ysgrifenedig	
Gwaith Cwrs	100%
Ymarferol	
CYFANSWM	**100%**

ADDYSG AR GYFER DATBLYGU CYNALIADWY (ADC)

Ydy'r modwl yn cyfrannu at ADC?	Ydy
Os ydy, rhowch fanylion cryno (dim mwy na 100 o eiriau): Er na fydd **cynnwys** y modwl hwn yn cyfrannu'n sylweddol at ADC fel y mae modwl ECDA7002C, eto, wrth ei gyflwyno drwy ddulliau dysgu-o-bell, mabwysiedir egwyddorion ADC wrth ddarparu defnyddiau addysgu ar ei gyfer gan fod hynny yn golygu: • y bydd yr adnoddau a fydd yn cefnogi'r dysgu ac addysgu ar gael yn electronig ac y gellir symud oddiwrth ddibynadwyedd ar gopïau caled; • y gall myfyrwyr gyflwyno'u haseiniadau yn electronig pan fo hynny'n bosibl; • y gellir creu archif electronig yn hytrach nag un bapur; • y gellir ymestyn defnydd Moodle i gefnogi'r addysgu gan gynyddu nifer y modylau di-bapur; • y gellir cydymffurfio â pholisi e-adnoddau'r brifysgol sydd yn annog prynu e-lyfrau yn hytrach na chopïau caled pan fyddant ar gael.	

RHESTR DDARLLEN

Cod y Modwl	**ECDA7003C**	
Teitl y Modwl	**Methodoleg Ymchwil**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Bell, J. & Waters, S. *Doing Your Research Project. A Guide for First-Time Researchers.* Milton Keynes: Open University Press, 2014.	☐
Hanfodol	Cohen, L., Manion, L. & Morrison, K. *Research Methods in Education.* London: Routledge, 2011.	☐
Hanfodol	Clough, P. & Nutbrown, C. *A Students' Guide to Methodology*, London: Sage, 2007.	☐
Hanfodol	Dawson, C. *Introduction to Research Methods.* Begbroke: How to Books, 2009.	☐
Hanfodol	*Open University, Research Methods in Education.* Milton Keynes: Open University, 2001.	☐
Hanfodol	Pears, R. *Cite them Right: the essential guide to referencing and plagiarism,* Newcastle upon Tyne: Pear Tree Books, 2005.	☐

Hanfodol	Punch, K.F. *Introduction to Social research: qualatative, quantitative, and mixed methods approaches.* London: Sage Publications Ltd., 2003.	☐
Hanfodol	Wei, L. & Moyer, M.G. *The Blackwell Guide to Research Methods in Bilingualism and Multilingualism.* Oxford: Blackwell, 2008.	☐
Pellach	Allison, B. *Research Methods*, Leicester: De Montford University, 1993	☐
Pellach	Creswell, J.W. *Research Design: qualitative, quantative, and mixed methods approaches*. London: Sage Publications Ltd., 2003.	☐
Pellach	Rigg, G. *A Gentle Guide to Research Methods*. Maidenhead: Open University Press, 2007.	☐
Pellach	Sieber, J.E. *Planning Ethically Responsible Research: a guide for students and internal review boards*. Newbury Park, California: Sage Publications, 1992.	☐

MODULE CODE: **ECDA7004**
TITLE: **Cognitive Aspects of Bilingualism**
DATED: **29/06/2017**

LEVEL: **7**
CREDITS: **30**

JACS CODE: **Q150 Psycholinguistics**

AIM(S)

- To explore any possible intellectual, cognitive and metalinguistic effects on the individual that can be attributed to bilingualism.

LEARNING OUTCOMES

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

- be completely familiar with the factors that historically underpinned the main arguments for and against promoting bilingualism in the individual;
- have a thorough knowledge of the intellectual and cognitive advantages which are alleged to arise from being bilingual, as well as any educational and sociolinguistic advantages;
- evaluate methodological aspects of the most recent research from the perspective of ensuring validity and reliability;
- assess the implications of the findings of this research for educational systems and for society;
- present their work in an appropriate manner and to a linguistic and academic standard that is consistent with the levels of a Master's degree.

INDICATIVE CONTENT

- Study the historical background and the gradual change since around the end of the nineteenth century in the evidence of the research into the relationship between bilingualism and intelligence and cognitive aspects across three periods: the evidence of 'the period of detrimental effects', 'the period of neutral effects' and 'the period of additive effects' (Baker, 2017).
- Analytically consider any methodological restrictions which may belong to the historical and current research, and the difficulties of defining and measuring intelligence.
- Evaluate the research of Peal & Lambert (1962) in Montreal, Canada, and its significance as an acclaimed turning point in the history of research into the development of bilingualism in individuals.
- Critically consider any restrictions in trying to link cognitive and intellectual advantages directly to bilingualism.
- Introduce and evaluate theories concerned with the development of bilingual proficiency in individuals e.g. consider the viewpoint of the "Separate Proficiency" (SUP or Balance Theory) and the viewpoint of the "Common Proficiency" (CUP), (Cummins, 1980).

- Analytically examine any possible positive effects which may arise from being bilingual, looking at cognitive and metalinguistic aspects (e.g. the ability to think more creatively and divergently), as well as sociolinguistic, cultural and political aspects.
- Evaluate the validity of the Threshold Hypothesis (Cummins, 1976), (Toukomaa & Skutnabb-Kangas, 1977), as a means of differentiating between levels of linguistic proficiency, and link that hypothesis with Basic Interpersonal Communication Skills (BICS) and Context Embedded Communication on the one hand, and Cognitive Academic Language Proficiency (CALP) and Context Reduced Communication on the other.
- Critically analyse the significance of interlanguage and fossilised interlanguage (FI) (Dodson, 1995) in individuals' linguistic development and its methodological implications for second language acquisition.
- Weigh up any educational, social, curative and political implications that may derive from the theories and the current research studied.

LEARNING AND TEACHING STRATEGY

The module will be offered only through distance learning. The Virtual Learning Environment (VLE) Moodle will be the main means of module delivery. Use of the VLE will ensure that distance learners are made to feel part of the UWTSD community. The material delivered on Moodle will present the key concepts and principles of the module and students will be directed to various sources to reinforce the teaching. The VLE can facilitate students' access to a full range of resources and materials including PowerPoint presentations, handbooks, bibliographies, primary sources, additional reading material, articles and e-journals. When appropriate, archivable podcasts or vidcast lectures can be used by asking speakers from other countries with relevant specialisms to present short vidcasts that can be placed on Moodle. Through the use of podcasts or vidcasts, lecturers will become better known to students, making them feel an integral part of the university. Also when possible, links with European networks of minority languages will be used and students will be encouraged to attend conferences related to the field in question. To reinforce the teaching, one to one tutorials will be delivered on Skype according to students' demand and needs, individually and in groups when practical. Students will be given sufficient opportunity to adapt the material presented to them to their own purposes in order to ensure professional relevance, and to refer to their own fields in the body of the assignments. The allocation of teaching to deliver the module is:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Element 1 – 50%

Assignment (4,500 words)

For example:

Analyse the historical evidence for and against considering bilingualism to be cognitively advantageous, as well as to what degree the present evidence can be considered to be irrefutable.

Assessment Element 2 – 50%

Assignment (4,500 words)

For example:
What do you consider are the educational, social, political and economic implications of the results of the most recent research in the field of cognitive and intellectual aspects of bilingualism?

Assessment Summary

Activity type	Percentage
Written exam	
Course Work	100%
Practical	
TOTAL	**100%**

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes

If yes please provide brief details (no more than 100 words):

Although the **content** of this module will not contribute substantially to ESD, as is the case with module ECDA7002, by delivering it through distance learning methods, the principles of ESD will be adopted in the provision of associated teaching materials, as this means:

- that the resources that will support the teaching and learning will be available electronically and it will be possible to move away from dependence on hard copies;
- that students can submit their assignments electronically when possible;
- that an electronic archive can be created rather than paper based;
- that the use of Moodle can be extended to support the teaching and increase the number of paperless modules;
- that it will be possible to conform with the university's e-resources policy which encourages the purchase of e-books rather than hard copies when available.

READING LIST

Module code	**ECDA7004**	
Module title	**Cognitive Aspects of Bilingualism**	
Classification	**Reading List entry**	**Electronic***
Essential	Baker, C. A Parents' and Teachers' Guide to Bilingualism. Bristol: Multilingual Matters, 2014.	☐
Essential	Baker, C. Foundations of Bilingual Education and Bilingualism. Bristol: Multilingual Matters, 2017.	☐

Essential	Cenoz, J. & Genesee, F. Beyond Bilingualism. Clevedon: Multilingual Matters, 1998.	☐
Essential	Chin, N.B. & Wigglesworth, G. Bilingualism: an advanced resource book. London: Routledge, 2007.	☐
Essential	Cummins, J. The influence of bilingualism on cognitive growth: A synthesis of research findings and explanatory hypotheses. Working Papers on Bilingualism 9, 1-43, 1976.	☐
Essential	Cummins, J. Wanted: A theoretical framework for relating language proficiency to academic achievement among bilingual students. In C. Rivera (ed.) Language Proficiency and Academic Achievement. Clevedon: Multilingual Matters, 1984.	☐
Essential	Dewaele, J.M., Housen, A. & Li Wei (eds). Beyond Basic Principles. Clevedon: Multilingual Matters, 2003.	☐
Essential	Diaz, R.M. & Klinger, C. Towards an Explanatory Model of the Interaction between Bilingualism and Cognitive Development. In E. Bialystok (ed.) Language Processing in Bilingual Children. Cambridge: Cambridge University Press, 1991.	☐
Essential	Gianico, J.L. & Altarriba, J. The Psycholinguistics of Bilingualism. In J. Altarriba & R.R. Heredia (eds) An Introduction to Bilingualism: Principles and Processes. London: Lawrence Erlbaum Associates, 2008.	☐
Essential	Hakuta, K. Mirror of Language. The Debate of Bilingualism. New York: Basic Books, 1986.	☐
Essential	Heredia, R.R. Mental Models of Bilingual Memory. In J. Altarriba & R.R. Heredia (eds.) An Introduction to Bilingualism: Principles and Processes. London: Lawrence Erlbaum Associates, 2008.	☐
Essential	Reynolds, A.G. The Cognitive Consequences of Bilingualism. In A.G. Reynolds (ed.) Bilingualism, Multiculturalism and Second Language Learning. Hillsdale, NJ: Lawrence Erlbaum Associates, 1991.	☐
Further	Bain, B. & Yu, A. Cognitive consequences of raising children bilingually. One parent, one language. Canadian Journal of Psychology 34(4), 304-313, 1980.	☐
Further	Baker, K.A. & de Kanter, A.A. A Review of Literature. Effectiveness of Bilingual Education. Washington DC: Office of Planning Budget and Evaluation, US Department of Education, 1981.	☐
Further	Bialystok, E. Influences of bilingualism on metalinguistic development. Second Language Research 3, 2, 154-166, 1987.	☐
Further	Callahan, R.M. & Gandara, P.C. The Bilingual Advantage: Language, Literacy and the US Labor Market. Bristol: Multilingual Matters, 2014.	☐
Further	Cummins, J. Cognitive factors associated with the attainment of intermediate levels of bilingual skills. Modern Language Journal 61, 3-12, 1977.	☐
Further	Jones, B.M. Linguistic Performance and Language Background. Aberystwyth, 1992.	☐
Further	Kang, C. The Bilingual Advantage: Considering Socioeconomic and Literacy Effects. Blackwell's (2011)	☐

	(e-book)	
Further	Peal, E. & Lambert, W.E. The Relationship of Bilingualism to Intelligence. *Psychological Monographs* 76 (27), 1-23, 1962.	☐
Further	Zurer Pearson, A. *Raising a Bilingual Child.* New York: Diversified Publishing / Living language, 2008 (e-book)	☒

CÔD Y MODWL: **ECDA7004C**
TEITL: **Agweddau Gwybyddol ar Ddwyieithrwydd**

DYDDIAD: **29/06/2017**

LEFEL: **7**
CREDYDAU: **30**

CÔD JACS: **Q150 Seicoieithyddiaeth**

AMCAN(ION)

- Archwilio unrhyw effeithiau deallusol, gwybyddol a meta-ieithyddol posibl ar yr unigolyn y gellir eu priodoli i ddwyieithrwydd.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr fedru dangos y gallu i:

- fod yn gwbl gyfarwydd â'r ffactorau a fu yn sail i'r prif ddadleuon yn hanesyddol dros ac yn erbyn hyrwyddo dwyieithrwydd yn yr unigolyn;
- feddu ar wybodaeth drylwyr o'r manteision deallusol a gwybyddol yr honnir iddynt ddeillio o fod yn ddwyieithog, yn ogystal ag unrhyw fanteision addysgol a sosio-ieithyddol;
- werthuso agweddau methodolegol ar yr ymchwil diweddaraf o safbwynt sicrhau dilysrwydd a dibynadwyedd;
- asesu goblygiadau darganfyddiadau'r ymchwil hwnnw i gyfundrefnau addysg ac i gymdeithas;
- gyflwyno'u gwaith mewn dull priodol ac i safon ieithyddol ac academaidd sydd yn gyson â lefelau gradd Meistr.

CYNNWYS DANGOSOL

- Astudio'r cefndir hanesyddol a'r newid graddol ers tua diwedd y bedwaredd ganrif ar bymtheg yn nhystiolaeth yr ymchwil i'r berthynas rhwng dwyieithrwydd a deallusrwydd ac agweddau gwybyddol ar draws tri chyfnod: tystiolaeth 'cyfnod yr effeithiau niweidiol', 'cyfnod yr effeithiau niwtral' a 'chyfnod yr effeithiau ychwanegus' (Baker, 2017).
- Ystyried yn ddadansoddol unrhyw gyfyngiadau methodolegol a allai berthyn i'r ymchwil hanesyddol a chyfredol, ac anawsterau diffinio a mesur deallusrwydd.
- Gwerthuso ymchwil Peal & Lambert (1962) ym Montreal, Canada, a'i arwyddocâd fel trobwynt honedig yn hanes ymchwil i ddatblygiad dwyieithrwydd mewn unigolion.
- Ystyried yn feirniadol unrhyw gyfyngiadau wrth geisio cysylltu manteision gwybyddol a deallusol yn uniongyrchol â dwyieithrwydd.
- Cyflwyno a gwerthuso damcaniaethau yn ymwneud â datblygiad hyfedredd dwyieithog mewn unigolion. e.e. safbwynt yr "Hyfedredd Gwahaniadol" (SUP neu Ddamcaniaeth y Cydbwysedd) a safbwynt yr "Hyfedredd Cyffredin" (CUP), (Cummins, 1980).

- Archwilio'n ddadansoddol unrhyw effeithiau cadarnhaol posibl a all ddeillio o fod yn ddwyieithog gan edrych ar agweddau gwybyddol a meta-ieithyddol (e.e. y gallu i feddwl yn fwy creadigol a dargyfeiriol), yn ogystal ag agweddau sosio-ieithyddol, diwylliannol a gwleidyddol.
- Gwerthuso dilysrwydd Damcaniaeth y Trothwy (Cummins, 1976), (Toukomaa & Skutnabb-Kangas, 1977), fel modd i wahaniaethu rhwng lefelau hyfedredd ieithyddol, gan gysylltu'r ddamcaniaeth honno â Medrau Cyfathrebu Rhyngbersonol Sylfaenol (BICS) a Chyfathrebu Cyd-destun Seiliedig ar y naill law, a Hyfedredd-Ieithyddol Gwybyddol-Academaidd (CALP) a Chyfathrebu Cyd-destun Lleihauedig ar y llall.
- Dadansoddi'n feirniadol arwyddocâd rhyngiaith a rhyngiaith ffosileiddiedig (FI) (Dodson,1995) yn natblygiad ieithyddol unigolion a'i oblygiadau methodolegol i gaffael ail-iaith.
- Pwyso a mesur unrhyw oblygiadau addysgol, cymdeithasol, iachusol a gwleidyddol a all ddeillio o'r damcaniaethau a'r ymchwil cyfredol a astudiwyd.

STRATEGAETH DYSGU AC ADDYSGU

Cynigir y modwl drwy ddull dysgu-o-bell yn unig. Moodle, sef yr Amgylchedd Dysgu Rhithwir (ADRh) fydd prif ddull darparu'r modwl. Bydd defnydd yr ADRh yn sicrhau y gwneir myfyrwyr dysgu-o-bell i deimlo'n rhan o gymuned Prifysgol Cymru Y Drindod Dewi Sant. Bydd y deunydd a gyflwynir ar Moodle yn cyflwyno'r cysyniadau a'r egwyddorion sydd yn allweddol i'r modwl ac fe gyfeirir myfyrwyr at ffynonellau amrywiol i atgyfnerthu'r addysgu. *Gall yr ADRh hwyluso mynediad myfyrwyr i ystod llawn o adnoddau a defnyddiau gan gynnwys cyflwyniadau Powerpoint, llawlyfrau, llyfryddiaethau, ffynonellau cynradd, darllen ychwanegol, erthyglau ac e-gyfnodolion. Pan yn addas gellir defnyddio podlediadau neu ddarlithiau fidlediad y gellir eu harchifo drwy ofyn i siaradwyr o wledydd eraill sydd ag arbenigedd perthnasol gyflwyno fidlediadau byr y gellir eu gosod ar Moodle. Drwy ddefnyddio podlediadau neu fidlediadau, daw darlithwyr yn fwy hysbys i fyfyrwyr gan eu gwneud i deimlo'n rhan annatod o'r brifysgol. Pan yn bosibl hefyd, gwneir defnydd o gysylltiadau â rhwydweithiau Ewropeaidd o ieithoedd lleiafrifol* ac anogir myfyrwyr i fynychu cynadleddau sydd yn ymwneud *â'r maes dan sylw. I atgyfnerthu'r addysgu*, darperir tiwtorialau un-i-un ar Skype yn ôl galw ac anghenion myfyrwyr fel unigolion ac mewn grwpiau pan fo'n ymarferol. Rhoddir cyfleoedd digonol i fyfyrwyr gymhwyso yr hyn a gyflwynir at eu dibenion eu hunain er mwyn sicrhau perthnasedd proffesiynol, ac i gyfeirio at eu meysydd eu hunain yng nghorff yr aseiniadau.
Dyrennir yr addysgu fel a ganlyn i gyflwyno'r modwl:

Math o weithgaredd	**Oriau**	**Canran**
Dysgu ar yr amserlen	30	10%
Dysgu annibynnol	270	90%
Dysgu drwy leoliadau		
CYFANSWM	**300**	**100%**

ASESU

Elfen Asesu 1 - 50%

Aseiniad (4,500 o eiriau)

Er enghraifft:

Dadansoddwch y dystiolaeth hanesyddol o blaid ac yn erbyn ystyried dwyieithrwydd yn wybyddol fanteisiol, ynghyd ag i ba raddau y gellir ystyried y dystiolaeth bresennol yn anwadadwy.
Elfen Asesu 2 - 50%

Aseiniad (4,500 o eiriau)

Er enghraifft:
Beth ystyriwch yw goblygiadau addysgol, cymdeithasol, gwleidyddol ac economaidd canlyniadau'r ymchwil diweddaraf ym maes agweddau gwybyddol a deallusol ar ddwyieithrwydd.

Crynodeb o'r Asesiad

Math o weithgaredd	**Canran**
Arholiad ysgrifenedig	
Gwaith Cwrs	100%
Ymarferol	
CYFANSWM	**100%**

ADDYSG AR GYFER DATBLYGU CYNALIADWY (ADC)

Ydy'r modwl yn cyfrannu at ADC?	Ydy
Os ydy, rhowch fanylion cryno (dim mwy na 100 o eiriau): Er na fydd **cynnwys** y modwl hwn yn cyfrannu'n sylweddol at ADC fel y mae modwl ECDA7002C, eto, wrth ei gyflwyno drwy ddulliau dysgu-o-bell, mabwysiedir egwyddorion ADC wrth ddarparu defnyddiau addysgu ar ei gyfer gan fod hynny yn golygu: • y bydd yr adnoddau a fydd yn cefnogi'r dysgu ac addysgu ar gael yn electronig ac y gellir symud oddiwrth ddibynadwyedd ar gopïau caled; • y gall myfyrwyr gyflwyno'u haseiniadau yn electronig pan fo hynny'n bosibl; • y gellir creu archif electronig yn hytrach nag un bapur; • y gellir ymestyn defnydd Moodle i gefnogi'r addysgu gan gynyddu nifer y modylau di-bapur; • y gellir cydymffurfio â pholisi e-adnoddau'r brifysgol sydd yn annog prynu e-lyfrau yn hytrach na chopïau caled pan fyddant ar gael.	

RHESTR DDARLLEN

Cod y Modwl	**ECDA7004C**	
Teitl y Modwl	**Agweddau Gwybyddol ar Ddwyieithrwydd**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Baker, C. A Parents' and Teachers' Guide to Bilingualism. Bristol: Multilingual Matters, 2014.	☐
Hanfodol	Baker, C. Foundations of Bilingual Education and Bilingualism. Bristol: Multilingual Matters, 2017.	☐
Hanfodol	Cenoz, J. & Genesee, F. Beyond Bilingualism. Clevedon: Multilingual Matters, 1998.	☐
Hanfodol	Chin, N.B. & Wigglesworth, G. Bilingualism: an advanced resource book. London: Routledge, 2007.	☐

Hanfodol	Cummins, J. The influence of bilingualism on cognitive growth: A synthesis of research findings and explanatory hypotheses. Working Papers on Bilingualism 9, 1-43, 1976.	☐
Hanfodol	Cummins, J. Wanted: A theoretical framework for relating language proficiency to academic achievement among bilingual students. In C. Rivera (ed.) Language Proficiency and Academic Achievement. Clevedon: Multilingual Matters, 1984.	☐
Hanfodol	Dewaele, J.M., Housen, A. & Li Wei (eds). Beyond Basic Principles. Clevedon: Multilingual Matters, 2003.	☐
Hanfodol	Diaz, R.M. & Klinger, C. Towards an Explanatory Model of the Interaction between Bilingualism and Cognitive Development. In E. Bialystok (ed.) Language Processing in Bilingual Children. Cambridge: Cambridge University Press, 1991.	☐
Hanfodol	Gianico, J.L. & Altarriba, J. The Psycholinguistics of Bilingualism. In J. Altarriba & R.R. Heredia (eds) An Introduction to Bilingualism: Principles and Processes. London: Lawrence Erlbaum Associates, 2008.	☐
Hanfodol	Hakuta, K. Mirror of Language. The Debate of Bilingualism. New York: Basic Books, 1986.	☐
Hanfodol	Heredia, R.R. Mental Models of Bilingual Memory. In J. Altarriba & R.R. Heredia (eds.) An Introduction to Bilingualism: Principles and Processes. London: Lawrence Erlbaum Associates, 2008.	☐
Hanfodol	Reynolds, A.G. The Cognitive Consequences of Bilingualism. In A.G. Reynolds (ed.) Bilingualism, Multiculturalism and Second Language Learning. Hillsdale, NJ: Lawrence Erlbaum Associates, 1991.	☐
Pellach	Bain, B. & Yu, A. Cognitive consequences of raising children bilingually. One parent, one language. Canadian Journal of Psychology 34(4), 304-313, 1980.	☐
Pellach	Baker, K.A. & de Kanter, A.A. A Review of Literature. Effectiveness of Bilingual Education. Washington DC: Office of Planning Budget and Evaluation, US Department of Education, 1981.	☐
Pellach	Bialystok, E. Influences of bilingualism on metalinguistic development. Second Language Research 3, 2, 154-166, 1987.	☐
Pellach	Callahan, R.M. & Gandara, P.C. The Bilingual Advantage: Language, Literacy and the US Labor Market. Bristol: Multilingual Matters, 2014.	☐
Pellach	Cummins, J. Cognitive factors associated with the attainment of intermediate levels of bilingual skills. Modern Language Journal 61, 3-12, 1977.	☐
Pellach	Jones, B.M. Linguistic Performance and Language Background. Aberystwyth, 1992.	☐
Pellach	Kang,C. The Bilingual Advantage: Considering Socioeconomic and Literacy Effects. Blackwell's (2011) (e-book)	☐
Pellach	Peal, E. & Lambert, W.E. The Relationship of Bilingualism to Intelligence. Psychological Monographs 76 (27), 1-23, 1962.	☐

Pellach	Zurer Pearson, A. Raising a Bilingual Child. New York: Diversified Publishing / Living language, 2008 (e-book)	☒

MODULE CODE: **ECDA7005**
TITLE: **Models for Bilingual Teaching**
DATED: **29/06/2017**

LEVEL: **7**
CREDITS: **30**

JACS CODE: **L433 Educational Policy**

AIM(S)

- To examine the wide range of models included in the term 'bilingual education' and, in the context of their political and educational aims, to evaluate their effectiveness from the perspective of their ability to ensure balanced levels of bilingualism in individuals.

LEARNING OUTCOMES

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

- have detailed knowledge of a range of models of bilingual teaching that are adopted in international and local contexts;
- critically evaluate the linguistic and political aims of those models in line with different definitions of 'bilingual education';
- critically evaluate the effectiveness of different models from the perspective of their ability to produce bilingually balanced individuals;
- critically assess to what extent adopting different models can reflect broader aims and political ideologies;
- present their work in an appropriate manner and to a linguistic and academic standard that is consistent with the levels of a Master's degree.

INDICATIVE CONTENT

- Survey international contexts where "bilingual" methods of teaching are adopted and the political reasons for doing so.
- Evaluate the practical implications of the wide variety of different models of bilingual teaching that are available and the practical need to cluster the variety into ten models and to categorise them as 'weak' and 'strong' models according to their linguistic aims and outcomes (Baker, 2017): e.g. immersion education; separatist education; transitional education; mainstream education with second language lessons; maintenance and heritage bilingual education.
- Critically study the various linguistic and political aims that underpin the adoption of different models of bilingual education provision, and associate those aims with the ideals and political ideologies of their relative contexts.
- Critically evaluate the research conducted into the outcomes of the models studied, assessing any advantages or disadvantages connected with them and the educational, political, social and economic implications which could arise from that research.

LEARNING AND TEACHING STRATEGY

The module will be offered only through distance learning. The Virtual Learning Environment (VLE) Moodle will be the main means of module delivery. Use of the VLE will ensure that distance learners are made to feel part of the UWTSD community. The material delivered on Moodle will present the key concepts and principles of the module and students will be directed to various sources to reinforce the teaching. The VLE can facilitate students' access to a full range of resources and materials including PowerPoint presentations, handbooks, bibliographies, primary sources, additional reading material, articles and e-journals. When appropriate, archivable podcasts or vidcast lectures can be used by asking speakers from other countries with relevant specialisms to present short vidcasts that can be placed on Moodle. Through the use of podcasts or vidcasts, lecturers will become better known to students, making them feel an integral part of the university. Also when possible, links with European networks of minority languages will be used and students will be encouraged to attend conferences related to the field in question. To reinforce the teaching, one to one tutorials will be delivered on Skype according to students' demand and needs, individually and in groups when practical. Students will be given sufficient opportunity to adapt the material presented to them to their own purposes in order to ensure professional relevance, and to refer to their own fields in the body of the assignments. The allocation of teaching to deliver the module is:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Element 1 – 60%

Assignment (5,400 words)

For example:
What evidence is there to demonstrate that some models of bilingual education and methodological exercises lead to higher levels of bilingualism and biliteracy, and are these the only criteria that should be used when evaluating effective bilingual education?

Assessment Element 2 – 40%

Seminar (30 minutes)
For example:
Critically discuss the opinion that 'bilingual' education cannot be separated from the context of the political ideology that it exists within.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): Although the **content** of this module will not contribute substantially to ESD, as is the case with module ECDA7002, by delivering it through distance learning methods, the principles of ESD will be adopted in the provision of associated teaching materials, as this means: • that the resources that will support the teaching and learning will be available electronically and it will be possible to move away from dependence on hard copies; • that students can submit their assignments electronically when possible; • that an electronic archive can be created rather than paper based; • that the use of Moodle can be extended to support the teaching and increase the number of paperless modules; • that it will be possible to conform with the university's e-resources policy which encourages the purchase of e-books rather than hard copies when available.	

READING LIST

Module code	**ECDA7005**	
Module title	**Models for Bilingual Teaching**	
Classification	**Reading List entry**	**Electronic***
Essential	Baker, C. *Foundations of Bilingual Education and Bilingualism*. Bristol: Multilingual Matters, 2017.	☐
Essential	Beardsmore, H. B. (ed.) *European Models of Bilingual Education.* Clevedon: Multilingual Matters, 1993.	☐
Essential	Conteh. J. & Meier, G. (eds). *The Multilingual Turn in Languages Education. Opportunities and Challenges.* Bristol: Multilingual Matters, 2014.	☐
Essential	Crawford, J. *Bilingual Education: History, Politics, Theory and Practice.* Trenton, N J: Crane Publishing, 1989.	☐
Essential	Cenoz, J. & Genesee, F. (eds). *Beyond Bilingualism.* Clevedon: Multilingual Matters, 1998.	☐
Essential	Dewaele, J.M., Housen, A. & Li Wei.(eds). *Beyond Basic Principles.* Clevedon: Multilingual Matters, 2003.	☐
Essential	Garcia, O. *Bilingual Education in the Twenty-First Century.* Wiley-Blackwell: Bognor Regis, 2010.	☐
Essential	Garcia, O. & Baker, C. *Policy and Practice in Bilingual Education: Extending the Foundations.* Clevedon: Multilingual Matters, 1995.	☐
Essential	Garcia, O. & Baker, C*. Bilingual Education. An Introductory Reader.* Clevedon: Multilingual Matters, 2007.	☐
Further	Baker, C. *Increasing Bilingualism in Bilingual Education.* In D. Morris (ed.) *Welsh in the Twenty-First Century*. Cardiff; University of Wales Press, 2010.	☐

Further	Cohen, G. *The Politics of Bilingual Education.* Oxford Review of Education 10 (2), 225- 241,1984.	☐
Further	Cummins, J. *The Politics of Paranoia. Reflections on the Bilingual Education Debate.* In O. Garcia (ed.) *Bilingual Education Focusschrift in Honor of Joshua A. Fishman* (Volume 1). Amsterdam / Philadelphia: John Benjamins, 1991.	☐
Further	Nikula, T., Dafouz, E., Moore, P. & Smit, U. (eds). *Conceptualising Integration in CLIL and Multilingual Education*. Bristol: Multilingual Matters, 2016.	☐
Further	Ó hAiniféin, D. *Immersion Education in Ireland.* Conradh na Gaeilge, 2008.	☐
Further	Weber, J. *Flexible Multilingual Education. Putting Children's Needs First*. Bristol. Multilingual Matters, 2014.	☐

CÔD Y MODWL: **ECDA7005C**
TEITL: **Modelau ar gyfer Addysgu Dwyieithog**
DYDDIAD: **29/06/2017**

LEFEL: **7**
CREDYDAU: **30**

CÔD JACS: **L433 Polisi Addysg**

AMCAN

- Archwilio'r ystod eang o fodelau a gwmpesir gan y term 'addysg ddwyieithog' ac, yng nghyd-destun eu hamcanion addysgol a gwleidyddol, gwerthuso eu heffeithiolrwydd o safbwynt eu gallu i sicrhau lefelau o ddwyieithrwydd cytbwys mewn unigolion.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr fedru dangos y gallu i:

- feddu ar wybodaeth fanwl o ystod o fodelau addysgu dwyieithog a fabwysiedir mewn cyd-destunau rhyngwladol a lleol;
- ddadansoddi'n feirniadol amcanion ieithyddol a gwleidyddol y modelau hynny yn unol â diffiniadau gwahanol o 'addysg ddwyieithog';
- werthuso'n feirniadol effeithiolrwydd gwahanol fodelau o safbwynt eu gallu i gynhyrchu unigolion cytbwys ddwyieithog;
- asesu'n feirniadol i ba raddau y gall mabwysiadu modelau gwahanol adlewyrchu amcanion ac ideolegau gwleidyddol ehangach;
- gyflwyno'u gwaith mewn dull priodol ac i safon ieithyddol ac academaidd sydd yn gyson â lefelau gradd Meistr.

CYNNWYS DANGOSOL

- Arolwg o gyd-destunau rhyngwladol lle mabwysiedir dulliau 'dwyieithog' o addysgu, a'r rhesymau gwleidyddol dros wneud hynny.
- Gwerthuso goblygiadau ymarferol yr amrywiaeth eang o wahanol fodelau addysgu dwyieithog sydd ar gael a'r angen ymarferol i glystyru'r amrywiaeth i ddeg model a'u dosbarthu'n fodelau 'gwan' a 'chryf' yn ôl eu hamcanion a'u deilliannau ieithyddol (Baker, 2017): e.e. addysg drochol; addysg wahaniadol; addysg drawsnewidiol; addysg briflif gyda gwersi ail-iaith; addysg ddwyieithog gynhaliol a threftadaethol.
- Astudio'n feirniadol yr amcanion ieithyddol a gwleidyddol amrywiol sydd yn sail i fabwysiadu modelau gwahanol o ddarparu addysg ddwyieithog, gan gyplysu'r amcanion hynny â delfrydau ac ideolegau gwleidyddol eu cyd-destunau perthynol.
- Gwerthuso'n feirniadol yr ymchwil a gynhaliwyd i ddeilliannau'r modelau a astudiwyd gan asesu unrhyw fanteision neu anfanteision a gysylltir â hwynt a'r goblygiadau addysgol, gwleidyddol, cymdeithasol ac economaidd a allai ddeillio o'r ymchwil hwnnw.

STRATEGAETH DYSGU AC ADDYSGU

Cynigir y modwl drwy ddull dysgu-o-bell yn unig. Moodle, sef yr Amgylchedd Dysgu Rhithwir (ADRh) fydd prif ddull darparu'r modwl. Bydd defnydd yr ADRh yn sicrhau y gwneir myfyrwyr dysgu-o-bell i deimlo'n rhan o gymuned Prifysgol Cymru Y Drindod Dewi Sant. Bydd y deunydd a gyflwynir ar Moodle yn cyflwyno'r cysyniadau a'r egwyddorion sydd yn allweddol i'r modwl ac fe gyfeirir myfyrwyr at ffynonellau amrywiol i atgyfnerthu'r addysgu. *Gall yr ADRh hwyluso mynediad myfyrwyr i ystod llawn o adnoddau a defnyddiau gan gynnwys cyflwyniadau Powerpoint, llawlyfrau, llyfryddiaethau, ffynonellau cynradd, darllen ychwanegol, erthyglau ac e-gyfnodolion. Pan yn addas gellir defnyddio podlediadau neu ddarlithiau fidlediad y gellir eu harchifo drwy ofyn i siaradwyr o wledydd eraill sydd ag arbenigedd perthnasol gyflwyno fidlediadau byr y gellir eu gosod ar Moodle. Drwy ddefnyddio podlediadau neu fidlediadau, daw darlithwyr yn fwy hysbys i fyfyrwyr gan eu gwneud i deimlo'n rhan annatod o'r brifysgol. Pan yn bosibl hefyd, gwneir defnydd o gysylltiadau â rhwydweithiau Ewropeaidd o ieithoedd lleiafrifol* ac anogir myfyrwyr i fynychu cynadleddau sydd yn ymwneud *â'r maes dan sylw. I atgyfnerthu'r addysgu*, darperir tiwtorialau un-i-un ar Skype yn ôl galw ac anghenion myfyrwyr fel unigolion ac mewn grwpiau pan fo'n ymarferol. Rhoddir cyfleoedd digonol i fyfyrwyr gymhwyso yr hyn a gyflwynir at eu dibenion eu hunain er mwyn sicrhau perthnasedd proffesiynol, ac i gyfeirio at eu meysydd eu hunain yng nghorff yr aseiniadau.
Dyrennir yr addysgu fel a ganlyn i gyflwyno'r modwl:

Math o weithgaredd	**Oriau**	**Canran**
Dysgu ar yr amserlen	30	10%
Dysgu annibynnol	270	90%
Dysgu drwy leoliadau		
CYFANSWM	**300**	**100%**

ASESU

Elfen Asesu 1 - 60%

Aseiniad (5,400 o eiriau)

Er enghraifft:
Pa dystiolaeth sydd i ddangos bod rhai modelau addysg ddwyieithog ac ymarferion methodolegol yn arwain at lefelau uwch o ddwyieithrwydd a daulythrennedd, ac ai'r rhain yw'r unig feini prawf y dylid eu defnyddio wrth werthuso addysg ddwyieithog effeithiol?

Elfen Asesu 2 - 40%

Seminar (30 munud)
Er enghraifft:
Trafodwch yn feirniadol y farn na ellir didoli addysg 'ddwyieithog' oddi wrth gyd-destun yr ideoleg wleidyddol y mae'n bodoli ynddo.

Crynodeb o'r Asesiad

Math o weithgaredd	**Canran**
Arholiad ysgrifenedig	
Gwaith Cwrs	60%
Ymarferol	40%
CYFANSWM	**100%**

ADDYSG AR GYFER DATBLYGU CYNALIADWY (ADC)

Ydy'r modwl yn cyfrannu at ADC?	Ydy
Os ydy, rhowch fanylion cryno (dim mwy na 100 o eiriau): Er na fydd **cynnwys** y modwl hwn yn cyfrannu'n uniongyrchol at ADC fel y mae modwl ECDA7002C, eto, wrth ei gyflwyno drwy ddulliau dysgu-o-bell, mabwysiedir egwyddorion ADC wrth ddarparu defnyddiau addysgu ar ei gyfer gan fod hynny yn golygu: • y bydd yr adnoddau a fydd yn cefnogi'r dysgu ac addysgu ar gael yn electronig ac y gellir symud oddiwrth ddibynadwyedd ar gopïau caled; • y gall myfyrwyr gyflwyno'u haseiniadau yn electronig pan fo hynny'n bosibl; • y gellir creu archif electronig yn hytrach nag un bapur; • y gellir ymestyn defnydd Moodle i gefnogi'r addysgu gan gynyddu nifer y modylau di-bapur; • y gellir cydymffurfio â pholisi e-adnoddau'r brifysgol sydd yn annog prynu e-lyfrau yn hytrach na chopïau caled pan fyddant ar gael.	

RHESTR DDARLLEN

Cod y Modwl	**ECDA7005C**	
Teitl y Modwl	**Modelau ar gyfer Addysgu Dwyieithog**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Baker, C. *Foundations of Bilingual Education and Bilingualism*. Bristol: Multilingual Matters, 2017.	☐
Hanfodol	Beardsmore, H. B. (ed.) *European Models of Bilingual Education.* Clevedon: Multilingual Matters, 1993.	☐
Hanfodol	Conteh. J. & Meier, G. (eds). *The Multilingual Turn in Languages Education. Opportunities and Challenges.* Bristol: Multilingual Matters, 2014.	☐
Hanfodol	Crawford, J. *Bilingual Education: History, Politics, Theory and Practice.* Trenton, N J: Crane Publishing, 1989.	☐
Hanfodol	Cenoz, J. & Genesee, F. (eds). *Beyond Bilingualism.* Clevedon: Multilingual Matters, 1998.	☐
Hanfodol	Dewaele, J.M., Housen, A. & Li Wei.(eds). *Beyond Basic Principles.* Clevedon: Multilingual Matters, 2003.	☐
Hanfodol	Garcia, O. *Bilingual Education in the Twenty-First Century.* Wiley-Blackwell: Bognor Regis, 2010.	☐
Hanfodol	Garcia, O. & Baker, C. *Policy and Practice in Bilingual Education: Extending the Foundations.* Clevedon: Multilingual Matters, 1995.	☐
Hanfodol	Garcia, O. & Baker, C*. Bilingual Education. An Introductory Reader.* Clevedon: Multilingual Matters, 2007.	☐
Pellach	Baker, C. *Increasing Bilingualism in Bilingual Education.* In D. Morris (ed.) *Welsh in the Twenty-First Century*. Cardiff; University of Wales Press, 2010.	☐
Pellach	Cohen, G. *The Politics of Bilingual Education.* Oxford Review of Education 10 (2), 225- 241,1984.	☐
Pellach	Cummins, J. *The Politics of Paranoia. Reflections on the Bilingual Education Debate.* In O. Garcia (ed.) *Bilingual*	☐

	Education Focusschrift in Honor of Joshua A. Fishman (Volume 1). Amsterdam / Philadelphia: John Benjamins, 1991.	
Pellach	Nikula, T., Dafouz, E., Moore, P. & Smit, U. (eds). *Conceptualising Integration in CLIL and Multilingual Education*. Bristol: Multilingual Matters, 2016.	☐
Pellach	Ó hAiniféin, D. *Immersion Education in Ireland.* Conradh na Gaeilge, 2008.	☐
Pellach	Weber, J. *Flexible Multilingual Education. Putting Children's Needs First*. Bristol. Multilingual Matters, 2014.	☐

Module Code	**ECDA7010**
Title	**Introduction to Bilingualism**
Date	**01/10/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To explore various aspects of the essence of bilingualism at an individual level, and to promote an awareness of the development of current academic theories and concepts about that phenomenon.

LEARNING OUTCOMES

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

- understand in detail the definitions and main conceptual theories of bilingualism at an individual level;
- analyse different levels of bilingualism at an individual level;
- evaluate the theoretical validity of different models and methods for the assessment of linguistic competence in individuals;
- present their work in an appropriate manner and to a linguistic and academic standard that is consistent with the levels of a Master's degree.

INDICATIVE CONTENT

- A study of different definitions of bilingualism and relevant terminology.
- Review literature and recent theories regarding bilingualism in individuals.
- Define different linguistic skills and critically analyse levels of bilingualism in individuals.
- Evaluative study of aspects of how levels of bilingualism are measured.
- Critical study of various models for assessing linguistic competency including those which emphasise sociolinguistic and socio-cultural aspects and contexts e.g. Canale & Swain's model (1980); Bachman & Palmer's model (1996); Sachev & Giles (2006).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Essay	7,500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module code	**ECDA7010**	
Module title	**Introduction to Bilingualism**	
Classification	**Reading List entry**	**Electronic***
Essential	Abudarham, S. *Bilingualism and the Bilingual - An interdisciplinary approach to Pedagogical and Remedial Issues.* London: NFER-Nelson, 1987.	☐
Essential	Altarriba, J. & Heredia, R.R. (eds.) *An Introduction to Bilingualism: Principles and Processes.* London: Lawrence Erlbaum Associates, 2008.	☐
Essential	Baetens Beardsmore, H. *Bilingualism: Basic Principles.* Clevedon: Multilingual Matters, 1986.	☐
Essential	Baker, C. *Foundations of Bilingual Education and Bilingualism.* Bristol: Multilingual Matters, 2017.	☐
Essential	Bhatia, T.K. & Ritchie, W.C. (eds) *The Handbook of Bilingualism:* Part 1, Overview and Foundations. Oxford: Blackwell, 2006.	☐
Essential	Chin, N.B. & Wigglesworth, G. *Bilingualism: an advanced resource book.* London: Routledge, 2007.	☐
Essential	Dewaele, J.M., Housen, A. & Li Wei (eds). *Beyond Basic Principles.* Clevedon; Multilingual Matters, 2003.	☐
Essential	Gathercole, V.C.M. *Issues in the Assessment of Bilinguals.* Bristol: Multilingual Matters, 2013.	☐
Essential	Gathercole, V.C.M. *Solutions for the Assessment of Bilinguals*. Bristol: Multilingual Matters, 2013.	☐
Essential	Hoffman, C. *An Introduction to Bilingualism.* Harrow: Longman, 1991.	☐
Further	Bialystok, E. *Levels of bilingualism and levels of linguistic awareness*. Developmental Psychology 24 (4), 560-567, 1988.	☐
Further	Canale, M. *On some theoretical frameworks for language proficiency*. In C. Rivera (ed.) *Language Proficiency and Academic Achievement.* Clevedon: Multilingual Matters,	☐

	1984.	
Further	Canale, M. & Swain, M. Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics* 1, 1-47,1980.	☐
Further	Grosjean, F*. Life with Two Languages: An Introduction to Bilingualism*. Cambridge, Massachusetts: Harvard University Press, 1982.	☐
Further	Jones, D. *Cyflwyniad i Ddwyieithrwydd*. Aberystwyth: Canolfan Astudiaethau Addysg, 1997.	☐

Côd y Modwl	**ECDA7010C**
Teitl	**Cyflwyniad i Ddwyieithrwydd**
Dyddiad	**23/07/2020**
Lefel	**7**
Credydau	**30**
Rhagofynion	**Dim**

AMCAN(ION)

- Archwilio agweddau amrywiol ar hanfod dwyieithrwydd ar lefel yr unigolyn gan hyrwyddo ymwybyddiaeth o ddatblygiad damcaniaethau a chysyniadau academaidd cyfredol am y ffenomen honno.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- deall yn fanwl y diffiniadau a'r prif ddamcaniaethau cysyniadol ym maes dwyieithrwydd yn yr unigolyn;
- dadansoddi gwahanol lefelau o ddwyieithrwydd yn yr unigolyn;
- gwerthuso dilysrwydd damcaniaethol gwahanol fodelau a dulliau ar gyfer asesu cymhwysedd ieithyddol unigolion;
- cyflwyno'u gwaith mewn dull priodol ac i safon ieithyddol ac academaidd sydd yn gyson â lefelau gradd Meistr.

CYNNWYS DANGOSOL

- Astudiaeth o wahanol ddiffiniadau o ddwyieithrwydd a therminoleg berthnasol.
- Adolygu llenyddiaeth a damcaniaethau diweddar yn ymwneud â dwyieithrwydd mewn unigolion.
- Diffinio gwahanol fedrau ieithyddol a dadansoddi'n feirniadol lefelau o ddwyieithrwydd mewn unigolion.
- Astudio'n werthusol agweddau ar sut y mesurir lefelau dwyieithrwydd.
- Astudio'n feirniadol gwahanol fodelau ar gyfer asesu cymhwysedd ieithyddol gan gynnwys rhai a osodant bwyslais ar agweddau a chyd-destunau sosio-ieithyddol a sosio-ddiwylliannol e.e. model Canale & Swain (1980); Bachman & Palmer (1996); Sachev & Giles (2006).

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	**Oriau**	**Canran**
Dysgu wedi'i amserlennu	30	10%
Dysgu'n annibynnol	270	90%
Dysgu drwy leoliadau		
CYFANSWM	**300**	**100%**

ASESU

Elfen Asesu 1

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Traethawd	7,500 o eiriau	100%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	**100%**

RHESTR DDARLLEN DDANGOSOL

Côd y Modwl	**ECDA7010C**	
Teitl y Modwl	**Cyflwyniad i Ddwyieithrwydd**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Abudarham, S. *Bilingualism and the Bilingual - An interdisciplinary approach to Pedagogical and Remedial Issues.* London: NFER-Nelson, 1987.	☐
Hanfodol	Altarriba, J. & Heredia, R.R. (eds) *An Introduction to Bilingualism: Principles and Processes.* London: Lawrence Erlbaum Associates, 2008.	☐
Hanfodol	Baetens Beardsmore, H. *Bilingualism: Basic Principles.* Clevedon: Multilingual Matters, 1986.	☐
Hanfodol	Baker, C. *Foundations of Bilingual Education and Bilingualism.* Bristol: Multilingual Matters, 2017.	☐
Hanfodol	Bhatia, T.K. & Ritchie, W.C. (eds) *The Handbook of Bilingualism:* Part 1, Overview and Foundations. Oxford: Blackwell, 2006.	☐
Hanfodol	Chin, N.B. & Wigglesworth, G. *Bilingualism: an advanced resource book.* London: Routledge, 2007.	☐
Hanfodol	Dewaele, J.M., Housen, A. & Li Wei (eds). *Beyond Basic Principles.* Clevedon; Multilingual Matters, 2003.	☐
Hanfodol	Gathercole, V.C.M. *Issues in the Assessment of Bilinguals.* Bristol: Multilingual Matters, 2013.	☐
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Pellach	Canale, M. *On some theoretical frameworks for language proficiency*. In C. Rivera (ed.) *Language Proficiency and Academic Achievement.* Clevedon: Multilingual Matters,	☐

	1984.	
Pellach	Canale, M. & Swain, M. *Theoretical bases of communicative approaches to second language teaching and testing*. Applied Linguistics 1, 1-47,1980.	☐
Pellach	Grosjean, F*. Life with Two Languages: An Introduction to Bilingualism.* Cambridge, Massachusetts: Harvard University Press, 1982.	☐
Pellach	Jones, D. *Cyflwyniad i Ddwyieithrwydd*. Aberystwyth: Canolfan Astudiaethau Addysg, 1997.	☐

Module Code	ECDA7011
Title	Societal Bilingualism
Date	01-10-20
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

To examine in detail the main factors which may influence the vitality, stability, spread, shift or death of minority languages, addressing the process of language planning.

LEARNING OUTCOMES

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

- execute a critical study of societal bilingualism, analysing the impact of demographic, economic, educational, political and sociological factors on minority languages' vitality, and to assess the role of those factors in the revival or death of specific languages;
- analyse different levels of bilingualism in society as well as different types of social bilingual contexts, while having a thorough knowledge of the latest conceptual frameworks in relation to language shift and revival in order to assess the usefulness of those frameworks in the language planning process;
- be familiar with a range of minority language situations in Europe and also evaluate their current vitality in the political contexts within which they exist;
- critically analyse the political and sociological implications of the process of protecting and supporting minority languages.

INDICATIVE CONTENT

- Analysis of bilingualism and aspects of socio-linguistics in various contexts where two languages co-exist; different models of the dynamic inter-relationship between them, and differentiation between diglossia and bilingualism.
- Critical study of different theoretical frameworks that are connected to supporting linguistic vitality in the context of the relationship of minority languages with majority languages, such as the frameworks of Giles, Bourhis & Taylor (1977), UNESCO (2003) and Conklin & Lourie (1983), addressing the factors that can support a language or cause it to shift and the means of categorising linguistic vitality based on those factors.
- Analytical discussion of political ideologies and concepts as well as linguistic policies that may be a key context for language vitality e.g. the typologies of Bourhis (2001) and Wiley (2002); integrated autonomy and separatist autonomy (Khleif,1980); economic-structural assimilation and cultural assimilation (Skutnabb-Kangas, 1977); 'overt' and 'covert' linguistic policies (Stubbs, 1991); 'additive' and 'subtractive' bilingual social contexts (Laundry, Allard & Théberge,1991); political aspects of language planning: language as a right, language as a problem and language as a resource (Ruiz, 1984).

- Critical discussion of aspects of language planning and theoretical frameworks concerned with reversing language shift, such as Fishman's Expanded GIDS (1991).
- Analysis of social reasons for the promotion of bilingualism and supporting or reviving a language: the 'environmental' viewpoint and evolutionary, conservational and defensive aspects, and the "Language Garden" (Garcia,1992).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Essay,	5,400 words	60%

Assessment Component 2
(Tick one)

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

Mode of assessment	Volume	Weighting
Presentation	30 minutes	40%

Assessment Summary

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

INDICATIVE READING LIST

Module code	**ECDA7011**
Module title	**Societal Bilingualism**

Classification	Reading List entry	Electronic*
Essential	Appel, R. & Muysken, P. *Language Contact and Bilingualism*. London: Edward Arnold, 1987.	☐
Essential	Baker, C. *Foundations of Bilingual Education and Bilingualism*. Bristol: Multilingual Matters, 2017.	☐
Essential	Bhatia, T.K. & Ritchie, W.C. (eds) *The Handbook of Bilingualism:* Part III, *Language Contact, Maintenance, and Endangerment*. Oxford: Blackwell, 2006.	☐
Essential	Coulmas, F. *Sociolinguistics: The Study of Speakers' Choices.* Cambridge: Cambridge University Press, 2013.	☐
Essential	Conklin, N. & Lourie, M. *A Host of Tongues*. New York: The Free Press, 1983.	☐
Essential	Edwards, J. *Multilingualism.* London: Routledge, 1994.	☐
Essential	Fishman, J.A. *Reversing Language Shift.* Clevedon: Multilingual Matters, 1991.	☐
Essential	García, O. *Societal Bilingualism and Mutilingualism.* New York: Mimco, City University of New York, 1992.	☐
Essential	Giles, H., Bourhis, R. & Taylor, D. *Towards a Theory of Language in Ethnic Group Relations.* In H. Giles (ed.) *Language, Ethnicity and Intergroup Relations*. London: Academic Press, 1977.	☐
Essential	Holmes, J. *An Introduction to Sociolinguistics*. Harlow: Pearson Education Ltd, 2001.	☐
Essential	Lasagabaster, D. & Huguet, A. (eds). *Multilingualism in European Bilingual Contexts.* Clevedon: Multilingual Matters, 2007.	☐
Essential	Matras, Y. *Language Contact*. Cambridge: Cambridge University Press, 2009.	☐
Essential	Nettle, D. & Romaine, S. *Vanishing Voices: The Extinction of the World's Languages.* Oxford: Oxford University Press, 2000.	☐
Essential	Perea, F.C. & Coll, C.G. *The Social and Cultural Contexts of Bilingualism.* In J. Altarriba & R.R. Heredia (eds) *An Introduction to Bilingualism: Principles and Processes.* London: Lawrence Erlbaum Associates, 2008.	☐
Essential	Romaine, S. *Language in Society: An introduction to Sociolinguistics*. Oxford, 1994.	☐
Further	Austin, P. *1000 Languages. The Worldwide History of Living and Lost Tongues.* London: Thames & Hudson, 2008.	☐
Further	Brook, M.R.M. The 'mother tongue' issue in Britain: Cultural diversity or control? *British Journal of Sociology of Education* 1(3), 237-256.	☐
Further	Coupland, N. (ed.) *English in Wales: Diversity, Conflict and Change.* Clevedon: Multilingual Matters, 1989.	☐
Further	Crawford, J. *At War with Diversity- U.S. Language Policy in an Age of Anxiety.* Clevedon: Multilingual Matters, 2000.	☐
Further	Crystal, D. *Language Death.* Cambridge, 2000.	☐
Further	Dewaele, J.M., Housen, A. & Li Wei. (eds). *Beyond Basic Principles*. Clevedon; Multilingual Matters, 2003.	☐
Further	Edwards, J. *Language, Society and Identity.* Oxford:	☐

	Blackwell, 1985.	
Further	Garcia, O. *Societal multilingualism in a multicultural world in transition.* In H. Byrne (ed.) *Languages for a Multicultural World in Transition*. Illinois: National Text Book Company, 1992.	☐
Further	Garrett, P. *Attitudes to Language*. Cambridge: Cambridge University Press, 2010.	☐
Further	Harrison, K.D. *When Languages Die.* Oxford: Oxford University Press, 2007.	☐
Further	Hoffman, C. *An Introduction to Bilingualism*. Harrow: Longman, 1991.	☐
Further	Martin-Jones, M. *Language, Power and Linguistic Minorities: the need for an alternative approach to bilingualism, language maintenance and shift*. In R. Grillo (ed.) *Social Anthropology and the Politics of Language.* London: Routledge, 1989.	☐
Further	Neill, D. (ed.) *Rebuilding The Celtic Languages*. Tal-y-bont: Y Lolfa, (2005).	☐
Further	Ruiz, R. Orientations in Language Planning. *NABE Journal* 8(2), 15-34, 1984.	☐
Further	Stubbs, M. *Educational Language Planning in England and Wales: Multicultural rhetoric and assimilationist assumptions.* In F. Coulmas (ed.) *A Language Policy for the European Community*. New York: Mouton de Gruyter, 1991.	☐
Further	Vega, L.A. *Social Psychological Approaches to Bilingualism.* In J. Altarriba & R.R. Heredia (eds) *An Introduction to Bilingualism: Principles and Processes.* London: Lawrence Erlbaum Associates, 2008.	☐
Further	Williams, C.H. *Linguistic Minorities, Society and Territory.* Clevedon: Multilingual Matters, 1991.	☐
Further	Williams, C.H. *Language Revitalisation- Policy and Planning in Wales.* Cardiff: University of Wales Press, 2001.	☐
Further	Williams, G. & Morris, D. *Language Planning and Language Use: Welsh in a Global Age.* Cardiff: University of Wales Press, 2000.	☒

Côd y Modwl	**ECDA7011C**
Teitl	**Dwyieithrwydd Cymdeithasol**
Dyddiad	**23/07/2020**
Lefel	**7**
Credydau	**30**
Rhagofynion	**Dim**

AMCAN(ION)

- Archwilio'n fanwl y prif ffactorau sydd yn gallu dylanwadu ar fywioldeb, sefydlogrwydd, ymlediad, dyfudiad neu dranc ieithoedd lleiafrifol, gan dalu sylw i broses cynllunio ieithyddol.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- gwneud astudiaeth feirniadol o ddwyieithrwydd cymdeithasol gan ddadansoddi effaith ffactorau demograffaidd, economaidd, addysgol, gwleidyddol a chymdeithasegol ar fywioldeb ieithoedd lleiafrifol ac asesu rôl y ffactorau hynny yn adferiad neu dranc ieithoedd penodol;
- dadansoddi gwahanol lefelau o ddwyieithrwydd mewn cymdeithas ynghyd â gwahanol fathau o gyd-destunau dwyieithog cymdeithasol gan feddu ar wybodaeth drylwyr o'r fframweithiau cysyniadol diweddaraf mewn perthynas â dyfudiad ac adferiad iaith er mwyn asesu defnyddioldeb y fframweithiau hynny ym mhroses cynllunio ieithyddol;
- bod yn gyfarwydd ag ystod o sefyllfaoedd yn Ewrop lle ceir ieithoedd lleiafrifol, yn ogystal â gwerthuso eu bywiogrwydd presennol o fewn y cyd-destunau gwleidyddol y maent yn bodoli ynddynt;
- dadansoddi'n feirniadol oblygiadau gwleidyddol a chymdeithasegol proses gwarchod a chynnal ieithoedd lleiafrifol.

CYNNWYS DANGOSOL

- Dadansoddi dwyieithrwydd ac agweddau ar ieithyddiaeth gymdeithasol mewn cyd-destunau amrywiol lle ceir dwy iaith yn cyd-fodoli, a gwahanol fodelau o'r gydberthynas ddeinamig sydd rhyngddynt, gan wahaniaethu rhwng diglosia a dwyieithrwydd.
- Astudio'n feirniadol fframweithiau damcaniaethol gwahanol sydd yn ymwneud â chynnal bywioldeb ieithyddol yng nghyd-destun perthynas ieithoedd lleiafrifol â rhai mwyafrifol, megis fframweithiau Giles, Bourhis & Taylor (1977), UNESCO (2003) a Conklin & Lourie (1983), gan roi sylw i'r ffactorau a all gynnal iaith neu achosi ei dyfudiad a'r modd y gellir categoreiddio bywioldeb ieithyddol ar sail y ffactorau hynny.
- Trafod yn ddadansoddol ideolegau a chysyniadau gwleidyddol ynghyd â pholisïau ieithyddol a all fod yn gyd-destun allweddol i fywioldeb iaith e.e. teipolegau Bourhis (2001) a Wiley (2002); ymreolaeth gyfannol ac ymreolaeth wahaniadol (Khleif,1980); cymathu economaidd-strwythurol a chymathu diwylliannol (Skutnabb-Kangas, 1977); polisïau ieithyddol 'agored' a 'chudd' (Stubbs, 1991); cyd-destunau cymdeithasol dwyieithog 'ychwanegus' a 'didynnus' (Laundry, Allard & Théberge,1991); agweddau gwleidyddol ar

gynllunio ieithyddol: iaith fel hawl, iaith fel problem ac iaith fel adnodd (Ruiz, 1984).

- Trafod yn feirniadol agweddau ar gynllunio ieithyddol a fframweithiau damcaniaethol yn ymwneud â gwrthdroi dyfudiad iaith, megis GIDS Estynedig Fishman (1991).
- Dansoddi rhesymau cymdeithasol dros hyrwyddo dwyieithrwydd a chynnal neu adfer iaith: y safbwynt 'amgylcheddol' ac agweddau esblygiadol, cadwraethol ac amddiffynnol, a'r "Ardd Ieithyddol" (Garcia,1992).

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	**Oriau**	**Canran**
Dysgu wedi'i amserlennu	30	10%
Dysgu'n annibynnol	270	90%
Dysgu drwy leoliadau		
CYFANSWM	**300**	**100%**

ASESU

Elfen Asesu 1

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	**Maint**	**Pwysiad**
Traethawd	5,400 o eiriau	60%

Elfen Asesu 2

☐ **Arholiad ysgrifenedig** ☐ **Gwaith cwrs** ☒ **Ymarferol**

Dull asesu	**Maint**	**Pwysiad**
Cyflwyniad	30 munud	40%

Crynodeb o'r Asesiad

Math o weithgaredd	**Canran**
Arholiad ysgrifenedig	
Gwaith cwrs	60%
Ymarferol	40%
CYFANSWM	**100%**

RHESTR DDARLLEN DDANGOSOL

Côd y Modwl	**ECDA7011C**	
Teitl y Modwl	**Dwyieithrwydd Cymdeithasol**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Appel, R. & Muysken, P. *Language Contact and Bilingualism*. London: Edward Arnold, 1987.	☐
Hanfodol	Baker, C. *Foundations of Bilingual Education and Bilingualism.* Bristol: Multilingual Matters, 2017.	☐

Hanfodol	Bhatia, T.K. & Ritchie, W.C. (eds) *The Handbook of Bilingualism:* Part III, *Language Contact, Maintenance, and Endangerment*. Oxford: Blackwell, 2006.	☐
Hanfodol	Coulmas, F. *Sociolinguistics: The Study of Speakers' Choices.* Cambridge: Cambridge University Press, 2013.	☐
Hanfodol	Conklin, N. & Lourie, M. *A Host of Tongues*. New York: The Free Press, 1983.	☐
Hanfodol	Edwards, J. *Multilingualism.* London: Routledge, 1994.	☐
Hanfodol	Fishman, J.A. *Reversing Language Shift.* Clevedon: Multilingual Matters, 1991.	☐
Hanfodol	García, O. *Societal Bilingualism and Mutilingualism.* New York: Mimco, City University of New York, 1992.	☐
Hanfodol	Giles, H., Bourhis, R. & Taylor, D. *Towards a Theory of Language in Ethnic Group Relations.* In H. Giles (ed.) *Language, Ethnicity and Intergroup Relations*. London: Academic Press, 1977.	☐
Hanfodol	Holmes, J. *An Introduction to Sociolinguistics*. Harlow: Pearson Education Ltd, 2001.	☐
Hanfodol	Lasagabaster, D. & Huguet, A. (eds). *Multilingualism in European Bilingual Contexts.* Clevedon: Multilingual Matters, 2007.	☐
Hanfodol	Matras, Y. *Language Contact*. Cambridge: Cambridge University Press, 2009.	☐
Hanfodol	Nettle, D. & Romaine, S. *Vanishing Voices: The Extinction of the World's Languages.* Oxford: Oxford University Press, 2000.	☐
Hanfodol	Perea, F.C. & Coll, C.G. *The Social and Cultural Contexts of Bilingualism.* In J. Altarriba & R.R. Heredia (eds) *An Introduction to Bilingualism: Principles and Processes.* London: Lawrence Erlbaum Associates, 2008.	☐
Hanfodol	Romaine, S. *Language in Society: An introduction to Sociolinguistics*. Oxford, 1994.	☐
Pellach	Austin, P. *1000 Languages. The Worldwide History of Living and Lost Tongues.* London: Thames & Hudson, 2008.	☐
Pellach	Brook, M.R.M. *The 'mother tongue' issue in Britain: Cultural diversity or control?* British Journal of Sociology of Education 1(3), 237-256.	☐
Pellach	Coupland, N. (ed.) *English in Wales: Diversity, Conflict and Change.* Clevedon: Multilingual Matters, 1989.	☐
Pellach	Crawford, J. *At War with Diversity- U.S. Language Policy in an Age of Anxiety.* Clevedon: Multilingual Matters, 2000.	☐
Pellach	Crystal, D. *Language Death.* Cambridge, 2000.	☐
Pellach	Dewaele, J.M., Housen, A. & Li Wei. (eds). *Beyond Basic Principles*. Clevedon; Multilingual Matters, 2003.	☐
Pellach	Edwards, J. *Language, Society and Identity.* Oxford: Blackwell, 1985.	☐
Pellach	Garcia, O. *Societal multilingualism in a multicultural world in transition.* In H. Byrne (ed.) *Languages for a Multicultural World in Transition*. Illinois: National Text Book Company, 1992.	☐
Pellach	Garrett, P. *Attitudes to Language*. Cambridge: Cambridge	☐

	University Press, 2010.	
Pellach	Harrison, K.D. *When Languages Die.* Oxford: Oxford University Press, 2007.	☐
Pellach	Hoffman, C. *An Introduction to Bilingualism*. Harrow: Longman, 1991.	☐
Pellach	Martin-Jones, M. *Language, Power and Linguistic Minorities: the need for an alternative approach to bilingualism, language maintenance and shift*. In R. Grillo (ed.) *Social Anthropology and the Politics of Language.* London: Routledge, 1989.	☐
Pellach	Neill, D. (ed.) *Rebuilding The Celtic Languages*. Tal-y-bont: Y Lolfa, (2005).	☐
Pellach	Ruiz, R. *Orientations in Language Planning.* NABE Journal 8(2), 15-34, 1984.	☐
Pellach	Stubbs, M. *Educational Language Planning in England and Wales: Multicultural rhetoric and assimilationist assumptions.* In F. Coulmas (ed.) *A Language Policy for the European Community*. New York: Mouton de Gruyter, 1991.	☐
Pellach	Vega, L.A. *Social Psychological Approaches to Bilingualism.* In J. Altarriba & R.R. Heredia (eds) *An Introduction to Bilingualism: Principles and Processes.* London: Lawrence Erlbaum Associates, 2008.	☐
Pellach	Williams, C.H. *Linguistic Minorities, Society and Territory.* Clevedon: Multilingual Matters, 1991.	☐
Pellach	Williams, C.H. *Language Revitalisation- Policy and Planning in Wales.* Cardiff: University of Wales Press, 2001.	☐
Pellach	Williams, G. & Morris, D. *Language Planning and Language Use: Welsh in a Global Age.* Cardiff: University of Wales Press, 2000.	☒

MODULE CODE: **ECED7001**
TITLE: **Political: Influences on Inequality and Diversity**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **30**

JACS CODE: **L400 Social Policy**

AIM(S)

- To critically explore the social and the political landscape and how this influences social policy in relation to inequality and diversity in society.

LEARNING OUTCOMES

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

- Engage in in-depth study of the contexts which impact upon the development and implementation of social policy, social justice, equity, equality, diversity and inclusion within EU, UK and Wales.

- Critically explore the drivers of social policy, appraising key theorists who explore models for inclusive policy.

- Critically evaluate the role of practitioners in a multi-disciplinary field, in relation to the development of policy with the consideration of ethical issues.

- Critical understanding of how society might change to become more equal, inclusive and sustainable.

INDICATIVE CONTENT

- An exploration of what policy/legislation mean for the individual, community and society and how this reflection individualisation or welfareism. An understanding of the political actors who contribute, with varying levels of power, to the making of laws and policies within Wales, UK, Europe and Globally. An exploration of the role of lobbyists, interest and pressure groups. Looking at the increasing role of user and carer participation in the commissioning of services, the barriers and challenges of user and carer involvement, and the benefits, to developing more inclusive, responsive and sustainable services.

- Exploration of how social power is embodied within a range of policies, laws and strategies that support social inclusion within society. A consideration of the barriers and challenges to initiating and sustaining change. A critical examination of the processes of social reproduction and change through social constructionist perspectives, and a critical examination of the role of social change in building inclusive and sustainable communities. Explore the complexity of the social and political environment within which policy decisions are made locally, nationally, regionally and globally. This includes, for example, an exploration of issues such as disability, sexual orientation, age, gender reassignment, race, religion or belief, sex and poverty.

- A critical exploration of how legislation and policy influences practice in a multi-disciplinary arena, including a consideration of the debate surrounding moral verses legal issues, such as: consent to medical treatment; civil rights and child protection issues.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Written Submission	3000 words	40%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Written Submission	2250 words	30%

Assessment Component 3

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

Mode of assessment	Volume	Weighting
Seminar Presentation	15 minutes	30%

Assessment Summary

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

READING LIST

Module Code	ECED7001

Module Title	Political: Influences on Inequality and Diversity	
Classification	**Reading List entry**	**Electronic***
Essential	Baylis, J, Smith S and Patricia Owens, (2014) *The Globalisation of World P{olitics: An Introduction to International Relations,* Abingdon: OUP.	☐
Essential	Heffernan R (2016) *Developments in British Politics 10,* London: Palgrave.	☐
Essential	Held, D. & Kaya, Ayse. (2007) Global Inequality: Patterns and Explanations, Cambridge: Polity.	☐
Essential	Jansson BS (2016) *Social Welfare Policy and Advocacy: Advancing Social Justice through 8 Policy Sectors.*	☐
Essential	McAuley JW (2003) *An introduction to Politics, State and Society,* London: Sage.	☐
Essential	Yeates N (2014) *Undersatnding Global Social Policy,* London: Policy Press.	☐
Further	Clark A (2012) *Political Parties int eh UK,* London: Palgrav.e	☐
Further	Dorling, D (2013) Injustice: Why Social Inequality Persists, Bristol: The Policy Press.	☐
Further	EHRC (2012) Equality and Human Rights Commission Annual Report and Accounts 1 April 2011-31 March 2012 (House of Commons Papers), London: EHRC.Gugler, J. (2004) World Cities beyond the West: Globalization, Development and Inequality, Cambridge: Cambridge University Press.	☐
Further	Emens, E.F & Stein M, A. (2013) Disability and Equality Law (The Library of Essays on Equality and Anti-Discrimination Law) London: Ashgate.	☐
Further	Kennedy, P (2013) *Key Themes in Social Policy*, Abingdon: Routledge.	☒
Further	Levitas, R. (2005) The Inclusive Society? Social Exclusion and New Labour, Basingstoke: Palgrave Macmillan.	☐
Further	Percy-Smith, J (2000) Policy Responses to Social Exclusion: Towards Inclusion? Buckingham: Open University Press.	☐
Further	Pierson, J (2010) Tackling Social Exclusion, London: Routledge.	☐
Further	Smith A & Spencer MG (2012) *Welath of Nations,* London: Worsdworth.	☐

MODULE CODE: **ECED7002**
TITLE: **The Social (Re)Production of Inequality**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **30**

JACS CODE: **L310 Applied Sociology**

AIM(S)

- To critically reflect on how inequity is produced and reproduced in society.

LEARNING OUTCOMES

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

- Engage with critical enquiry into the main sociological perspectives linked to inequality and diversity and apply them to a range of contexts.
- Critically reflect upon the contested definitions of what constitutes inequality and diversity.
- Consider how socially inequality is (re)produced in society through a complex examination of a range of scenarios.
- Explore in depth how power and control impact upon the delivery of a 'fair society'.

INDICATIVE CONTENT

- An exploration of the main sociological theories, e.g. Conflict Theory, Social Interactionism and Functionalism, and consideration of how these apply to inequality within society and the student's own context. By exploring such perspectives students will begin to understand how society is constructed and how this can support equity, diversity, equality and social inclusion. An understanding of the contested nature of equity, equality, diversity and social inclusion within the 21st century.
- Specific attention will be given as to how education continues to reinforce the cycle of social (re)production of inequality. A consideration of the barriers and challenges to initiating and sustaining change in society, including a critical overview of social strata and stratification theories and an analysis of how social class impacts upon social inclusion. An investigation into class patterns which may impact upon social mobility, future aspirations and equality.
- An examination of the role of ethics and values when studying the construction of society and individuals, and how values are transmitted to individuals and groups through society. Issues of how stigma, stereotyping and prejudice and how these are developed and sustained through the media will also be explored.

- Consideration of a variety of definitions regarding what constitutes a 'fair' and 'equal' society and consider what this means for understanding power and relationships in society. Using practical examples, an examination of the implications of sociological theories for equality, diversity and social inclusion. An exploration of how social power is embodied within a range of policies/strategies that support inclusion within society. This includes, for example, an exploration of issues such as disability, sexual orientation, age, gender reassignment, race, religion or belief, sex and poverty.

AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Written Submission	3000 words	40%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Written Submission	2250 words	30%

Assessment Component 3

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

Mode of assessment	Volume	Weighting
Portfolio	2250 words or equivalent	30%

Assessment Summary

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

READING LIST

Module Code	ECED7002	
Module Title	**The Social (Re)Production of Inequality**	
Classification	**Reading List entry**	**Electronic***
Essential	Atrkinson AB (2018) *Inequality,* Harvard: Garvard Univesrity Press.	☐

Essential	Collins PH & Bilge S (2016) *Intersectionality: Key Concepts,* Malden, MA: Polity Press.	☐
Essential	Giddens, A & Sutton W (2017) *Sociology,* Malden, MA: Polity Press.	☐
Essential	Graham, H (2007) Health and Socio-Economic Inequalities, Buckingham: OUP.	☐
Further	Bhattacharya T (2017) *Social Reproduction Theory: Remapping Class, REecntering Oppression,*	☐
Further	Dorling D (2010) *Injustice: Why Social Inequality Persists,* Bristol: Policy Press.	☐
Further	Ellemers N (2017) *World of Difference: A Moral Perspective on Social Inquality,* Amsterdam: Amsterdam Press.	☐
Further	Fulcher, J. & Scott, J. (2011) Sociology, Oxford: Oxford University Press	☐
Further	Goodley D (2016) *Disability Studies: An interdisciplinary Introduction,* London: Sage.	☐
Further	Gutting, G. (2005) Foucault: A Very Short Introduction (Very Short Introductions) New York: Oxford University Press.	☐
Further	Healey JF (2017) Di*versity and Society: Race, Ethnicity, and Gender,* London: Sage.	☐
Further	Hughes, G. & Ferguson, R. (2011) Ordering Lives: Family, Work and Welfare, London: Routledge.	☐
Further	Jones, P., Bradbuy, L. U LeBoutillier, S (2011) Introducing Social Theory, London: Polity Press.	☐
Further	Kimmel, M.S. (2013) Privilege, Boulder, CO: Westview Press Inc.	☐
Further	McNamee, S.J. & Miller, R.K. (2013) The Meritocracy Myth, New York: Rowman & Littlefield Publishers.	☐
Further	O'Doherty M (2017) *The Legacy of the United Kingdom: A Monarch6y Facilitating Oppression and Social Inequality,* Crystal Grove Books.	☐
Further	Pickett K (2010) *The Spirit Level: Why Equality is Better for Everyong,* London: Penguin.	☐
Further	Platt L (2011) *Undesrstanding Inequalites: Stratification and Difference,* Malden, MA: Cambridge.	☐
Further	Ritzer, G. (2012) The McDonaldisation of Society, London: Sage	☐
Further	Ritzer, G. (2013) Sociological Theory, Toronto: McGraw-Hill Higher Education.	☐
Further	Thompson N (2011) *Promting Equlaity: Working with Difference and Diversity,* Basingstoke: Palgerave Macmillan.	☐
Further	Umney C (2018*) Class Matters: INequlaity and Explolitation in 21st Centry Britain,* Pluto Press.	☐
Further	Thompson N (2011) *Promting Equlaity: Working with Difference and Diversity,* Basingstoke: Palgerave Macmillan.	☐

Module Code	**ECED7004**
Title	**Managing Professional Practice in Advocacy**
Date	**06/02/2019**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To provide advocacy professionals an opportunity to develop critical skills necessary to manage the increasing demand for advocacy services in a professional manner whilst recognising the need for both formal and informal support.

- To critically analyse the evolving demands placed on advocacy services and to develop new and innovative means of addressing issues faced by service providers.

LEARNING OUTCOMES

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

- consider how the professionalisation of advocacy services supports the voice of the service user in society through a complex examination of a range of scenarios;

- critically analyse the levels of service demand and provision whilst working in an advocacy context;

- critically evaluate innovations in advocacy services which respond to the professionalization of advocates. Critically evaluate proposed management plans which aim to deliver services within an advocacy framework.

INDICATIVE CONTENT

- Writing a business plan for an unidentified third sector organisation.

- Writing a funding bid for an unidentified third sector organisation.

- People management/Resource management.

- Managing special interest groups in a service organisation, committees, focus groups, client groups, multi-agency working.

- Establishing service levels within the financial constraints of a funded and time limited service provision.

- Meeting the challenges of ending an initiative and empowering ‘local’ people to maintain support on completion of a funded project.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning	0	0%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Written Submission	3000 words	40%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Written Submission	2250 words	30%

Assessment Component 3

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

Mode of assessment	Volume	Weighting
Portfolio	2250 words or equivalent	30%

Assessment Summary

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

READING LIST

Module Code	ECED7004	
Module Title	**Managing Professional Practice in Advocacy**	
Classification	**Reading List entry**	**Electronic***
Essential	Middleton, J. (2007) *Beyond Authority*. UK: Palgrave	☒
Essential	Gentile, M. (2010) *Giving Voice to Values*. USA: Yale.	☒
Essential	Newbigging, K et al (2015) *Independent Mental health Advocacy*. UK: JKP.	☒

Essential	Wright, A.C. & Jaffe, K. (2014) *Six Steps to Successful Child Advocacy*. UK: Sage.	☒
Essential	Dalrymple, J. & Boylan, J. (2009) *Understanding Advocacy*. UK: McGraw-Hill.	☒
Essential	Rueggar, M. (2001) *Hearing the Voice*. UK: RHP.	☐
Essential	Oliver, C.M. & Dalrymple, J. (2008) *Developing Advocacy for Children young People*. UK: JKP.	☐
Essential	Bateman, N. (1995) *Advocacy Skills*. UK: Arena.	☒
Essential	Courtney, R. (2013) *Strategic Management in the Third Sector*. UK: Palgrave	☐
Essential	Fullan, M. (2001) *Leading in a Culture of Change*. UK: Wiley.	☒
Essential	Billis, D. (2010) *Highbred Organisations and the Third Sector: Challenges for Practice Theory and policy*. UK: Palgrave Macmillan.	☒
Further	Braye, S. (2016) *Practising Social Work law*. (4th Ed). UK: Palgrave Macmillan Education.	☐
Further	Prezzo, M. (2015) *The Sociology of Human Rights*. UK: Polity.	☒
Further	Johns, R. (2017) *Using the Law in Social Work*. UK: Sage.	☐
Further	Duschinsky, R., Lampitt, S. & Bell, S. (2016) *Sustaining Social Work*. UK: Palgrave Macmillan.	☐
Further	Castells, M. (2015) *Networks of Outrage and Hope*. UK: Polity.	☐

Module Code	**ECED7005**
Title	**Dismantling Barriers to Equality: Gender, Ethnicity and Race, Youth and Age, Health and Disability and Vulnerable Groups**
Date	**25/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**N/A**

AIM(S)

- To explore the barriers to equity for a Gender, Ethnicity and Race, Youth and Age, Health and Disability and Vulnerable Groups.

LEARNING OUTCOMES

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

- Critically explore what constitutes equality, equity, social justice and liberation in society through exploration of a range of theoretical positions.

- Critically evaluate how intersectionality allows for a deeper understanding of the multi-dimensional nature of disadvantage, exclusion and inequity and how this impacts upon Gender, Ethnicity and Race, Youth and Age, Health and Disability and Vulnerable Groups.

- Through examining the complexity of the social, cultural and political landscape review the barriers and challenges experienced by individuals and groups in society.

- Critical reflect upon the potential opportunities to dismantle the barriers to equality and plan for positive change in the future.

INDICATIVE CONTENT

- Explore a range of theories associated with equality, equity, social justice and liberation e.g. utility, egalitarianism, normative and non-normative theory, equal worth and equal authority. Include exploration of the philosophical underpinning of concepts of equality and equity and whether liberation is possible. Define what ‘equal means’ and explore whether it is possible to make the world more ‘equal’.

- Explore intersectionality and multiple inequalities in practice. Analyse how the complex and multidimensional nature of inequality impacts upon individuals and communities. Consider the way that society is influenced and underpinned by structures, economics and the environment within which we live.

- Consider a range of examples of ‘inequality and inequity’ to explore the barriers and challenges individuals and groups face in reality. This can include the protected characteristics of age, disability, sex, gender reassignment, race, religion or belief, sexual orientation, marriage and civil partnerships,

pregnancy and maternity; in addition to e.g. youth and young people, social class, ethnicity and health.

- Consider a variety of models to dismantle barriers and capitalise on opportunities to engage with positive change in the future. Consider alternative models to equality and equity and how this might 'reshape' the world in an holistic sense.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning	0	0%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Written submission	4,500 words or equivalent	60%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Seminar Presentation	18 minutes	40%

Assessment Summary

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

INDICATIVE READING LIST

**The reading list below has specific texts for each of the characteristics within the title of the module to ensure that students can create their own learning journey.*

Module Code	**ECED7005**	
Module Title	**Dismantling Barriers to Equality: Gender, Ethnicity and Race, Youth and Age, Health and Disability and Vulnerable Groups**	
Classification	**Reading List entry**	**Electronic***
Inequality*		
Essential	Sernau, S (2019) *Social Inequality in a Global Age,* Indian, USA: Sage.	☐

Essential	Warwick=Booth, (2018) *Social Inequality,* London: Sage.	☐
Essential	Leon-Guerrero A (2018) *Social Problems: Community, Policy and Social Action,* London: Sage.	☐
Essential	Grzanka, P.R. (2019) *Intersectionality: Foundations and Frontiers,* London: Routledge.	☐
Gender*		
Further	Holmes, M (2007) *What is Gender? Sociological Approaches,* London: Sage.	☐
Further	Beasley, C (2005) *Gender and Sexuality: Critical Theories, Critical Thinkers,* London: Sage	☐
Ethnicity and Race*		
Further	Feagin, JR (2013) *The White Racial Frame: Centuries of Racial Framing and Counter-Framing,* London: Routledge.	☐
Further	Kindinger, E & Schmitt, M (2019) *The Intersections of Whiteness,* London: Routledge.	☐
Further	Fitzgerald, K. (2020) *Recognizing Race and Ethnicity: Power, Privilege, and Inequality,* London: Routledge.	☐
Further	Hohle, R, (2017) *Racism in the Neoliberal Era: A meta History of Elite White Power,* London: Routledge.	☐
Youth and Age*		
Further	Pickard, S (2016) *Age Studies: A Sociological Examination of How We Age and are Aged through the Life Course,* London: Sage.	☐
Further	Wallace, C. & Cross, M. (2020) *Youth in Transition: The Sociology of Youth and Youth Policy,* London: Routledge.	☐
Disability and Health*		
Further	Watson, N. & Vehmas, S. (2019) *Routledge Handbook of Disability Studies,* London: Routledge.	☐
Further	Mitra, S. & Ruger, JP. (2019) *Health, Disability and the Capability Approach,* London: Routledge.	☐
Further	Roberts, K. & Chapman, T. (2017) *Realising Participation: Elderly People as Active Users of Health and Social Care,* London: Routledge.	☐
Further	Barnard, A. (2010) *Key Themes in Health and Social Care,* London: Routledge.	☐
Further	Swain, J., French, S., Barnes, C. & Thomas, C. (2013) *Disabling Barriers – Enabling Environments,* London: Sage.	☐
Further	Watson, N. (2014) *Routledge Handbook of Disability Studies,* London: Routledge.	☐
Further	Goggin, G., Steele, L. & Cadwallader, J.R. (2019) *Normality and Disability,* London; Routledge.	☐

CÔD Y MODWL: **ECGE7002QC**
TEITL: **Y Gyfadran Addysg a Chymunedau: Traethawd Hir**
DYDDIAD: **26/04/2018**

LEFEL: **7**
CREDYDAU: **60**

COD JACS: **L400**

AMCAN(ION)

- Darparu cyfle i ymgymryd ag ymchwil beirniadol a gwerthusol sy'n ymwneud â materion a dadleuon sy'n berthnasol i gynllun gradd y myfyriwr.

- Darparu perthynas diwtora unigol gefnogol a beirniadol effeithiol i annog cynnydd strwythuredig, cyson a boddhaol o ran gwybodaeth, sgiliau ymchwil a deilliannau.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- cwblhau prosiect ymchwil sylweddol sy'n adlewyrchu sgiliau priodol o ran cymathu, cyfosod, dadlau, cyfathrebu a chyflwyno, mewn dewis faes sy'n berthnasol i'w gynllun gradd;
- cwblhau ei ymchwil a chyflwyno dogfen orffenedig o fewn yr amser a bennwyd ac i safonau a gytunwyd;
- manteisio ar gysyniadau, egwyddorion ac arferion a gyflwynwyd mewn modylau eraill a dangos cysylltiadau a pherthnasau;
- pennu cyflwr presennol gwybodaeth mewn maes penodol a chyfrannu at y wybodaeth honno.

CYNNWYS DANGOSOL

- Bydd myfyrwyr yn ymgymryd â sesiynau gweithdy ar fethodoleg ymchwil a fydd yn ymdrin â materion ymchwil generig a phenodol megis:
  - dynodi cwestiwn/mater ymchwil;
  - adolygu llenyddiaeth ac arfarnu beirniadol;
  - y defnydd o ddata gwreiddiol ac eilaidd;
  - dethol methodoleg ac offer ymchwil;
  - adnabod tybiaethau a chyfyngiadau astudiaeth;
  - cynllunio prosiect ymchwil;
  - rheoli'r prosiect ymchwil yn effeithiol;
  - strwythur, arddull a chyflwyniad;
  - dod i gasgliadau a llunio tybiaethau;
  - ysgrifennu papurau gwyddonol/technegol;
  - ystyriaethau moesegol.

STRATEGAETH GORUCHWYLIO A RHEOLI

Ar ôl mynychu'r gweithdai ar ddulliau ymchwil, bydd yn rhaid i'r myfyriwr lunio cynnig ymchwil gydag adolygiad llenyddiaeth, rhesymwaith, cwestiynau

allweddol/damcaniaeth, methodoleg arfaethedig a chynllun ymchwil. Dylid cyflwyno'r cynnig ar Ffurflen Cynnig Traethawd Hir Ôl-raddedig. Ar sail y cynnig ymchwil, penodir goruchwyliwr perthnasol yn ogystal ag ail ymgynghorydd lle bo'n briodol. Trafodir y cynnig ymchwil gyda'r goruchwyliwr a llunnir adroddiad adborth ac argymhelliad. Bydd y goruchwyliwr yn cwrdd â'r myfyriwr i drafod yr adroddiad a'r opsiynau – sef parhau, gan roi sylw i'r argymhellion, gan adolygu'r cynnig yn sylweddol neu, mewn achosion eithriadol, cytundeb o'r ddwy ochr i roi'r gorau i'r traethawd hir. Pennir y goruchwyliwr er mwyn adlewyrchu maes ffocws penodol y traethawd hir a darparu cymorth effeithiol a gwybodus. Cofnodir pob sesiwn oruchwylio ar Gofnod Goruchwylio Traethawd Hir Ôl-raddedig. Wedi'r broses hon bydd y myfyrwyr yn cofrestru eu traethawd hir i'w arholi gan Brifysgol Cymru Y Drindod Dewi Sant, gan ddefnyddio ffurflenni a gweithdrefnau safonol. Rhaid i ffurflen foeseg y Brifysgol gael ei chyflwyno a'i chymeradwyo cyn y gall y myfyriwr ddechrau ar elfen ymchwil y traethawd hir.
Yn dilyn hyn, bydd y myfyriwr a'r goruchwyliwr yn cytuno ar raglen o diwtorialau unigol a, lle bo hynny'n briodol, diwtorialau grŵp bach, gan ddiffinio natur ac amlder y cyfarfodydd a gytunir gyda'r myfyriwr.
Rôl y tiwtor/goruchwyliwr fydd:

- annog myfyrwyr i archwilio ystod o feysydd ymchwil posibl;
- cynorthwyo i ddethol maes ymchwil penodol;
- cynorthwyo i wneud y nodau a'r amcanion yn glir;
- argymell ffynonellau a dulliau ymchwil priodol gyda phwyslais ar sicrhau eu bod yn addas i'r pwrpas;
- cyfarwyddo strwythur a chyflwyniad y traethawd hir;
- cefnogi, annog ac ysgogi'r myfyrwyr yn gyffredinol yn eu hymchwil.

Y STRATEGAETH DYSGU AC ADDYSGU

Mae'r amser astudio ar gyfer y modwl wedi ei rannu yn y modd hwn:

Math o weithgaredd	**Oriau**	**Canran**
Dysgu ar yr amserlen	30	5%
Dysgu'n annibynnol	570	95%
Dysgu drwy leoliadau	0	0%
CYFANSWM	**600**	**100%**

ASESU

Elfen Asesu 1

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	**Maint**	**Pwysiad**
Traethawd Hir	15,000 o eiriau	100%

Dylai'r traethawd hir fod oddeutu 15,000 o eiriau o hyd; bydd hyn ar ffurf naill ai adolygiad llenyddiaeth neu drwy gasglu data. Caiff pob traethawd hir ei asesu gan arholwr mewnol - fel arfer aelod o dîm rhaglen y myfyriwr - er mewn amgylchiadau eithriadol mae'n bosibl y bydd aelod arall o staff ynghlwm â'r gwaith. Caiff y traethawd hir ei ail farcio gan aelod o dîm y cwrs. Bydd yr arholwr allanol yn gweld pob traethawd hir.

Dylai myfyrwyr gyflwyno'u traethawd hir ynghyd â Ffurflen Cyflwyno Traethawd Hir Gradd Meistr dan y canllawiau a roddir gyda'r ddogfen hon.
Caiff y traethawd hir ei asesu yn ôl meini prawf a safonau a gytunwyd ac a fydd ar gael i'r myfyrwyr wrth ddechrau'n ffurfiol ar yr ymchwil ar gyfer eu traethawd hir.
Caiff y traethawd hir ei asesu yn ôl meini prawf a safonau a gytunwyd, e.e.:

- cynllunio, trefnu a rheoli;
- strwythur a chyflwyniad;
- manylder gwybodaeth;
- manylder yr ymchwil;
- perthnasedd y cynnwys;
- datblygiad y ddadl;
- dadansoddiad beirniadol;
- dilysrwydd y tybiaethau a'r casgliadau.

Crynodeb o'r Asesiad

Math o weithgaredd	**Canran**
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	**100%**

RHESTR DDARLLEN

Côd y Modwl	**ECGE7002QC**	
Teitl y Modwl	**Y Gyfadran Addysg a Chymunedau: Traethawd Hir**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Biggam, J. (2015) *Succeeding with Your Master's Dissertation: A Step-by-Step Handbook* (3rd ed). Maidenhead: Open University Press.	☐
Hanfodol	BSA. (2004) *Statement of Ethical Practice for the British Sociological Association.* Durham: British Sociological Association.	☐
Hanfodol	Furseth, I. & Everett, E. L. (2013) *Doing Your Master's Dissertation: From Start to Finish (SAGE Study Skills Series*). London: Sage.	☐
Hanfodol	Jessop, J. (2012) *Ethics in Qualitative Research*. London: Sage.	☐
Hanfodol	Newby. P. (2014) *Research Methods for Education* (2nd ed). Abingdon: Routledge.	☐
Hanfodol	Punch. K. F. (2013) *Introduction to Social Research: Quantitative and Qualitative Approaches* (3rd ed). London: Sage Publications Ltd.	☐
Pellach	Bell, J. (2014) *Doing your research project: a guide for first time researchers in education and social science (6th ed).* Milton Keynes: Open University Press.	☐
Pellach	*British Educational Research Association* https://www.bera.ac.uk/	☒
Pellach	*British Educational Research Journal*	☒
Pellach	Bryman, A. (2016) S*ocial Research Methods* (5th ed). Oxford: Oxford University Press.	☐

Pellach	Creswell, J. W. (2013) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed). London: Sage Publications Ltd.	☐
Pellach	Denscombe, M. (2014) *The Good Research Guide: for small-scale social research projects* (5th ed). Maidenhead: Open University Press.	☐
Pellach	Denzin, N. K. & Lincoln, Y. S. (eds), (2011) *The Sage Handbook of Qualitative Research* (4th ed). London: Sage Publications Ltd.	☐
Pellach	Easterby-Smith, M., Thorpe, R. & Lowe, A. (2015) *Management Research: An Introduction* (5th ed). London: Sage Publications Ltd.	☐
Pellach	Johnson, B. & Christensen, L. (2011) *Educational Research: quantitative, qualitative and mixed approaches.* London: Sage.	☐
Pellach	Kumar, R. (2014) *Research Methodology: A Step-by-Step Guide for Beginners* (4th ed). Sage Publications: London.	☐
Pellach	Silverman, D. (2013) *Doing Qualitative Research: A Practical Handbook* (4th ed). London: Sage Publications Ltd.	☒

Module Code	**ECGE7005Q**
Title	**The Philosophy and Practice of Social Research**
Date	**25/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To develop in-depth knowledge, understanding and skills of social research methodologies and research methods appropriate to research with and for young children, children, young people, adults and groups who are at risk of exclusion and within wider community settings or educational contexts.

LEARNING OUTCOMES

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

- critically evaluate the nature of philosophical concepts in qualitative research and how they differ from concepts of quantitative research;

- undertake critical analysis and evaluation of research methodology, identifying implications for practice and/or their applications in policies and contexts;

- critically reflect on the complex ethical frameworks and legal implications which underpin all research and analyse specific ethical implications of research for and with young children, children, young people, adults and, for example, groups who are at risk of exclusion, within wider community settings or educational contexts;

- consider at a higher level the role of reflection within the research process through presenting their work appropriately, within ethical and research frameworks, and with an understanding of the requirements of critical thinking.

INDICATIVE CONTENT

- An in-depth evaluation of the paradigm debates of qualitative, quantitative and mixed methodologies.

- Analysis of research designs from both traditions e.g. grounded theory, ethnography, phenomenology, case study, emancipatory participatory research, survey research, experimental research and pragmatic research.

- An exploration of how research is carried forward by a variety of methods which may, for the purpose of classification, be divided into those of qualitative and quantitative emphasis e.g. ethnographical participant observation, interviews, focus groups, participatory methods, surveys and control groups. Consideration of mixed methodological approaches.

- An analytic exploration of the challenges of reading primary and original research data; students will be offered opportunities to discuss and analyse original research e.g. research papers, peer reviewed journal articles, and their own planning processes and formulation of research questions.

- An investigation of critique research, including ownership, impact and purpose of research. An evaluation of the difference between critical discussion and descriptive comprehension within academic work and social policy.

- The moral and ethical challenges of research, particularly research with children, young people and those excluded will be discussed in detail and set within legal and good practice frameworks. Critical consideration will be given to ethical and legal issues relating to confidentiality, anonymity, access, deception and informed consent. The requirement to comply with official guidelines of organisations such as the British Educational Research Association (BERA), British Sociological Association (BSA), will be emphasised. Current legal requirements will be considered in relation to data protection and safeguarding.

- Critical exploration of the principles and practices of adopting participatory research methodologies that allow children's, young people's, excluded voices and communities to be heard in the research process.

- An exploration of sampling methods, including opportunity samples, random samples and stratified samples. Sampling methods will be critically evaluated in regard to the implications in terms of practicality, triangulation, validity and reliability. The advantages and disadvantages of various methods of data presentation will be critiqued including both quantitative and qualitative results.

- To deconstruct the role of the researcher in relation to participants. The power relationship between researcher and researched community. Particular attention will be given to the concept of a 'person as participant' as well as 'hearing the voice of the individual' together with their contribution to reflexivity.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Written Assignment	3750 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Written Assignment	3750 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**ECGE7005Q**	
Module Title	**The Philosophy and Practice of Social Research**	
Classification	**Reading List entry**	**Electronic***
Essential	Bolton, G. E. J. (2014*) Reflective Practice: Writing and Professional Development* (4th ed). London: Sage Publications.	☐
Essential	Cohen, L. and Manion, L. (2011) *Research Methods in Education* (7th ed). London: Routledge.	☒
Essential	Creswell, J. W. (2013) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed). London: Sage Publications Ltd.	☐
Essential	Mauthner, M. L., Birch, M., Jessop, J. & Miller, T. (eds) (2012) *Ethics in Qualitative Research.* London: Sage Publications Ltd.	☒
Essential	Punch. K. F. (2013) *Introduction to Social Research: Quantitative and Qualitative Approaches* (3rd ed). London: Sage Publications Ltd.	☐
Essential	Welsh Government. (2015) *Effective Use of Data and Research Evidence. Cardiff: Welsh Government*. http://learning.gov.wales/docs/learningwales/publications/150814-effective-use-of-data-en.pdf	☒
Further	Alderson, P. & Morrow, V. (2011) *The ethics of research with children and young people : a practical handbook* (2nd ed). London: SAGE.	☒
Further	Bell, J. (2014) *Doing your research project: a guide for first time researchers in education and social science* (6th ed). Milton Keynes: Open University Press.	☐
Further	British Educational Research Association https://www.bera.ac.uk/	☒
Further	Bryman, A. (2016) *Social Research Methods* (5th ed). Oxford: Oxford University Press.	☐
Further	Clough, P. & Nutbrown, C. A. (2012) *Students' Guide to Methodology* (3rd ed). London: Sage.	☐

Further	Denscombe, M. (2014). *The good research guide: for small-scale social research projects* (5th ed). Maidenhead: McGraw-Hill/Open University Press.	☐
Further	Denzin, N. K. & Lincoln, Y. S. (eds), (2011) *The Sage Handbook of Qualitative Research* (4th ed). London: Sage Publications Ltd.	☐
Further	Flick, U. (2015) *Introducing Research Methodology*. London: Sage.	☐
Further	Kara, H. (2015) *Creative Research Methods in the Social Sciences: A Practical Guide*. Bristol: Policy Press.	☐
Further	Punch, K. F. & Oancea, A. (2014) *Introduction to Research Methods in Education.* (2nd ed). London: Sage.	☐
Further	Salkind, N. J. (2016) *Statistics for People Who (Think They) Hate Statistics.* (4th ed) London: Sage.	☐

Module Code	**HPAH7005**
Title	**The Greek Economy in the Archaic and Classical Periods**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To enable students to demonstrate a detailed and critical understanding of the Greek economy in the archaic and classical periods, the debates relating to it, and its relationship to aspects of Greek politics and society in the polis and beyond.

LEARNING OUTCOMES

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

- Demonstrate a broad and in-depth understanding of the archaic and classical Greek economies and the economies of the non-Greek peoples at the fringes of the Greek world;
- Demonstrate the ability to discuss in depth the literary, epigraphic, numismatic and archaeological sources and evidence on the Greek and non-Greek economies of the archaic and classical periods, as well as comparative evidence and methodologies;
- Demonstrate the ability to critically analyse and interpret the major debated issues on the archaic and classical Greek economies, and how they have impacted upon our understanding of the history and societies of the classical and archaic Greeks;
- Demonstrate the ability to construct an independent and methodologically informed argument, based on independent research, synthesizing material relevant to the module.

INDICATIVE CONTENT

- Debates on the ancient economy
- Marxist and neo-institutional views of the economy
- The Athenian economy
- Economies of the Aegean
- State and the economy
- Economy, politics and empire

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Critical Review of scholarship	3000 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	4000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPAH7005	
Module Title	The Greek Economy in the Archaic and Classical Periods	
Classification	Reading List entry	Electronic*
Essential	Morris, Ian, Richard P. Saller, and Walter Scheidel. The Cambridge Economic History of the Greco-Roman World. 1st Paperback ed. Cambridge ; New York: Cambridge University Press, 2013.	☐
Essential	L. Migeotte, The Economy of the Greek Cities from the Archaic Period to the Early Roman Empire.	☐
Essential	Alain Bresson, The making of the ancient Greek economy : institutions, markets, and growth in the city-states (2015).	☐
Further	Quantifying the Greco-Roman economy and beyond, ed. by François De Callataÿ, Pragmateiai, 27 (Bari: Edipuglia, 2014).	☐
Further	Gift giving and the « embedded » economy in the ancient world, ed. by Filippo Carlà and Maja Gori, Akademiekonferenzen / Heidelberger Akademie der Wissenschaften, 17 (Heidelberg: Winter, 2014).	☐
Further	Peter Acton, Poiesis : manufacturing in classical Athens (Oxford: Oxford University Pr., 2014).	☐

Further	Journal of Hellenic Studies	☐
Essential	Amemiya, Takeshi. Economy and Economics of Ancient Greece. Routledge Explorations in Economic History. Abingdon [England] ; New York, NY: Routledge, 2007.	☐
Further	Cartledge, Cohen, Foxhall, Cartledge, Paul, Cohen, Edward E, and Foxhall, Lin. Money, Labour and Land Approaches to the Economies of Ancient Greece. London ;: Routledge, 2002.	☐
Essential	Harris, Lewis, Woolmer, Harris, Edward Monroe, Lewis, David M., and Woolmer, Mark. The Ancient Greek Economy : Markets, Households and City-states. 2016.	☐
Further	De Angelis, Franco, and De Angelis, F. Archaic and Classical Greek Sicily: A Social and Economic History. Oxford University Press, 2016.	
Further	Moreno, Alfonso, and Moreno, A. Feeding the Democracy: The Athenian Grain Supply in the Fifth and Fourth Centuries BC. Oxford University Press, 2007.	
Essential	Finley, M. I. The Ancient Economy. Berkeley: University of California Press, 1999.	
Further	Manning, Morris, Manning, Joseph Gilbert, and Morris, Ian. The Ancient Economy : Evidence and Models. Social Science History. Stanford, Calif.: Stanford University Press, 2005.	
Further	Archibald, Zosia Halina. Ancient Economies of the Northern Aegean : Fifth to First Centuries BC. First ed. 2013.	
Further	Manning, Joseph Gilbert. The Open Sea : The Economic Life of the Ancient Mediterranean World from the Iron Age to the Rise of Rome. 2018.	

Module Code	**HPAH7008**
Title	**Rome and the Indian Ocean: The Classical World in a Global Context**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To explore the Graeco-Roman engagement with the wider Afro-Eurasian world. To engage with issues such as economic and cross-cultural exchange, transcultural adaptations, diplomatic contact, and the impact of wider world events on the Graeco-Roman Mediterranean.

LEARNING OUTCOMES

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

- Adopt a highly competent interdisciplinary approach to the subject matter, so as to be able to critically evaluate the cultural, religious, political, diplomatic, military and economic exchanges between the Mediterranean and the wider Afro-Eurasian world.

- To be able to systematically draw upon and evaluate in-depth a wide range of ancient evidence, including written (literature, epigraphy, papyrology, ostraka), material (archaeological and archaeobotanical evidence, and numismatics), and visual (art and sculpture).

- To have a suitable cognizance of the Roman Empire in a wider Afro-Eurasian context.

INDICATIVE CONTENT

- To examine the development of contact and travel to various lands across the Afro-Eurasian world.

- The development of trade networks and merchant diaspora.

- Cross-cultural exchange between civilisations and the phenomenon of transculturality.

- The conceptual, intellectual and socio-economic impact on wider Roman society resulting from engagement with the wider Afro-Eurasian world.

- The development of diplomatic, strategic and military policies in relation to other polities in East Africa, the Arabian Peninsula and South Asia.

- The impact of the Indian Ocean trade on the resources of the state.

- The concepts of globalisation and glocalisation as applied to the ancient world.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	30	100

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7,500 words equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPAH7008**	
Module Title	**Rome and the Indian Ocean: The Classical World in a Global Context**	
Classification	**Reading List entry**	**Electronic***
Essential	Conrad, S. 2016. What is Global History? Princeton: Princeton University Press.	☐
Further	Casson, L. 1989. [Introduction, Translation, and Commentary of] Periplus Maris Erythraei. Princeton: Princeton University Press.	☐
Further	Cobb, M. A. 2018. Rome and the Indian Ocean Trade from Augustus to the Early Third Century CE. Leiden: Brill.	☐
Further	Cobb, M. A. (ed.), 2019. The Indian Ocean Trade in Antiquity: Political, Cultural an Economic Impacts. London: Routledge.	☐
Further	Jennings, J. (2011) Globalizations and the Ancient World. Cambridge.	☐
Further	Mathew, K. S. (ed.), (2015a) Imperial Rome, Indian Ocean Regions and Muziris: New Perspectives on Maritime Trade. Oxon.	☐
Further	Pitts, M. and Versluys, M. J. (eds.), 2015. Globalisation and the Roman World: World History, Connectivity and Material Culture. Cambridge: Cambridge University Press.	☐

Further	Seland, E. H. 2008. 'The Indian Ocean and the Globalisation of the Ancient World', Ancient West & East 7: 67-79.	☐
Further	Sidebotham, S. E. 2011. Berenike and the Ancient Maritime Spice Route. London: University of California Press	☐
Further	Tomber, R. 2008. Indo-Roman Trade: From Pots to Pepper. London: Duckworth.	☐
Further	Whittaker, C. R. 2004. Rome and Its Frontiers: The Dynamics of Empire. London: Routledge.	☐
Further	Young, G. K. 2001. Rome's Eastern Trade International: Commerce and Imperial Policy, 31 BC - AD 305. London: Routledge.	☐

Module Code	**HPAH7010**
Title	**The History and Culture of Late Antiquity**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To enable students to undertaken an in-depth evaluation and analysis of the main historical, political, social, religious, literary and cultural developments that took place in the Late Antique world of the Mediterranean, NW Europe and the Near East.

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, intellectual, political, diplomatic, military and economic changes that took place from the third to seventh centuries AD;
- to fully engage with a wide range of disparate ancient evidence (archaeological, textual and visual), and to treat critically a range of pertinent modern scholarship;
- demonstrate a highly 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;
- to be highly cognizant of the literary and intellectual developments which took place during Late Antiquity.

INDICATIVE CONTENT

- The module will examine how communities across the Mediterranean world, NW Europe and the Near East adapted to changes taking place 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. This period also saw the rise of Christianity (and its numerous, and often hostile branches) and the eventual rise of Islam in the seventh century; two developments that fundamentally altered the course of world history. Intellectual developments were also taking place during this period, with continued transformations in the classical literary tradition, alongside the creation of new ecclesiastical literary traditions. By the end of the period under study, diving lines became were beginning to be formed between West and East and between the southern and northern Mediterranean.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7,500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPAH7010**	
Module Title	**The History and Culture of Late Antiquity**	
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. 1970. Claudian, Poetry and Propaganda at the court of Honorius. Oxford: Clarendon press.	☐
Further	Cameron, A. 2011. The Last Pagans of Rome. Oxford: Oxford University 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. assited by Raithel, J. (eds.), 2009. A Companion to Late Antiquity. London: Blackwell.	☐

Module Code	**HPAH7011**
Title	**Theory and Methodology for the Study of the Ancient World**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To gain a sophisticated understanding of the principal theories of and the interdisciplinary approaches to the study of the ancient world;
- To interpret the main evidence for the study of the classical world while displaying a critical awareness of the methodological problems associate with this evidence.

LEARNING OUTCOMES

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

- understand the analytical critique of the main trends of modern theories of the discipline of Classics, Ancient History and Near Eastern Archaeology;
- determine and apply the appropriate methodologies and approaches for the interpretation of a range of evidence used in the study of any given ancient topic.

INDICATIVE CONTENT

- This module aims to provide students with the research skills necessary to interrogate the ancient world using a variety of different methodological and theoretical approaches. It explores textual, iconographic and archaeological source materials and engages with a number of key themes and theoretical approaches integral to developing a sophisticated understanding of the ancient world. These might include: genre, gender theory, the ancient economy, religion, mythology, materialities, reception theory.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPAH7011**	
Module Title	**Theory and Methodology for the Study of the Ancient World**	
Classification	**Reading List entry**	**Electronic***
Essential	Bodel, J. Epigraphic Evidence, 2001	☐
Essential	Boivin, N. Material Cultures, Material Minds. Cambridge: CUP, 2008.	☐
Essential	Schmitz, T.A. Modern Literary Theory and Ancient Texts. An Introduction, London, 2002	☐
Essential	Pelling, C. Literary Texts and the Greek Historian. London: Routledge, 2000.	☐
Further	Edmunds, L. Intertextuality and the Reading of Roman Poetry. Baltimore: John Hopkins University Press, 2001	☐
Further	Harris, O. and Cipolla, C. Archaeologicl Theory in the New Millennium: introducing current perspectives. Abingdon, Routledge, 2017.	☐
Further	Morley, N. Theories, Models and Concepts in Ancient History, 2004	☐
Further	Skinner, M. Sexuality in Greek and Roman Culture. Oxford: Blackwell, 2007.	☐
Further	Howgego, C. Ancient History from Coins. London: Routledge, 1997.	☐

Module Code	**HPAH7012**
Title	**MRes Dissertation (Ancient)**
Date	**04/03/2020**
Level	**7**
Credits	**120**
Pre-Requisites	

AIM(S)

- To pursue an extended, independent research project of up to 30,000 words upon a relevant and appropriate academic topic of interest to the student and within the subject range and specialism of the teaching staff across the Institute.

LEARNING OUTCOMES

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

- demonstrate an ability to pursue an independent research project at postgraduate level;
- demonstrate a deep and sophisticated knowledge of their particular chosen topic for research;
- critically evaluate a breadth of accumulated information and interpretations, drawn from a wide range of textual sources, of both a primary and secondary character;
- demonstrate a sophisticated and critical awareness of relevant theoretical and conceptual considerations underpinning the research project;
- construct and sustained a hypothesis based on a critical evaluation of the various source materials as they relate to the research topic.

INDICATIVE CONTENT

Students have the opportunity to undertake an extended research project upon a topic of their own choice, within the individual subject strand of the Masters by Research and in consultation with both the subject tutor and the programme coordinator. The subject will need to come within the broad research areas of academic staff within the Institute.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning		
Independent learning	1200	100%
Placement learning		
TOTAL	**1200**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Dissertation	30,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPAH7012**	
Module Title	**MRes Dissertation (Ancient)**	
Classification	**Reading List entry**	**Electronic***
Essential	Bolton, G., Reflective Practice: Writing and Professional Development (London: Sage, 2010)	☐
Essential	Cottrell, S., Critical Thinking Skills: Developing effective Analysis and Argument Basingstoke: Palgrave, 2005)	☐
Further	Barnes, R., Successful Study for Degrees (London: Routledge, 1992)	☐
Further	Northedge, A., The Good Study Guide (Milton Keynes: The Open University, 2005)	☐
Further	Turner, J., How to Study: A Short Introduction (London: Sage, 2002)	☐

Module Code	**HPAH7013**
Title	**MA Dissertation (Ancient)**
Date	**04/03/2020**
Level	**7**
Credits	**60**
Pre-Requisites	

AIM(S)

- To enable students to reformulate and use relevant understanding, methodologies and theories to address a specific problematic issue that involve many interacting factors on a chosen topic related to their MA degree scheme.

LEARNING OUTCOMES

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

- construct an independent and methodologically informed argument, based on independent research, synthesizing relevant material;

- critically analyse and interpret the key problems, methodologies, and theories in their chosen topic, and produce and integrate a detailed analysis of the relevant primary sources;

- participate in the modern scholarly discussions on the proposed topic, and evaluate critically that scholarship with a sound understanding of the contexts in which it is located, so that developments and trends can be taken in account;

- plan and develop their own research and to exercise autonomy and sound judgement;

- present written work in a manner appropriate for a relevant/professional audience.

INDICATIVE CONTENT

- The dissertation provides an excellent opportunity to study in detail a specific aspect of the ancient world.

- Students decide on their own topic in close consultation with a member of staff.

- Those taking a language-focused programme may, as an alternative to a traditional dissertation essay, offer a lemmatic commentary on a Greek or Latin text in the original, to reflect their linguistic achievement.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	600	100%
Placement learning		
TOTAL	**600**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Dissertation	15000 words	100%

Assessment Summary

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

Module Code	**HPAH7014**
Title	**Spaces, Places and Objects in Ancient Mediterranean Religions**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To enable students to gain a detailed and critical understanding of the evidence for ceremonial activity and ritual practice in the ancient Mediterranean and Near East using archaeological materials.
- To enable students to gain a detailed and critical understanding of these within their social and cultural contexts and in the light of modern theories and methodologies.

LEARNING OUTCOMES

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

- an ability to evaluate and apply critically the different methodologies and scholarly debates on the subject of choice;
- an independent knowledge and understanding of the range of archaeological and material evidence for the subject of choice, showing critical awareness of their problematic and varied nature;
- a critically informed analysis of the complex interrelationship between space, place, object, ritual activity and society in the subject of choice.

INDICATIVE CONTENT

- This module examines the evidence for cult practices and religious activity in the ancient East Mediterranean through detailed analysis of the archaeological record. It aims to examine archaeological criteria for the definition of special places and cult centres within natural spaces, modified landscapes and the built environment. The module also seeks to examine how the interpretation of material culture can lead to a reconstruction of ceremonial ritual practices and religious practices and their incorporation within society within the ancient Mediterranean, through the investigation of specific case-studies. The module will draw upon a variety of case studies, such as the archaeology of natural spaces, the creation of ceremonial worlds, and materiality of cult practices. It explores the evidence for religious activity and ritualised practices through a theoretical lens, drawing upon phenomenology, embodiment, and material engagement theory in particular. Case studies will draw upon the Neolithic and Early Bronze Age in the Near East; and the Bronze Age in the Aegean and Cyprus.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPAH7014**	
Module Title	**Spaces, Places and Objects in Ancient Mediterranean Religions**	
Classification	**Reading List entry**	**Electronic***
Essential	Hodder, I. (ed.) 2010. Religion in the Emergence of Civilization: Çatalhöyük as a Case Study. Cambridge: Cambridge University Press	☐
Essential	Kyriakidis, E. 2005. Ritual in the Bronze Age Aegean: the Minoan Peak Sanctuaries. London: Duckworth	☐
Essential	Kyriakides, E. 2007. The Archaeology of Ritual. Los Angeles: Cotsen Institute of Archaeology at UCLA	☐
Essential	Laffineur, R. and Hägg, R. (eds). 2001. Potnia: Deities and Religion in the Aegean Bronze Age. Aegaeum 22: Université de Liège	☐
Essential	Laneri, N. 2015. Defining the Sacred: Approaches to the Archaeology of Religion in the Near East. Oxford: Oxbow	☐
Essential	Renfrew, C. 1978. The Archaeology of Cult: The Sanctuary at Phylakopi. The British School at Athens. Supplementary Volumes. 18	☒
Further	Attala, L. and Steel, L. 2019. Body Matters. Wales University Press.	☐
Further	Bradley, R. 2000. An Archaeology of Natural Places. London: Routledge	☐
	Cosmopoulos, M.B. 2015. Bronze Age Eleusis and the Origins of the Eleusinian Mysteries. Cambridge: CUP.	

Further	Lewis-Williams, D. 2009. Inside the Neolithic Mind: Consciousness, Cosmos and the Realm of the Gods. London: Thames and Hudson.	☐
Further	Lewis-Williams, D.2010. Conceiving God: The Cognitive Origin and Evolution of Religion. London: Thames and Hudson.	☐
Further	Renfrew, C. 2007. Keros, Dhaskalio Kavos: the investigations of 1987-88. Keros. Volume 1. Cambridge: MacDonald Institute	☐
Further	Rutkowski, B. 1986. The Cult Places of the Aegean. New Haven and London: Yale University Press	☐
Further	Smith, J.S. 2009. Art and Society in Cyprus from the Bronze Age into the Iron Age. Cambridge: CUP.	☐
Further	Watrous, L.V. 1996. The cave sanctuary of Zeus at Psychro: a study of extra-urban sanctuaries in Minoan and early Iron Age Crete. AEGAEUM 15. Annales d'archéologie égéenne de Université de Liège et UT-PASP.	☐
Further	Webb, J.M. 1999. Ritual architecture: iconography and practice in the late Cypriot Bronze Age. Jonsered: Paul Åströms Förlag,	☐

Module Code	**HPAH7015**
Title	**Ancient Egyptian Religion**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	If the student does not have pre-knowledge of Ancient Egypt, the following readings need to be studied before the module • Teeter, E. and Brewer, D. 1999. *Egypt and the Egyptians*. Cambridge: Cambridge University Press. • Lloyd, Alan Brian (Ed.). 2010. *A Companion to ancient Egypt*. Oxford and Malden: Wiley-Blackwell. • Shaw, I. 2004. *The Oxford History of Ancient Egypt*. Oxford: OUP.

AIM(S)

- To provide students with an in-depth understanding of the theory and practice of ancient Egyptian religion and magic using adequate case studies to enable them to apply the gained theoretical knowledge.

- To endow the students with the relevant tools to deal with Egyptological theories applied to material and textual sources in the wider and comparative subject of ancient religions.

LEARNING OUTCOMES

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

- critically examine and understand the nature of ancient Egyptian religion and religious practices on state and popular levels, from the Naqada Period until the end of the Roman era (4000 BC – AD 400) on the basis of material culture and textual sources;
- demonstrate a critically informed analysis of the complex interrelationship between ancient Egyptian religious thought and other aspects of ancient Egyptian society;
- demonstrate an in-depth and analytical understanding of different theoretical approaches to ancient Egyptian beliefs overlapping with Religious Studies, anthropology, archaeology and heritage;
- independently research case studies and demonstrate a critically in- formed awareness of their role in the general characteristics of ancient Egyptian religion.

INDICATIVE CONTENT

- The characteristics of Ancient Egyptian Religion

- The nature of religion – concepts of the divine

- The emergence of religion

- Social and hierarchical agency – divine kingship

- Religion and ethics: the concept of Maat

- The pantheon: conceptions of God(s)
- Egyptian theology: creation, cosmogonies, mythology, solar religion
- The religious system: temples, kings, priesthood
- Religion and economy: the temple as economic powerhouse
- Religion and magic
- Personal piety and agency: shrines, prayers, oracles, festival
- Solar Religion and Amarna
- Case studies:
    - Thebes: Processions and Festivals.
    - Abydos: Personal Cult, Performances and Pilgrimage.
    - Exceptional setups – exceptional beliefs? The situation of Amarna and Deir el-Medina.
    - Alexandria: religious interpretations of the Ptolemies.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

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

Mode of assessment	**Volume**	**Weighting**
Portfolio	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPAH7015**	
Module Title	**Ancient Egyptian Religion**	
Classification	**Reading List entry**	**Electronic***
Essential	Quirke, S. 1992. *Ancient Egyptian Religion*. London: British Museum.	☒

Essential	Quirke, S. 2015. *Exploring Religion in Ancient Egypt*. London: British Museum.	☒
Essential	Teeter, E. 2011. *Religion and Ritual in Ancient Egypt*. Cambridge: CUP.	☒
Further	Bickel, S. 2004. Myth and Sacred Narratives: Egypt. In: Johnston, S. I. (ed.). *Religions of the Ancient World: A Guide*. Cambridge, MA. 578-580.	☒
Further	Frandsen, P. 2008. Aspects of kingship in Ancient Egypt. In: N. Brisch: Religion and Power: *Divine Kingship in the Ancient World and beyond.* Chicago: Oriental Institute. pp. 47-73.	☒
Further	Goebs, K. 2013. Egyptian *mythos* as *logos*: an attempt at a redefinition of 'mythical thinking'. In: E. Frood and A. McDonald (eds.) *Decorum and experience: essays in ancient culture for John Baines*. 127-134. Oxford: Griffith Institute.	☒
Further	Harrison, P. 2017. Profane Egyptologists: The Modern Revival of Ancient Egyptian Religion.	☐
Further	Ikram, S. 2010a. *Ancient Egypt: An Introduction.* Cambridge. 115-164.	☐
Further	Kemp, B. 1995. How religious were the ancient Egyptians? In: *Cambridge Archaeological Journal* 5(1995)1. 25-54.	☐
Further	Rappaport, R.A. 1999. *Ritual and Religion in the Making of Humanity.* Cambridge	☐
Further	Riggs, Chr. 2012. *The Oxford Handbook of Roman Egypt.* Oxford: OUP. 319-474.	☒
Further	Roth, A. M. 2010. The Representation of the Divine in Ancient Egypt. In: Beckman, G.M.; Lewis, T.J. *Text, Artifact, and Image: Revealing Ancient Israelite Religion*. Ithaca: Cornell. 24-37.	☒
Further	Shafer, B. (Ed.) 1991. *Religion in Ancient Egypt: Gods, Myths, and Personal Practice.* Ithaca & London: Cornell Univ. Pr.	☐
Further	Szpakowska, K. 2006. Through a Glass Darkly. Swansea: Classical Press of Wales.	☐
Further	Teeter, E. Egypt. In: Stanley Spaeth, B. *The Cambridge Companion to Ancient Mediterranean Religions.* 13-32.	☒

Module Code	HPAH7016
Title	Art and Representation in the Ancient Near East
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To engage with a comparative analysis of art works from the ancient Near East and Aegean from the Neolithic, through the Bronze Age and into the Early Iron Age.

- To develop a sophisticated understanding of the anthropology of art and its application.

- To be able to critically analyse, evaluate, compare and interpret a wide range of ancient art works from the ancient Near East and Aegean, within the framework of anthropological theories of art.

LEARNING OUTCOMES

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

- critically evaluate how ancient societies perceived of and presented themselves and their environment in a variety of art forms and how these images are received and represented in the modern world;

- draw upon and critically assess a wide range of art forms (visual images, portable objects) and to engage critically with modern scholarship;

- demonstrate a sophisticated understanding and application of the anthropological definitions and interpretations of ancient art and theoretical approaches to materiality.

INDICATIVE CONTENT

- This module explores what is meant by art through a sophisticated engagement with the anthropology of art and its application to various types of art forms from the ancient Near East and Aegean. It interrogates the cultural understandings and consumption of art forms from the Neolithic through to the Early Iron Age (the Assyrian Empire) in the Near East and compares this with contemporary artistic engagements in the Aegean. These are explored specifically through the lens of aesthetics, symbolic communication, enchantment and agency, as well as materiality and object biography, to better understand the role or art within ancient societies. It questions whether we can read iconographies and understand the social, religious and political functions of ancient art forms.

- The module will draw upon a variety of case studies and a wide variety of media (for example figurines, statuary, portable art such as glyptic, wall paintings, and monumental sculptures) from the Neolithic, Bronze and Iron

Ages in Mesopotamia, the Near East and the Aegean. Lectures are organised thematically and themes might draw upon the following: representing the body, imagined landscapes, animals and mythical beasts, representing the divine, narratives, and iconographies of power.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPAH7016**	
Module Title	**Art and Representation in the Ancient Near East**	
Classification	**Reading List entry**	**Electronic***
Essential	Bahrani, Z. 2003. The Graven Image: Representations in Babylonia and Assyria. Philadelphia: University of Pennsylvania Press.	☐
Essential	Betancourt. P.P. 2007. Introduction to Aegean Art. Philadelphia: INSTAP Academic Press	☐
Essential	Brown, B.A. and Feldman, M.H. (eds) 2017. Critical Approaches to Near Eastern Art. Boston: de Gruyter.	☒
Essential	Feldman, M.H. 2017. Rethinking the canon of ancient Near Eastern Art. Journal of Ancient Near Eastern History 3(1): 57-79.	☒
Essential	Gell, A. 1998. Art and Agency: An Anthropological Approach. Oxford: Clarendon.	☐
Essential	Layton, R. 1991. The Anthropology of Art. Cambridge: Cambridge University Press	☐

Further	Bahrani, Z. 2014. The Infinite Image: Art, Time and the Aesthetic Dimension in Antiquity. London: Reaktion Books	☐
Further	Chapin, A.P. 2004. Charis: essays in honor of Sara A. Immerwahr. Princeton: American School of Classical Studies	☒
Further	Collon, D. 1995 Ancient Near Eastern Art. Berkley: University of California	☐
Further	Doumas, A. 1992. The Wall-Paintings of Thera. Athens: Thera Foundation	☐
Further	Frankfort, H. 1954. The Art and Architecture of the Ancient Orient. Hammondsworth: Penguin	☐
Further	Higgins, R. 1974. Minoan and Mycenaean Art. London : Book Club Associate (reprint)	☐
Further	Hood, S. 1994. The Arts in Prehistoric Greece. New Haven: Yale University Press (2nd edn)	☐
	Immerwahr, S.A. 1990. Aegean Painting in the Bronze Age. University Park: Pennsylvania State University Press	☐
Further	Koehl, R.B. (ed.) Studies in Aegean Art and Culture. Philadelphia: INSTAP.	☐
Further	Smith, J.S. 2009. Art and Society in Cyprus from the Bronze Age into the Iron Age. Cambridge: CUP.	☐
Further	Strommenger, E. 1964 The Art of Mesopotamia. London: Thames and Hudson	☐

Module Code	HPAH7017
Title	**Religions in China, 1500 BCE – 500 CE**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To examine ancient Chinese religion as a social, political and spiritual force within the fabric of ancient Chinese state and society
- To examine core concepts and texts in the study of ancient and medieval Chinese religion

LEARNING OUTCOMES

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

- an ability to offer a sophisticated analysis of specific themes and/or key events related to ancient Chinese religion;
- an ability to explain the philosophical underpinnings of both Chinese religious concepts and practices;
- an ability to analyse key primary texts in English translation with appropriate reference to their historical and intellectual contexts.

INDICATIVE CONTENT

- Key themes and concepts in the study of Chinese religions (belief, orthopraxy/ortho- doxy, 'religion')
- 'I give in order that thou shouldst give': Archaic cult practices of the Shang (16th-11th centuries BCE)
- Of spirits, contracts, and bureaucrats: Religious Roots of the Bureaucratic State in China (c.600-221 BCE)
- The origins of the *ru* in ancient China: Confucianism's religious foundations
- 'Sacrifice as if the ancestors were present': Ritual theories in ancient China
- State and religion or 'state religion'? Religion and the early Chinese empires, Qin and Han (221 BCE – AD 220)
- Death and the Afterlife: Notions of 'heaven' and 'hell' in ancient and medieval China
- "Eating Better than Gods and Ancestors": Body, food, and sacrifice in the religious economy of ancient China
- The World behind the caves: The birth of Daoism

- Redemption in the paradise of the West: The arrival of Buddhism and new forms of religiosity

- Empowered writing: Cosmic scripts and heavenly scriptures in Chinese religious culture

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Written Analysis	2500-word critical analysis of a text or artefact related to the period of study.	30%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	6000 word essay	70%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPAH7017**	
Module Title	**Religions in China, 1500 BCE – 500 CE**	
Classification	**Reading List entry**	**Electronic***
Essential	Lagerwey, John and Marc Kalinowski, eds. *Early Chinese Religion*. 2 Vols. Leiden: Brill, 2009.	☐
Essential	Nadeau, Randall L., ed. *The Wiley-Blackwell Companion to Chinese Religions.* Malden, MA; Oxford: Wiley-Blackwell, 2012.	☐
Essential	Paper, Jordan D. *The Spirits are Drunk: Comparative Approaches to Chinese Religion*. Albany, N.Y.: State University of New York Press, 1995.	☐
Essential	Pu, Muzhou, Harold H. Drake and Lisa Ann Raphals, eds. *Old Society, New Belief: Religious*	☒

	Transformation of China and Rome, ca. 1st-6th Centuries. New York, NY: Oxford University Press, 2017.	
Further	Bumbacher, Stephan Peter. *Empowered Writing: Exorcistic and Apotropaic Rituals in Medieval China*. St. Petersburg, FL: Three Pines Press, 2012.	☐
Further	Cai, Liang. *Witchcraft and the Rise of the First Confucian Empire*. Albany: SUNY Press, 2014.	☐
Further	Chang, K. C. *Art, Myth, and Ritual: The Path to Political Authority in Ancient China*. Cambridge, MA: Harvard University Press, 1983.	☐
Further	Eno, Robert. *The Confucian Creation of Heaven: Philosophy and the Defense of Ritual Mastery*. Albany: State University of New York Press, 1989.	☐
Further	Heirman, Ann and Stephan Peter Bumbacher. *The Spread of Buddhism*. Leiden: Brill, 2007.	☐
Further	Holloway, Kenneth. *Guodian: The Newly Discovered Seeds of Chinese Religious and Political Philosophy*. Oxford University Press: Oxford, 2009.	☒
Further	Keightley, David N. *The Ancestral Landscape: Time, Space, and Community in Late Shang China, Ca. 1200-1045 B.C.* Berkeley: University of California, Berkeley; Center for Chinese Studies, 2000.	☐
Further	Kirkland, Russell. *Taoism: The Enduring Tradition*. New York: Routledge, 2004.	☐
Further	Kleeman, Terry F. *Celestial Masters: History and Ritual in Early Daoist Communities*. Cambridge, MA: Harvard University Press, 2016.	☐
Further	Raphals, Lisa Ann. *Divination and Prediction in Early China and Ancient Greece*. Cambridge: Cambridge University Press, 2013.	☐
Further	Wu, Hung. *The Art of the Yellow Springs: Understanding Chinese Tombs*. Chicago: University of Chicago Press, 2015.	☐

Module Code	**HPAH7019**
Title	**Gender in the ancient world**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To enable students to demonstrate a detailed and critical understanding of gender in ancient civilisations and the theoretical and methodological considerations relating to it.

LEARNING OUTCOMES

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

- Demonstrate a broad and in-depth understanding of concept of gender in the ancient Mediterranean
- Demonstrate the ability to discuss in depth the literary, epigraphic, numismatic and archaeological sources and evidence on gender in the ancient world, as well as comparative evidence and methodologies
- Demonstrate the ability to construct an independent and methodologically informed argument, based on independent research, synthesizing material relevant to the module

INDICATIVE CONTENT

- Conceptions of gender in the Greek world
- Gendered readings in ancient literature
- Conceptions of gender in the Bronze Age
- Gender and household in Greek and Roman times
- Gender and sexuality in ancient cultures

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Source discussion	2500 words	40%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Oral presentation	30 minutes	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPAH7019**	
Module Title	**Gender in the ancient world**	
Classification	**Reading List entry**	**Electronic***
Essential	Lefkowitz, M.R. and Fant, M.B. *Women's Life in Greece and Rome: A sourcebook in translation.* Baltimore: John Hopkins University Press, 2005.	☐
Essential	McHardy, F. and Marshall, E. (eds) *Women's influence on classical civilization*. New York: Routledge, 2004.	☐
Essential	Rosen, R. M. and Sluiter, I. (eds) *Andreia studies in manliness and courage in classical antiquity*. Leiden: Brill, 2003	☐
Essential	Eugesta - Journal on gender studies in antiquity	
Essential	Lin Foxhall, Studying gender in classical Antiquity, Key Themes in Ancient History (Cambridge ; New York: Cambridge University Pr., 2013).	☐
Essential	Budin, S.L. & Turf, J.M. (eds) Women in antiquity : real women across the ancient world. London: Routledge, 2016.	☒
Further	Bolger, D. Gender in ancient Cyprus: narratives of social change on a Mediterranean island. Salnut Creek: AltaMira Press 2003	☐
Further	Diane R Bolger; Nancy J Serwint (eds). Engendering Aphrodite: women and society in Ancient Cyprus. Boston: American Schools of Oriental Research, 2002	☐
Further	Butler, Judith. Undoing Gender. New York; London: Routledge, 2004.	☐

Further	Butler, Judith. Gender Trouble Feminism and the Subversion of Identity. 2nd ed. Routledge Classics. New York ; London: Routledge, 2006	☐
Further	Connell, R, and Connell, Raewyn. Masculinities. 2nd ed. Cambridge: Polity, 2005	☐
Further	Stol, M., Richardson, H. & Richardson, M. E. J., 2016. Women in the Ancient Near East	☐
Further	Gender, East, and West in classical antiquity, ed. by Maryline Parca and Angeliki Tzanetou (Baltimore (Md.): Johns Hopkins University Pr., 2016).	☐
Further	*Sex in antiquity : exploring gender and sexuality in the ancient world*, ed. by Mark Masterson, Nancy Sorkin Rabinowitz and James Robson, Rewriting Antiquity (London: Routledge, 2015).	☐
Further	*Rebecca Futo Kennedy, Immigrant women in Athens: gender, ethnicity, and citizenship in the classical city, Routledge Studies in Ancient History, 6 (London ; New York: Routledge, 2014).*	☐
Further	*Helen Lovatt, The epic gaze: vision, gender and narrative in ancient epic (Cambridge ; New York: Cambridge University Pr., 2013).*	☐
Further	*Lourdes M. Gazarini Conde Feitosa, The archaeology of gender, love and sexuality in Pompeii, BAR. International Series, 2533 (Oxford: Archaeopress, 2013).*	☐

Module Code	**HPAH7020**
Title	**Aspects of Greek and Roman Religion and Cult**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To enable students to demonstrate a detailed and critical understanding of the religion and cult in the Greek and Romal periods, and their relationship to politics, society and literature.

LEARNING OUTCOMES

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

- Demonstrate a broad and in-depth understanding of different cults in the Greco-Roman worlds and the effect of religion on society;
- Demonstrate the ability to employ and discuss the literary, epigraphic, numismatic and archaeological sources and evidence on Greek and Roman religion, as well as comparative evidence and methodologies;
- Demonstrate the ability to critically analyse and interpret the effect of religion on society, politics and thought in the Greek and Roman worlds;
- Demonstrate the ability to construct an independent and methodologically informed argument, based on independent research, synthesizing material relevant to the module.

INDICATIVE CONTENT

- Childhood and cult in classical Athens
- Theories and methodologies
- Paganism and Christianity
- The imperial cult
- Oracles and politics
- Sanctuaries

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Discussion of cult or sanctuary	3000 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	4000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPAH7020**	
Module Title	**Aspects of Greek and Roman Religion and Cult**	
Classification	**Reading List entry**	**Electronic***
Essential	*Theologies of ancient Greek religion*, ed. by Esther Eidinow, Julia Kindt and Robin Osborne, Cambridge Classical Studies (Cambridge: Cambridge University Pr., 2016).	☐
Essential	Eidinow, Esther, and Julia Kindt. The Oxford Handbook of Ancient Greek Religion. First ed. Oxford Handbooks. Oxford, U.K.: Oxford University Press, 2015.	☐
Essential	Mikalson, Jon D. Ancient Greek Religion. 2nd ed. Blackwell Ancient Religions. Chichester: Wiley-Blackwell, 2010.	☐
Further	Kristin M. Heineman, The decadence of Delphi : the oracle in the second century AD and beyond (London: Routledge, 2018).	☐
Further	Feasting and polis institutions, ed. by Floris Van den Eijnde, Josine Blok and Rolf Strootman,	☐

	Mnemosyne. Supplements, 414 (Leiden ; Boston (Mass.): Brill, 2018).	
Further	Christian Habicht, Divine honors for mortal men in Greek cities: the early cases (Ann Arbor (Mich.): Michigan Classical Pr., 2017).	☐
Further	Animal sacrifice in the ancient Greek world, ed. by Sarah Hitch and Ian Rutherford (Cambridge ; New York: Cambridge University Pr., 2017).	☐
Further	Julia Kindt, *Revisiting Delphi : religion and storytelling in ancient Greece*, Cambridge Classical Studies (Cambridge: Cambridge University Pr., 2016).	☐
Further	Jennifer Larson, Understanding Greek religion: a cognitive approach (London ; New York: Routledge, 2016).	
Further	Mikalson, Jon D., and Mikalson, J.D. Greek Popular Religion in Greek Philosophy. Oxford University Press, 2010.	
Further	Petropoulou, Maria-Zoe, and Petropoulou, M.-Z. Animal Sacrifice in Ancient Greek Religion, Judaism, and Christianity, 100 BC to AD 200. Oxford University Press, 2008.	
Essential	Jörg Rüpke, Pantheon : a new history of Roman religion (Princeton (N. J.) ; Oxford: Princeton University Pr., 2018).	
Further	Women's ritual competence in the Greco-Roman Mediterranean, ed. by Matthew Dillon, Esther Eidinow and Lisa Maurizio, Routledge Monographs in Classical Studies (London ; New York: Routledge, 2017).	
Further	H. A. Drake, *A century of miracles : Christians, pagans, Jews, and the supernatural, 312-410* (Oxford: Oxford University Pr., 2017).	
Further	Gil H. Renberg, Where dreams may come: incubation sanctuaries in the Greco-Roman world, Religions in the Graeco-Roman World, 184, 2 vol. (Leiden ; Boston (Mass.): Brill, 2017).	
Essential	North, John, and Classical Association. Roman Religion. Greece & Rome. New Surveys in the Classics ; 30. Oxford: Published for the Classical Association by the Oxford University Press, 2000.	
Further	Orlin, Eric, and Orlin, E. Foreign Cults in Rome: Creating a Roman Empire. Oxford University Press, 2010.	
Essential	Rüpke, Jörg. A Companion to Roman Religion. Oxford: Blackwell, 2007.	
Further	Gradel, Ittai. Emperor Worship and Roman Religion. Oxford Classical Monographs. Oxford: Clarendon Press, 2002.	
Essential	Ogden, Daniel. A Companion to Greek Religion. Blackwell Companions to the Ancient World. Literature and Culture. Malden, Mass. ; Oxford: Blackwell, 2007.	

Essential	Larson, Jennifer. Ancient Greek Cults A Guide. Hoboken: Taylor and Francis, 2007.	

Module Code	**HPAR7001**
Title	**Practical Skills for the Archaeologist**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To encourage students to apply their knowledge and understanding of specialist laboratory based archaeological methods using archaeological assemblages.
- To promote an understanding of how key questions of the past can be addressed through the processing, analysis and interpretation of archaeological materials.

LEARNING OUTCOMES

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

- understand how archaeological assemblages are identified, recorded, analysed and interpreted within a laboratory based setting.
- determine and use appropriate methodology and methods for the production of a written account based on an archaeological dataset
- Design, research and illustrate specialist reports within an archaeological discourse

INDICATIVE CONTENT

Presenting the research findings in line with academic conventions.

- A practical based programme of work undertaken in the laboratories using comparative collections and archaeological materials
- Develop an expertise within a specialised work based context directly dealing with archaeological remains, as part of a post excavation analysis or interpretation and display of an archaeological object or assemblage
- Apply current theoretical frameworks to the material remains and disseminate the findings

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500 words equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPAR7001**	
Module Title	**Practical Skills for the Archaeologist**	
Classification	**Reading List entry**	**Electronic***
Essential	Boivin, N., 2010. *Material cultures, material minds : the impact of things on human thought, society, and evolution* 1st pbk., Cambridge ; New York: Cambridge University Press.	☐
Essential	Wilkinson, K. & Stevens, C., 2003. *Environmental archaeology: approaches, techniques & applications*, Stroud: Tempus.	☒
Further	Estevan, A.V. 2017. Integrating Archaeology. Science - Wish - Reality. *AP : Online Journal in Public Archaeology*, 3(3), pp.143–147.	☒
Further	Karp, I., 1991. *Exhibiting Cultures: Poetics and Politics of Museum Display.* Smithsonian Books.	☒
Further	Rice, P.M., 1987. *Pottery analysis: a sourcebook*, Chicago, Ill.: University of Chicago Press.	☐
Further	Salim, L., 2017. Techniques of Laboratory Analysis and Examination of Archaeological Materials. *Revue Académique des Études Sociales et Humaines*, (18), pp.109–120.	☒
Further	Sobolik, K.D., 2003. *Archaeobiology*, Walnut Creek, Calif.; Oxford: AltaMira Press	☐
Further	Vandiver, P., 2001. The role of materials research in ceramics and archaeology. *Annual Review of Materials Research*, 31, p.373.	☒
Further	Zanna, F. & Huvila, I., 2019. Using object biographies to understand the curation crisis: lessons learned from the museum life of an archaeological collection. *Museum Management And Curatorship*, 34(4), pp.362–382.	☒

Module Code	**HPAR7003**
Title	**Archaeological Project Design and Delivery**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To develop a critical understanding of project design and management approaches in the archaeological profession and discipline.
- To develop the ability to plan, lead and conduct archaeological research and investigation programmes

LEARNING OUTCOMES

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

- demonstrate an understanding of legal requirements, professional standards, relevant procedures and guidelines relevant to archaeological investigation and the processing, publication and storage of data and materials;
- evaluate the roles of clients, stakeholders and project team members within an archaeological investigation and how to ensure effective relationships and communications between them;
- work effectively individually and as part of a team including professional collaboration and cross-disciplinary dialogue;
- take reasonable care for the health and safety of themselves and of others who may be affected by their acts or omissions at work.

INDICATIVE CONTENT

- History of project management with focus on archaeological practice
- Professional standards and guidance for archaeological practice
- Current professional norms in project design and delivery

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	47	16%
Independent learning	159	53%
Placement learning	94	31%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500-9000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPAR7003**	
Module Title	**Archaeological Project Design and Delivery**	
Classification	**Reading List entry**	**Electronic***
Essential	Current Historic England Guidance and Best Practice	☒
Essential	Current Historic England Management of Research in the Historic Environment Guidance	☒
Essential	Current Chartered Institute of Field Archaeology Standards and Guidance	☒
Further	Carroll, J., and Morris, D. 2015. *Agile Project Management : In Easy Steps*. 2nd ed. Leamington Spa: In Easy Steps.	☒
Further	Project Management Institute, and EbscoHost. 2013. *A Guide to the Project Management Body of Knowledge* (PMBOK Guide). 5th ed.	☒
Further	Carver, M. 2009. *Archaeological Investigation*. London: Routledge.	☐
Further	Högberg, A., Holtorf, C., May, S., and Wollentz, G. 2017. No Future in Archaeological Heritage Management? *World Archaeology* 49.5 (2017): 639-47	☒
Further	De Wit, L. 2018 Foreword. Dare to Choose — Making Choices in Archaeological Heritage Management. *Internet Archaeology* 49 (2018).	☒
Further	English Heritage, Royal Commission on Historical Monuments, and Historic England. 1991 *Management of Archaeological Projects*. London: Historic Buildings and Monuments Commission for England.	☐

Module Code	**HPAR7004**
Title	**Archaeological Research Methods**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To develop an understanding of current academic research, theoretical knowledge and research agendas to the relevant archaeological specialism
- To develop the capacity to process, store and prepare archaeological materials/ data

LEARNING OUTCOMES

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

- Critically review methods of archaeological investigation, how and why archaeological materials/ data are recovered
- contextualise and synthesise data and results within relevant frameworks
- maintain and develop reference materials and databases, categorising and classifying data, including electronic data, appropriately.
- know the limits of their own understanding, abilities and responsibilities, how to practice within them, and when and how to seek expert assistance
- apply an awareness of professional judgement and ethical behaviour. Be sensitive to and aware of the cultural, historic and spiritual context of objects and structures

INDICATIVE CONTENT

- Theorised practice – the role of archaeological theory in professional practice
- Development of research designs through reference to current research frameworks and agenda
- Research techniques and approaches relevant to archaeological practice and specific archaeological specialisms

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	47	16%
Independent learning	159	53%
Placement learning	94	31%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500-9000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPAR7004**	
Module Title	**Archaeological Research Methods**	
Classification	**Reading List entry**	**Electronic***
Essential	Harris, O.T.J. and Cipolla, C. 2017. *Archaeological Theory in the New Millennium. Introducing Current Perspectives*. London: Routledge.	☐
Essential	Johnson, M. 2010. *Archaeological Theory: An Introduction*. Oxford: J. Wiley and Sons. (2nd edn)	☐
Further	Praezellis, A. 2015. *Archaeological Theory in a Nutshell*. Walnut Creek: Left Coast Press.	☐
Further	Urban, P.A. and Shortman, E. 2012. *Archaeological Theory in Practice*. Walnut Creek: Left Coast Press	☐
Further	Jones, A. 2002. *Archaeological Theory and Scientific Practice*. Cambridge: Cambridge University Press	☐
Further	Trigger, B.G. 1989. *A History of Archaeological Thought*. Cambridge: Cambridge University Press	☐
Further	Rugg, G., and Marian, P. A 2007 *Gentle Guide to Research Methods*. Maidenhead: Open University Press	☒
Further	Regional Research Frameworks and Archaeological Research Agenda (e.g. www.algao.org.uk/ england/research_frameworks)	☒
Further	Historic England Research Strategy and Agenda	☒

Further	Pye Tait Consulting. 2014 *Review of Research Frameworks for the Historic Environment Sector in England*	☒

Module Code	**HPAR7005**
Title	**MA Dissertation Archaeological Practice**
Date	**04/03/2020**
Level	**7**
Credits	**60**
Pre-Requisites	

AIM(S)

- To enable students to reformulate, use and critique relevant understanding, techniques, methodologies and theories to address a specific topic or complex issue on a chosen topic related to their MA degree scheme and experience.

- To disseminate research enquiry, methodology, results and interpretation appropriately.

LEARNING OUTCOMES

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

- understand how established techniques and methodologies can be practically employed in a specialised research area, and how they are used to create and interpret knowledge.
- critical awareness of current academic research within a specialism
- evaluate the relevance of research methodologies, techniques and background information to the investigation in question
- be capable of conceptual thought, independent decision-making and judgement in order to solve problems, plan complex tasks and clearly complete communicate this effectively through written documentation

INDICATIVE CONTENT

Presenting the research findings in line with academic conventions.

- Selection and clarification of a rigorous research question sufficient to sustain the level of study

- Development of a robust and detailed research proposal

- Ongoing refinement of the design of the study

- Undertaking the research (may involve theoretical or methodological approaches, quantitative or qualitative data) and critically analysing evidence obtained in line with sector norms

- Presenting the research methodology, analysis and interpretation in line with academic conventions

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	600	100
Placement learning		
TOTAL	**600**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	15000 words equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPAR7005**	
Module Title	**MA Dissertation Archaeological Practice**	
Classification	**Reading List entry**	**Electronic***
Essential	Biggam, J., 2011/2015. *Succeeding with your master's dissertation: a step-by-step handbook*. England: Open University Press.	☐
Essential	Harris, O.J.T. & Cipolla, C.N., 2017. *Archaeological theory in the new millennium: introducing current perspectives*. New York, NY : Routledge	☐
Essential	Hart, C., 2005. *Doing your masters dissertation: realizing your potential as a social scientist*, London: Sage	☐
Essential	Joyce, R.A. & Preucel, R.W., 2002. *The languages of archaeology: dialogue, narrative, and writing*, Oxford: Blackwell.	☐
Essential	Scarre, C. & Scarre, G., 2006. *The ethics of archaeology: philosophical perspectives on archaeological practice*, Cambridge: Cambridge University Press.	☐
Further	Allison, B., 1997. *The student's guide to preparing dissertations and theses*, London: Kogan Page.	☐
Further	Altschul, J. et al., 2018. Fostering Collaborative Synthetic Research in Archaeology. *Advances in Archaeological Practice*, 6(1), pp.19–29.	☒
Further	Gosden, C., 2014. Commentary: The Archaeology of the Colonized and Global Archaeological Theory. In *Rethinking Colonial Pasts through Archaeology*.	☒

	Oxford University Press, pp. Rethinking Colonial Pasts through Archaeology, Chapter 22.	
Further	Schiffer, Michael B, 2000. *Social theory in archaeology*, Salt Lake City, Utah: University of Utah Press.	☐
Further	Wallace, M. & Wray, A., 2016. *Critical reading and writing for postgraduates*, Los Angeles: Sage	☐

Module Code	**HPAR7006**
Title	**Archaeological Project Reporting**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To develop an understanding of modes of archaeological reporting through publication and archive
- To develop the ability to plan, produce, and supervise the production of archaeological reports, publications and archives

LEARNING OUTCOMES

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

- Critically review relevant primary and secondary data and sources relating to archaeology
- Demonstrate an understanding of the requirements of formal publication, including standards for writing, editing and style
- employ supervisory techniques effectively
- be receptive to feedback, commit to quality and continuous professional development, including independent learning.

INDICATIVE CONTENT

- History of archaeological reporting, publication and archiving
- Current best practice in archaeological reporting, publication and archiving
- Communication of results of research and investigation

Study Time Allocation

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	47	16%
Independent learning	159	53%
Placement learning	94	31%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500-9000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPAR7006**	
Module Title	**Archaeological Project Reporting**	
Classification	**Reading List entry**	**Electronic***
Essential	Current Historic England Guidance and Best Practice	☒
Essential	Current Chartered Institute of Field Archaeology Standards and Guidance	☒
Further	Archaeological Data Service (archive of Grey Literature reports)	☒
Further	Boulton, P. (1991) *Signposts for Archaeological Publication: A guide to good practice in the presentation and printing of archaeological periodicals and monographs*. Council for British Archaeology: York.	☐
Further	Carver, M. 2009. *Archaeological Investigation*. London: Routledge.	☐
Further	Kansa, E. C, and Kansa, S. W. 2013. We All Know That a 14 Is a Sheep: Data Publication and Professionalism in Archaeological Communication. *Journal of Eastern Mediterranean Archaeology and Heritage Studies*, 1(1), 88-97	☒
Further	Jones, S., MacSween, A., Jeffrey, S., Morris, R. and Heyworth, M. 2003 From the Ground Up The Publication of Archaeological Projects: A User Needs Survey. A Summary. *Internet Archaeology* 14	☒
Further	Schofield, J., Belford, P. and Carman, J. 2011. *Archaeological Practice in Great Britain: A Heritage Handbook*. New York: Springer.	☐

Module Code	**HPAR7007**
Title	**Archaeological Specialist Practice**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To develop an understanding of the role of archaeological specialists within the profession
- To develop the capacity to plan, lead or undertake, and disseminate archaeological specialist practice

LEARNING OUTCOMES

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

- recognise and understand archaeological site types, periods, artefacts and ecofacts and site formation processes.
- Demonstrate an awareness of the fundamentals of relevant Health and Safety legislation and their employer's Health and Safety Policy and Procedures and operational procedures.
- select, secure, check and calibrate suitable equipment and reference resources
- work accurately and efficiently to conduct work to high standards within defined project objectives
- be approachable and able to communicate with all levels of their own and other organisations, as well as the general public

INDICATIVE CONTENT

- The role of the specialist within archaeological project teams
- Professional standards and guidance for specialist practice
- Current professional norms in archaeological specialist practice

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	47	16%
Independent learning	159	53%
Placement learning	94	31%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500-9000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPAR7007**	
Module Title	**Archaeological Specialist Practice**	
Classification	**Reading List entry**	**Electronic***
Essential	Current Historic England Specialist Guidance and Best Practice	☒
Essential	Current Chartered Institute of Field Archaeology Standards and Guidance, Special Interest Groups	☒
Further	Archaeological Data Service Best Practice Guidance	☒
Further	Baker, P. and Worley, F. (2019) *Animal Bones and Archaeology: Recovery to Archive* (Historic England Handbooks for Archaeology)	☒
Further	Campbell, G., Moffett, L. and Straker, V. 2011 *Environmental Archaeology: A Guide to the Theory and Practice of Methods, from Sampling and Recovery to Post-excavation (second edition)*. English Heritage	☒
Further	Historic England. 2015. *Geoarchaeology: Using Earth Sciences to Understand the Archaeological Record*	☒
Further	Association for Environmental Archaeology. 1995. *Environmental archaeology and archaeological evaluations. Recommendations concerning the environmental archaeology component of archaeological evaluations in England* - Working Papers of the Association for Environmental Archaeology - Number 2. Report of the Association for Environmental Archaeology Working Party on Sampling and Recovery, September 1995	☒
Further	Historic England 2018 *The Role of the Human Osteologist in an Archaeological Fieldwork Project*	☒
Further	Lyman, R L (2008) Quantitative Palaeozoology. Cambridge: Cambridge University Press	☒

Module Code	HPAR7008
Title	MA Dissertation Ancient Civilisations
Date	04/03/2020
Level	7
Credits	60
Pre-Requisites	

AIM(S)

- To enable students to reformulate, use and critique relevant understanding, techniques, methodologies and theories to address a specific topic or complex issue on a chosen topic related to their MA degree scheme and experience.

- To disseminate research enquiry, methodology, results and interpretation appropriately.

LEARNING OUTCOMES

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

- understand how established techniques and methodologies can be practically employed in a specialised research area, and how they are used to create and interpret knowledge.
- critical awareness of current academic research within a specialism
- evaluate the relevance of research methodologies, techniques and background information to the investigation in question
- be capable of conceptual thought, independent decision-making and judgement in order to solve problems, plan complex tasks and clearly complete communicate this effectively through written documentation

INDICATIVE CONTENT

Presenting the research findings in line with academic conventions.

- Selection and clarification of a rigorous research question sufficient to sustain the level of study

- Development of a robust and detailed research proposal

- Ongoing refinement of the design of the study

- Undertaking the research (may involve theoretical or methodological approaches, quantitative or qualitative data) and critically analysing evidence obtained in line with sector norms

- Presenting the research methodology, analysis and interpretation in line with academic conventions

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	600	100
Placement learning		
TOTAL	**600**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	15000 words equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPAR7008**	
Module Title	**MA Dissertation Ancient Civilisations**	
Classification	**Reading List entry**	**Electronic***
Essential	Biggam, J., 2011/2015. *Succeeding with your master's dissertation: a step-by-step handbook*. England: Open University Press.	☐
Essential	Harris, O.J.T. & Cipolla, C.N., 2017. *Archaeological theory in the new millennium: introducing current perspectives*. New York, NY : Routledge	☐
Essential	Hart, C., 2005. *Doing your masters dissertation: realizing your potential as a social scientist*, London: Sage	☐
Essential	Joyce, R.A. & Preucel, R.W., 2002. *The languages of archaeology: dialogue, narrative, and writing*, Oxford: Blackwell.	☐
Essential	Scarre, C. & Scarre, G., 2006. *The ethics of archaeology: philosophical perspectives on archaeological practice*, Cambridge: Cambridge University Press.	☐
Further	Allison, B., 1997. *The student's guide to preparing dissertations and theses*, London: Kogan Page.	☐
Further	Altschul, J. et al., 2018. Fostering Collaborative Synthetic Research in Archaeology. *Advances in Archaeological Practice*, 6(1), pp.19–29.	☒
Further	Gosden, C., 2014. Commentary: The Archaeology of the Colonized and Global Archaeological Theory. In *Rethinking Colonial Pasts through Archaeology*.	☒

	Oxford University Press, pp. Rethinking Colonial Pasts through Archaeology, Chapter 22.	
Further	Schiffer, Michael B, 2000. *Social theory in archaeology*, Salt Lake City, Utah: University of Utah Press.	☐
Further	Wallace, M. & Wray, A., 2016. *Critical reading and writing for postgraduates*, Los Angeles: Sage	☐

Module Code	HPCA7013
Title	Cosmology, Magic and Divination
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To introduce students to the theory and practice of magic and divination, especially as understood within the contexts of classical ritual and religious traditions, classical cosmology and the development of astrology.

LEARNING OUTCOMES

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

- a sophisticated understanding of the theory of magic and divination with particular reference to the classical world;
- an ability to critically evaluate primary source documents in the context of contemporary scholarship.

INDICATIVE CONTENT

- What is Magic? What is Divination? Divination, Magic and Religion.
- Ancient Near Eastern and Egyptian Divination.
    - Codification of different types of divination
    - Emergence of astral-divination
    - Distinction between provoked and unprovoked divination
    - The Heavens as a system of communication between divinity and humanity.
- Classical Cosmology and Divination.
    - Orphic, Platonic and Neoplatonic concepts of the soul's relationship with the stars.
    - The notion of the 'daimon' as guiding intelligence.
    - Concepts of order and disorder in the cosmos.
    - Types of 'fate' – 'moira', 'ananke' and 'heimarmene'.
- Magic, Oracles and Divination.
    - Greek oracular sanctuaries and temples.
    - Magical practices as a means of negotiating fate.
    - Magic, philosophy and the development of theurgy in Late Antiquity
    - Magic, divination and medicine
    - The distinction between divination as prediction and self-knowledge.
    - Divination by 'art' and by 'nature' (inductive and inspired modes of divination).
    - The emergence and use of horoscopic astrology.
- Anthropological Perspectives on Magic and Divination.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	2,250 words	30%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	5,250 words	70%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPCA7013**	
Module Title	**Cosmology, Magic and Divination**	
Classification	**Reading List entry**	**Electronic***
Essential	Addey, C. 2014. *Divination and Theurgy in Neoplatonism: Oracles of the Gods*, London: Routledge [Farnham: Ashgate].	✓
Essential	Betz, H. D., 1992. The Greek magical papyri in translation, including the Demotic spells. Chicago: Chicago University Press.	☐
Essential	Barton, T. 1994. Ancient Astrology. London: Routledge.	☐
Essential	Cicero, De Divinatione, trans. W.A.Falconer. 1929. Cambridge Mass: Harvard University Press.	✓
Essential	Dickie, M., 2001. Magic and Magicians in the Graeco-Roman World. London: Routledge.	✓
Essential	Greenbaum, D.G. The Daimon in Hellenistic Astrology: Origins and Influences, Leiden-Boston: Brill, 2015.	✓

Essential	Iamblichus, 2003, De mysteriis, ed., trans. and comm. E. C. Clarke, J. M. Dillon and J.P. Hershbell (eds.). 2003. Atlanta: Society of Biblical Literature.	✓
Essential	Ogden, D., Magic, Witchcraft and Ghosts in the Greek and Roman Worlds Oxford: Oxford University Press.	✓
Further	Beerden, Kim, *World Full of Signs: Ancient Greek Divination in Context*, Leiden-Boston: Brill 2013.	✓
Further	Blacker, C. & Loewe, M. 1981.Oracles and Divination. Boulder: Shambhala	☐
Further	Burkert, W. 1987. Ancient Mystery Cults. Cambridge and London: Harvard University Press.	☐
Further	Burnett, C. & Ryan, W.F. (eds), 2006. Magic and the Classical Tradition. London and Turin: The Warburg Institute and Nino Aragno Editore.	✓
Further	Campion, Nicholas, A History of Western Astrology, Vol 1. The Ancient World, London: Continuum, 2009 (first published as The Dawn of Astrology: A Cultural History of Western Astrology, London: Bloomsbury/Continuum, 2008.	☐
Further	Copenhaver, B. P. 1992. Hermetica. Cambridge: Cambridge University Press.	☐
Further	Faraone, C., Obbink, D. (eds), 1991. Magika Hiera: Ancient Greek Magic and Religion. Oxford: Oxford University Press.	✓
Further	Fowden, Garth, The Egyptian Hermes: A Historical Approach to the Late Pagan Mind, Princeton: Princeton University Press, 1986.	☐
Further	Flint, V., Gordon, R; Luck, G; & Ogden, D. (eds), 1999. The Athlone History of Witchcraft and Magic in Europe Volume 2: Witchcraft and Magic in Europe: Ancient Greece and Rome. London: Athlone Press.	☐
Further	Johnston, Sarah Iles, Ancient Greek Divination, Oxford: Wiley Blackwell, 2008.	✓
Further	Luck, G. 1987. Arcana Mundi: Magic and the Occult in the Greek and Roman Worlds. Wellingborough: Crucible.	✓
Further	Noegel, S. (ed.), 2003. Prayer, Magic, and the Stars in the Ancient and Late Antique World. Philadelphia: Pennsylvania State University Press.	☐
Further	Lloyd, G.E.R., 1979. Magic, Reason and Experience: Studies in the origins and Development of Greek Science. Cambridge, New York, Melbourne: Cambridge University Press.	☐
Further	Meyer, M.W., Mirecki, P. (eds,) 2001. Ancient Magic and Ritual Power. Leiden: Brill.	☐
Further	Wright, M.R., 1995. Cosmology in Antiquity. London: Routledge.	☐
Further	Curry, Patrick, and Angela Voss (eds), *Seeing with Different Eyes: Essays in Divination and Astrology*, Newcastle; Cambridge Scholars Publishing 2007.	✓
Further	Graf, F., 1997. Magic in the Ancient World. Cambridge Mass.: Harvard University Press.	✓

Further	Ritner, R. 1993. Egyptian Magic. Chicago: Chicago Oriental Institute.	✓

Module Code	**HPCA7014**
Title	**Sacred Geography**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To reach a sophisticated understanding of the concept of 'sacred geography' and sacred and profane space.

LEARNING OUTCOMES

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

- demonstrate a sophisticated understanding of the concepts and key theories of sacred geography and sacred space;
- have a critical understanding of the theory and practice of qualitative research in the subject area, and collect and critically evaluate primary data.

INDICATIVE CONTENT

- Sacred and Profane Space.
  - Sacred and profane space as inherent in the landscape
  - Sacred and profane space as artificial constructs
  - Questioning the sacred-profane dichotomy
  - Concepts of place and space
- Sacred Architecture
  - The classical tradition
  - Temples and monuments in the ancient world.
  - Christian architecture and the orientation of churches
- Pilgrimage
- Cyberspace5. Earth Mysteries
  - Pagan and New Age contexts
  - Ley lines, geomancy, and gaia.
- Theoretical contexts
  - Phenomenology and embodiment
  - Reflexivity
  - Postmodernism and gendered space

Study Time Allocation
The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	2,250 words	30%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	5,250 words	70%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPCA7014**	
Module Title	**Sacred Geography**	
Classification	**Reading List entry**	**Electronic***
Essential	Bender, Barbara, *Stonehenge: Making Space*, Oxford, Berg 1998, chap 4 ('Contested Landscapes: Medieval to Present Day').	✓
Essential	Eliade, Mircea, *The Sacred and the Profane* (New York: Harcourt Brace 1959), pp. 20-65 ('Sacred Place and Making the World Sacred').	✓
Essential	Ingold, Tim, Ingold, Tim, *Being Alive: Essays on Movement, Knowledge and Description* (London: Routledge, 2011).	✓
Essential	Belden C. Lane, *Landscapes of the Sacred: Geography and Narrative in American Spirituality*. Expanded ed. edn (Baltimore, Md; London: Johns Hopkins University Press, 2001).	☐
Essential	Tilley, Christopher, *A Phenomenology of Landscape* (Oxford: Berg 1994).	✓
Further	Bodenhorn, Barbara, 'Gendered Spaces, Public Places: Public and Private Revisited on the North Slope of Alaska, in Bender, Barbara, *Landscape: Politics and Perspectives*, (Oxford: Berg 1993), pp. 169-203.	✓
Further	Bowie, Fiona, *The Anthropology of Religion: An Introduction*, Oxford: Blackwell 2006, chap 5 ('Religion, Culture and Environment'.)	✓
Further	Carmichael, David L., Jane Hubert, Brian Neeves and Audhild Schanche (eds.) *Sacred Sites, Sacred Places* , (London, Routledge, 1994).	✓

Further	Casey, Edward S., *The Fate of Place, a Philosophical History* (Berkeley, CA: University of California Press, 1998).	✓
Further	Coleman, Simon, and J.Elsner, *Pilgrim Voices: Narrative and Authorship in Christian Pilgrimage* (New York and Oxford: Berghahn Books, 2004).	✓
Further	Holm, Jean and John Bowker (eds.). *Sacred Place* (London: Pinter, 1994).	✓
Further	Durkheim, Emile, *The Elementary Forms of Religious Life*, trans. Karen E. Fields, New York: Free Press 1995 [1st edn.., *Les Formes élémentaires de la vie religieuse,* Paris; F. Alcan 1912], pp. xliii-li, 8-13, 70-83, 440-7.	✓
Further	Kohn, Eduardo, How Forests Think: Toward an Anthropology Beyond the Human (Berkeley: University of California Press, 2013).	✓
Further	Kilde, Jeanne Halgren. *Sacred Power, Sacred Space : An Introduction to Christian Architecture and Worship*. Oxford: Oxford University Press, 2008.	✓
Further	Knott, Kim. *The Location of Religion : A Spatial Analysis*. London: Equinox Publishing, 2005.	✓
Further	Lilley, Keith D., *City and Cosmos: the Medieval World in Urban Form* (London: Reakton Books, 2009).	✓
Further	Ingold, Tim, *The Perception of the Environment: Essays in livelihood, dwelling and skill*, (London: Routledge, 2000).	✓
Further	Merleau-Ponti, *Phenomenology of Perception*, trans. Colin Smith (London: Routledge and Kegan Paul, 1978 [1962]).	✓
Further	Plumwood, Val, *Environmental Culture: The Ecological Crisis of Reason*, London: Routledge, 2002, pp. 218-235 (Chap 10, 'Towards a materialist spirituality of place')	✓
Further	Rigby, Kate, *Topographies of the Sacred: The Poetics of Place in European Romanticism* (Charlottesville and London, University of Virginia Press, 2004).	✓
Further	Schama, Simon, *Landscape and Memory* (New York: Fontana 1996), pp. 3-19 ('Introduction').	✓

Module Code	HPCA7015
Title	Foundations in Cultural Astronomy and Astrology
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To introduce students to the discipline of cultural astronomy, including astrology as a cultural phenomenon, and cosmology as applied to culture.
- To explore the debates on the nature of culture, as well as theoretical models used to analyse the role of astrology and astronomy in culture.

LEARNING OUTCOMES

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

- demonstrate an understanding of the cultural context of contemporary astronomical, astrological or cosmological belief;
- demonstrate a sophisticated understanding of key classical cosmologies and their legacy;
- demonstrate a critical knowledge of key terms, theories, methods and approaches in the subject area;
- show a sophisticated understanding of the ideas of the main protagonists in the subject area;
- evaluate, assess and critique theories and truth-claims in the subject area, within a cultural framework.

INDICATIVE CONTENT

- 1. What is culture?
- 1.1 Culture as reaction to nature
- 1.2 Culture as an expression of nature
- 1.3 Theories of cultural evolution
- 1.4 Cultural astronomy

- 2. Cosmology
- 2.1 What is cosmology?
- 2.2 Classical cosmology and its legacy in western thought.
- 2.3 Chaotic versus cosmic cosmogonies
- 2.3 Modern cosmological theories and their cultural applications

- 3. Astrology
- 3.1 Astrology as a form of cultural expression
- 3.2 Typologies of astrology

- 4. Magic, Myth and Divination
- 4.1 Magic as a means of manipulating the environment
- 4.2 Instrumental as opposed to concrete magic/enchantment
- 4.3 Myth as a form of historical truth or spiritual guidance
- 4.4 Structural analyses of myth
- 4.5 Myth and ritual
- 4.6 Divination as the expression of order versus spontaneity

- 5. Determinism and Fate
- 5.1 Classical versions of fate
- 5.2 Compatibilist and Incompatibilist forms of determinism

- 6. Modernism and Postmodernism
- 6.1 Modernism as a spiritual movement
- 6.2 Postmodernism as a reaction against modernism
- 6.3 Postmodernism as a chronological period or ideological position.

- 7. Polemics and Sceptical Critiques of Astrology

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	2000 words	27%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	2000 words	27%

Assessment Component 3

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

Mode of assessment	Volume	Weighting
Essay	3500 words	46%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCA7015	
Module Title	**Foundations in Cultural Astronomy and Astrology**	
Classification	**Reading List entry**	**Electronic***
Essential	Eagleton, Terry, *The Idea of Culture* (Oxford: Blackwell 2000)	✓
Essential	Plato, *Timaeus*, trans. R.G.Bury, Cambridge Mass., London: Harvard University Press 1931.	✓
Essential	Campion, Nicholas, Astrology and Cosmology in the World's Religions (New York: New York University Press, 2011)	☐
Essential	Campion, Nicholas, A History of Western Astrology, 2 Vols (London: Bloomsbury/Continuum, 2008, 2009)	☐
Essential	Campion, Nicholas, *Astrology and Popular Religion in the Modern West: Prophecy, Cosmology and the New Age Movement* (Abingdon: Ashgate, 2012; London: Routledge 2015).	✓
Essential	Ruggles, Clive, ' Indigenous Astronomies and Progress in Modern Astronomy', Paper presented at the International Astronomy Union 17th General Assembly, 3-14 August 2009, Rio de Janeiro, Brazil, Proceedings of Science	✓
Essential	Cicero, De Divinatione, trans. W.A.Falconer, Cambridge Mass: Harvard University Press., London, 1929.	✓
Further	Lehoux, Daryn. 'Tomorrow's News Today: Astrology, Fate, and the Way Out' Representations No. 95 (Summer, 2006), pp. 105-122	✓
Further	Curry, Patrick, 'Astrology from Pagan to Postmodern?', *Astrological Journal*, Jan/Feb 1994, vol. 36, no. 1, pp. 69-74.	✓
Further	Aristotle, On the Heavens, trans. W.K.C.Guthrie, Cambridge Mass., London: Harvard University Press, 1921. Aristotle, On the Heavens, trans. W.K.C.Guthrie, Cambridge Mass., London: Harvard University Press, 1921.	✓
Further	Baity, Elizabeth Chesley, 'Archaeoastronomy and Ethnoastronomy So Far', Current Anthropology, Oct 1973, vol. 14, no. 4, pp. 389-449.	✓

Further	Belmonte, Juan Antonio**, '<u>Finding Our Place in the Cosmos: The Role of Astronomy in Ancient Cultures</u>',** *Journal of Cosmology*, 2010, Vol. 9.	✓
Further	Best, Steven and Douglas Kellner, *Postmodern Theory: Critical Interrogations*, London: MacMillan 1991,	✓
Further	Holbrook, J.C., 'Ethnoastronomy: Pondering Celestial Diversity', Spectrum, January 2008, pp. 4-5, 8-9, 12, 17-18,	□
Further	Iwaniszewski, Stanisław, 'Ancient Cosmologies: Understanding Ancient Skywatchers and their Worldviews', *Journal of Cosmology*, 2010, Vol. 9.	✓
Further	Kelly, Ivan W., 'The Concepts of Modern Astrology: a Critique', Psychological Reports, 1997, Vol. 81, pp. 1035-1066	✓
Further	Kemper, Steven, 'Time, Person, and Gender in Sinhalese Astrology', American Ethnologist, vol. 7, no. 4, (Nov. 1980), pp. 744-58.	✓
Further	Plato, Republic, 2 Vols., trans. Paul Shorey, Cambridge Mass., London: Harvard University Press 1937, Book 10.	✓
Further	Tylor, Edward Burnett, *Primitive Culture*, 3 Vols., (London: John Murray 1920 [1871]), Vol. I, pp. 112-137.	✓
Further	Hetherington, Norris S., 'Early Greek Cosmology: A Historiographical Review', *Culture and Cosmos*, Vol. 1 no 1, Spring/Summer 1997, pp.10-33.	✓
Further	Rees, Martin, Before the Beginning (London: The Free Press, 2002 [1997] chap 15.	✓
Further	McMullin, 'Is Philosophy Relevant to Cosmology? ', *American Philosophical Quarterly*, Vol. 18, No. 3 (Jul., 1981), pp. 177-189.	✓
Further	Grűnbaum, Adolf, 'A New Critique of Theological Interpretations of Physical Cosmology ' The British Journal for the Philosophy of Science, Vol. 51, No. 1 (Mar., 2000), pp. 1-43.	✓
Further	Pankenier, David W., 'Cosmic Capitals and Numinous Precincts in Early China', *Journal of Cosmology*, vol. 9, (2010), pp. 2030-2040.	✓
Further	Wax, Murray and Rosalie Wax, 'The Notion of Magic', *Current Anthropology,* Vol. 4, No. 5 (Dec., 1963), pp. 495-518.	✓
Further	Hesiod, The Homeric Hymns and Homerica, including 'Works and Days' and 'Theogonis', trans. Hugh G. Evelyn-White, Cambridge Mass., London, 1917.	✓

Module Code	**HPCA7016**
Title	Researching Contemporary Cosmologies
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To develop a sophisticated understanding of the principles and practice of qualitative research in relation to contemporary views and practices, and popular theories of the cosmos.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of key theories and practices in qualitative research, especially interview and questionnaire design, and reflexivity and phenomenology;
- apply qualitative research to gather data and critically interpret research findings in the subject area in the light of the existing scholarly literature and relevant theory and method.

INDICATIVE CONTENT

- The principles of qualitative and quantitative research
  - Questionnaire design
  - Interview principles and method
  - Interpretation and coding of data
  - Participant Observation
- Anthropological theory
  - Reflexivity
  - Phenomenology
  - Grounded Theory
  - The Insider/Outsider debate
- Ethics
  - Handling personal bias
  - Respect for, and obligations to, research subjects
- Research and data concerning contemporary beliefs about the sky, astronomy and astrology and cosmologies.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	2500 words	33%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	5000 words	67%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPCA7016**	
Module Title	Researching Contemporary Cosmologies	
Classification	**Reading List entry**	**Electronic***
Essential	Bell, J., *Doing your Research Project* (Buckingham: Open University Press, 2002).	✓
Essential	Bryman, Alan, *Quantity and Quality in Social Research* (London: Routledge, 2001).	✓
Essential	vies, C. *Reflexive Ethnography: a Guide to Researching Selves and Others* (London: Routledge, 1999).	✓
Essential	Hennink, Monique M., Inge Hutter, and Ajay Bailey. *Qualitative Research Methods*. Los Angeles ; London: SAGE, 2011.	☐
Essential	McCutcheon, R., *The Insider/Outsider Problem in the Study of Religion: A Reader* (London: Cassell, 1999).	✓
Further	Berg, B., *Qualitative Research Methods for the Social Sciences* (London: Allyn & Bacon, 1995).	✓
Further	Blain, Jenny, Nine Worlds of Seid-Magic: ecstasy and neo-shamanism in North European paganism (London: Routledge, 2002).	✓
Further	Brady, Bernadette. "Theories of Fate among Present-Day Astrologers ", (PhD thesis, University of Wales Trinity Saint David, 2012).	✓
Further	Bryman, A. and R. Burgess, eds., *Analysing Qualitative Data* (London: Routledge, 1994).	✓
Further	Campion, Nicholas, 'Prophecy, Cosmology and the New Age Movement: the extent and nature of	✓

	contemporary belief in astrology' (PhD thesis, University of the West of England 2004).	
Further	Cresswell, John W., *Qualitative Inquiry and Research Design, Choosing Among Five Traditions* (London: Sage 1998)	✓
Further	Etherington, Kim, *Becoming a Reflexive Researcher: Using Ourselves in Research* (London: Jessica Kingsley 2004)	✓
Further	QUAY, J. Learning Phenomenology with Heidegger: experiencing the phenomenological 'starting point' as the beginning of phenomenological research. *Educational Philosophy & Theory*. 48, 5, 484-497, May 2016.	✓
Further	Flood, G., *The Phenomenology of Inwardness* (Oxford University Press, 2013)	✓
Further	Malinowski, B., *Magic, Science and Religion, and Other Essays* (London: Doubleday, 1954).	✓
Further	Moran, Dermot, *Introduction to Phenomenology* (London: Routledge 2000).	✓
Further	Silverman, David, *Doing Qualitative Research: A Practical Handbook* (London: Sage Publications, 2002).	✓
Further	Twiss, S. and W. Conser, *Experience of the Sacred: Readings in the Phenomenology of Religion* (New Hampshire: University Press of New England, 1992).	✓

Module Code	HPCA7017
Title	History of Astrology
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To explore the cultural history and development of astrology, particularly western astrology, and changing fashions in the historiography of astrology.

LEARNING OUTCOMES

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

- demonstrate a sophisticated understanding of the philosophical context of the principal strands of thought and practice in the development of astronomy, astrology or cosmology in the western tradition to the present day;
- critically analyse the relationship between primary source texts and secondary sources, within an understanding of the contested and provisional nature of historical evidence.

INDICATIVE CONTENT

- Historiography and Historical theory
    1. Debates between historical and anthropological method
    2. Whig and progress theories and their impact on the history of astrology
    3. Theories of historical periods
- Theories of Origin
    1. Astrology and early astronomy
    2. Astrology and emergence from religion
    3. Empirical v theoretical models for the construction of astrological meaning
    4. Continuity, discontinuity and the transmission of ideas
- Theoretical models for astrology
    1. Classical philosophy
    2. Divination
    3. Influences and causes
    4. Correspondences
- Reform in astrology
    5. The Babylonian revolution
    6. The Twelfth Century Renaissance
    7. The Renaissance and Scientific Revolution
    8. Modern reform and polemics
- Cross-cultural comparisons
    1. Non-Western astrologies (China, Mesoamerica, Africa)
- The Relationship between technique and theory in astrological practice
    1. Babylonian astral omens
    2. The classical horoscope
    3. The medieval and early modern horoscope

- Social and political functions of astrology

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	3000 words	40%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	4500 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPCA7017**	
Module Title	History of Astrology	
Classification	**Reading List entry**	**Electronic***
Essential	Campion, Nicholas, *A History of Western Astrology*, Vol. 1, The Ancient World (London: Continuum, 2009).	✓
Essential	Campion, Nicholas, *A History of Western Astrology*, Vol. 2 The Medieval and Modern Worlds, (London: Continuum, 2009).	✓
Essential	Campion, Nicholas, *Astrology and Cosmology in the World's Religions* (New York: New York University Press, 2012).	☐
Essential	Evans, Richard, *In Defence of History* (London: Granta Books 1997).	☐
Further	Aveni, Anthony F., *World Archaeoastronomy*, Cambridge: Cambridge University Press 1989	✓

Further	Baigent, Michael, *Astrology in Ancient Mesopotamia: the Science of Omens and the Knowledge of the Heavens* (Rochester, Vermont: Bear and Company, 2015).	☐
Further	Beck, Roger, *A Brief History of Ancient Astrology* (Oxford: Blackwell 2007).	✓
Further	Campion, Nicholas (ed.), *Heavenly Discourses*, (Lampeter: Sophia Centre Press, 2016).	☐
Further	Greene, Liz, 'The God in the Stone: Gemstone Talismans in Western Magical Traditions', *Celestial Magic,* special issue of *Culture and Cosmos*, Vol. 19, nos. 1 and 2, 2015, pp. 47-85.	✓
Further	Collingwood, R.G., *The Idea of History* (Oxford: Clarendon Press 1946).	✓
Further	Gunzburg, Darrelyn, *The Imagined Sky* (Sheffield: Equinox, 2016).	☐
Further	Curry, Patrick, 'Grounding the Stars', in *Journal for the Study of Religion, Nature and Culture*, 2007, Vol 1 no 2, pp. 210-9.	✓
Further	George, Demetra, 'Manuel I Komnenos and Michael Glycas: A Twelfth-Century Defence and Refutation of Astrology', *Culture and Cosmos*, Spring/Summer 2001, Vol. 5 no 1, pp. 3-48, Autumn/Winter 2001, Vol. 5, no 2, pp. 23-51, Spring/Summer 2002, Vol. 6, no 1, pp. 23-43.	✓
Further	Rochberg-Halton, Francesca, 'Elements of the Babylonian Contribution to Hellenistic Astrology', *Journal of the American Oriental Society*, Vol. 108, no 1, January-March 1988a, pp 51-62.	✓
Further	Pankenier, David W., *Bringing Heaven Down to Earth in Ancient China*, (Cambridge: Cambridge University Press, 2012).	☐
Further	Rochberg-Halton, Francesca, 'Elements of the Babylonian Contribution to Hellenistic Astrology', *Journal of the American Oriental Society*, Vol. 108, no 1, January-March 1988a, pp 51-62.	✓
Further	Kassell, Lauren (5 May 2010). "Stars, spirits, signs: towards a history of astrology 1100–1800". *Studies in History and Philosophy of Science Part C: Studies in History and Philosophy of Biological and Biomedical Sciences* 41 (2): 67–69.	✓
Further	Thomas, Keith, *Religion and the Decline of Magic* (Harmondsworth, Middlesex: Peregrine Books 1971)	☐
Further	Thorndike, Lynn, *History of Magic and Experimental Science*, 8 Vols. (New York: Columbia University Press, 1923 – 58).	☐
Further	Williams, Mark A., *Fiery Shapes: Celestial Portents and Astrology in Medieval Wales and Ireland* (Oxford: Oxford University Press, 2007).	☐

Module Code	HPCA7018
Title	Sky and Psyche
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To examine theories of the relationship between psyche and psychology, and the stars, planets, and sky and cosmology, and their implementation.

LEARNING OUTCOMES

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

- demonstrate a critical awareness of key relevant theories of psyche and psychology, and how these theories relate to wider cosmology and have been utilised by astrologers;
- critically evaluate and contextualise core primary source documents within the framework of recent scholarship.

INDICATIVE CONTENT

- Psyche and Cosmology.
  - Definitions of psyche and psychology
  - Psyche and psychology within pre-modern, modern and post-modern cosmologies
- Pre and Early modern psychological cosmologies.
  - Psychological Astronomy in the Classical world
  - Neoplatonist psychology and sky divination
  - Astrological psychology in the early modern period
- The Discovery of the Unconscious.
  - The rise of psychology in the modern period
  - Psychoanalytic cosmology from Mesmer to Freud
  - Freud's investigation of astrology
  - Mythology as Psychology
- Carl Jung, Analytical Psychology and Astrology.
  - The cosmology of Carl Jung
  - Psychological alchemy
  - Jung's relationship to astrology
  - Jung's legacy in modern and post-modern astrologies
- Modern psychological astrology.
  - Theosophical cosmology and Alan Leo's reformation of astrology
  - Dane Rudhyar and the advent of modern 'psychological astrology'
  - Psychological astrology and depth psychology 1960s-2000
  - Critiques of psychological astrology
- Archetypal and Transpersonal psychologies and astrologies.
  - James Hillman and archetypal psychology
  - Archetypal astrology
  - Roberto Assagioli, psychosynthesis and astrology
  - Abraham Maslow, peak experiences and relating to the sky
- Psychological perspectives on the use of the sky in culture.
  - Astrology as psychologically deviant and/or dangerous

- Cultural use of the sky as psychologically beneficial or otherwise
- Hellenistic theories of the soul's ascent
- Gnostic, and early Christian astrological attempts to examine the nature of the soul.
- Jewish and Kabbalistic concepts of the soul's ascent

- Modern psychological theory and astrology.
  - Theosophical perspectives.
  - Alan Leo,Dane Rudhyar and theosophical astrology.
  - The magical astrology of the occult revival.
  - Freud's psychology in relation to Jewish mystical cosmology.Jungian psychology
  - Jung and astrology
  - Neo-Jungian astrology
  - Hillman's archetypal astrology
  - Transpersonal psychology
  - The use of astrology as a counselling tool in humanistic psychology.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	3000 words	40%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	4500 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPCA7018**
Module Title	**Sky and Psyche**

Classification	Reading List entry	Electronic*
Essential	Avens, Robert, 'James Hillman: Towards a Poetic Psychology', *Journal of Religion and Health*, Vol. 19, No. 3 (Fall, 1980), pp. 186-202.	✓
Essential	Bullard, Melissa Meriam, 'The Inward Zodiac: A Development in Ficino's Thought on Astrology' *Renaissance Quarterly* Vol. 43, No. 4 (Winter, 1990), pp. 687-708.	✓
Essential	Campion, Nicholas, 'Sigmund Freud's Investigation of Astrology', *Culture and Cosmos*, (Spring/Summer 1998), vol. 2 no 1, pp 49-52.	✓
Essential	Campion, Nicholas, 'Astronomy and Psyche in the Classical World: Plato, Aristotle, Zeno, Ptolemy', *Journal of Cosmology* (2010), Vol. 9, 2179-2186.	✓
Essential	Jung, C.G., *The Archetypes and the Collective Unconscious*, Vol. 9 Part 2, *Collected Works* (London: Routledge, 1959), pp. 275-289.	☐
Essential	McGillion, Frank, 'The Influence of Wilhelm Fliess' Cosmobiology on Sigmund Freud', Culture and Cosmos, Spring/Summer 1998, vol. 2 no 1, pp. 33-48.	✓
Essential	Main, Roderick (ed.), *Jung on Synchronicity and the Paranormal* (London: Routledge, 1997).	☐
Further	Freud, Sigmund. 'The origin and development of psychoanalysis', *American Journal of Psychology*, 21, 181-218.	✓
Further	Jung, C.G., *Memories, Dreams, Reflections* (NY: Vintage/ London: Fontana, 1961).	☐
Further	Moore, Thomas, *The Planets Within: The Astrological Psychology of Marsilio Ficino* (Great Barrington MA: Lindisfarne Press, 1990).	☐
Further	Rudhyar, Dane, 'The Spiritual Value of Astrology', Rudhyar Archival Project, available at http/://www.khaldea.com/rudhyar/astroarticles/spirtiualastrology.shtml	✓
Further	Tarnas, Richard, 'an Introduction to Archetypal Astrology', available at http://www.cosmosandpsyche.com/PDF/CosmosAndPsyche/IntroductiontoAstrology.pdf	✓

Module Code	**HPCA7019**
Title	Sacred Skies
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To explore the concept of the sky as sacred through culture.

- To become familiar with the theory and practice of archaeoastronomy and skyscape archaeology.

LEARNING OUTCOMES

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

- a systematic understanding of the relationship between notions of the sacred and meaning in the sky, including the mythology of the sky in a variety of cultures
- a sophisticated knowledge of theory and practice in the relationship between sky and stars, and the material, built and visual environment.
- a critical awareness of the mapping and representation of the sky, and the construction of meaning, through zodiacs, constellations and related systems.

INDICATIVE CONTENT

The Sacred

- What is the sacred?
- The sacred and profane
- Notions of the sacred as set apart or universal

Phenomenology and Reflexivity

- Academic concepts and applications of phenomenology
- Reflexivity: understanding the self in research
- Phenomenological versus objectivist views of the sky
- The phenomenological sky: the sky as a landscape, patterns, time and narrative, notions of place.
- The objective sky: the sky as a neutral resource or a place to be colonised, notions of space and large scale astronomy.

Field work basics and measurements

- How the Sky Moves
- Basic concepts of positional astronomy
- Long-term changes in the appearance of the sky
- Stars and star-phases
- Basics of archaeoastronomical measurement

Introduction to the key principles and coordinates of naked-eye astronomy:

- Precession of the equinoxes and movement of the celestial sphere.
- Solar, lunar and stellar cycles.
- The use of an astrolabe.

Mapping the sky.

- The history of zodiacs and constellations
- Cross cultural comparisons of sky mapping

Calendars

- Calendars and their construction.
- The basis of calendars in observations of the sun, moon and stars.
- Ritual and social uses of calendars

Star myth

- Introduction to stellar mythology – Babylonian, Indian, Chinese, Japanese
- Myths and story as navigation – Polynesian and other cultures.
- Moon myth and lore

Architecture and the Built Environment

- Egypt –Pyramids as cosmological buildings, astronomical ceilings.
- Europe - Cathedrals, stain glass, domes and the sky.
- Medieval and Renaissance imagery.
- Cosmograms and urban planning.
- Modern use of sky in buildings.

Archaeoastronomy and Skyscape archaeology

- Archaeoastronomy, history, theory and method
- Locating archaeoastronomy within academia
- Introduction to skyscapes and Skyscape Archaeology

The Arts, Literature

- Views of the sky in classical and sacred literature.
- Images of the sky in non-western art
- The sky in Medieval and Renaissance painting.
- The sky in literature.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	2500 words	33%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	5000 words	67%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPCA7019**	
Module Title	**Sacred Skies**	
Classification	**Reading List entry**	**Electronic***
Essential	Gunzburg, Darrelyn, ed. *The Imagined Sky: Cultural Perspectives*. Sheffield: Equinox Publishing, 2016.	✓
Essential	Campion, Nicholas and Rolf Sinclair (eds), 'INSAPVII: Proceedings from the Seventh Conference on the Inspiration of Astronomical Phenomena', *Culture and Cosmos*, Vol. 16, (2012) no 1 and 2.	✓
Essential	Campion, Nicholas (ed.), *Heavenly Discourses* (Lampeter: Sophia Centre Press, 2016)	✓
Essential	Silva, Fabio and Nicholas Campion (eds), *Skyscapes – The Role and Importance of the Sky in Archaeology* (Oxford: Oxbow, 2015).	✓
Further	Ruggles, Clive, *Astronomy in Prehistoric Britain and Ireland* (New Haven and London: Yale University Press, 1999).	✓
Further	Aveni, Anthony, *Foundations of New World Cultural Astronomy: A Reader with Commentary*, (Denver: University Press of Colorado, 2008)	✓
Further	Malville, J.McKim, *Guide to Prehistoric Astronomy in the Southwest* (Boulder: Johnson Books, 2008).	✓
Further	Renfrew, Colin and Paul Bahn, *Archaeology: Theories, Methods and Practice* (6th ed), London and New York: Thames and Hudson, 2012.	☐
Further	Pauketat, Timothy R, *An Archaeology of the Cosmos*, London and New York: Routledge, 2013.	✓

Further	Ruggles, Clive (ed), *Handbook of Archaeoastronomy and Ethnoastronomy*, New York: Springer, pp. 459-472.	✓
Further	Silva, Fabio, 'A Tomb with a View: New methods for bridging the gap between land and sky in megalithic archaeology.' *Advances in Archaeological Practice* 2(1), 2014, pp.24-37.	✓
Further	Iwaniszewski, Stanisław, 'Ancient Cosmologies: Understanding Ancient Skywatchers and their Worldviews', *Journal of Cosmology*, 2010, Vol. 9.	✓
Further	Hayden, Brian and Suzanne Villeneuve, 'Astronomy in the Upper Palaeolithic?' *Cambridge Archaeological Journal* 21(3), 2011, pp.331-55.	✓
Further	Silva, Fabio, Malville, Kim, Lomsdalen, Tore and Frank Ventura (eds) *The Materiality of the Sky*. Lampeter: Sophia Centre Press.	✓

Module Code	**HPCA7020**
Title	**Directed Independent Study (20 credits)**
Date	**04/03/2020**
Level	**7**
Credits	**20**
Pre-Requisites	**None**

AIM(S)

- To critically examine a question in the field of cultural astronomy and astrology
- To critically engage with the relationship between knowledge and theory

LEARNING OUTCOMES

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

- demonstrate an understanding of the cultural context of contemporary astronomical, astrological or cosmological belief;
- demonstrate a critical knowledge of key terms, theories, methods and approaches in the subject area;
- evaluate, assess and critique theories and truth-claims in the subject area, within a cultural framework.

INDICATIVE CONTENT

Content will be shaped by the student under the direction of the Programme Manager

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	1500 words	40%

Assessment Component 2

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

Mode of assessment	Volume	Weighting

Essay	3500 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCA7020	
Module Title	**Directed Independent Study (20 credits)**	
Classification	**Reading List entry**	**Electronic***
Essential	Campion, Nicholas, Astrology and Cosmology in the World's Religions (New York: New York University Press, 2011)	☐
Essential	Campion, Nicholas, A History of Western Astrology, 2 Vols (London: Bloomsbury/Continuum, 2008, 2009)	✓
Essential	Campion, Nicholas, *Astrology and Popular Religion in the Modern West: Prophecy, Cosmology and the New Age Movement* (Abingdon: Ashgate, 2012; London: Routledge 2015).	✓
Further	Ruggles, Clive, ' Indigenous Astronomies and Progress in Modern Astronomy', Paper presented at the International Astronomy Union 17th General Assembly, 3-14 August 2009, Rio de Janeiro, Brazil, Proceedings of Science	✓
Further	Cicero, De Divinatione, trans. W.A.Falconer, Cambridge Mass: Harvard University Press., London, 1929.	✓
Further	Lehoux, Daryn. 'Tomorrow's News Today: Astrology, Fate, and the Way Out' Representations No. 95 (Summer, 2006), pp. 105-122	✓
Further	Curry, Patrick, 'Astrology from Pagan to Postmodern?', *Astrological Journal*, Jan/Feb 1994, vol. 36, no. 1, pp. 69-74.	✓
Further	Aristotle, On the Heavens, trans. W.K.C.Guthrie, Cambridge Mass., London: Harvard University Press, 1921. Aristotle, On the Heavens, trans. W.K.C.Guthrie, Cambridge Mass., London: Harvard University Press, 1921.	✓
Further	Baity, Elizabeth Chesley, 'Archaeoastronomy and Ethnoastronomy So Far', Current Anthropology, Oct 1973, vol. 14, no. 4, pp. 389-449.	✓
Further	Belmonte, Juan Antonio**, '<u>Finding Our Place in the Cosmos: The Role of Astronomy in Ancient Cultures'</u>,** *Journal of Cosmology*, 2010, Vol. 9.	✓
Further	Holbrook, J.C., 'Ethnoastronomy: Pondering Celestial Diversity', Spectrum, January 2008, pp. 4-5, 8-9, 12, 17-18,	☐

Further	Iwaniszewski, Stanisław, 'Ancient Cosmologies: Understanding Ancient Skywatchers and their Worldviews', *Journal of Cosmology*, 2010, Vol. 9.	✓
Further	Hetherington, Norris S., 'Early Greek Cosmology: A Historiographical Review', *Culture and Cosmos*, Vol. 1 no 1, Spring/Summer 1997, pp.10-33.	✓
Further	McMullin, 'Is Philosophy Relevant to Cosmology? ', *American Philosophical Quarterly*, Vol. 18, No. 3 (Jul., 1981), pp. 177-189.	✓
Further	Grűnbaum, Adolf, 'A New Critique of Theological Interpretations of Physical Cosmology ' The British Journal for the Philosophy of Science, Vol. 51, No. 1 (Mar., 2000), pp. 1-43.	✓

Module Code	**HPCA7021**
Title	**Directed Independent Study (10 credits)**
Date	**04/03/2020**
Level	**7**
Credits	**10**
Pre-Requisites	**None**

AIM(S)

- To critically examine a question in the field of cultural astronomy and astrology
- To critically engage with the relationship between knowledge and theory

LEARNING OUTCOMES

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

- demonstrate an understanding of the cultural context of contemporary astronomical, astrological or cosmological belief;
- demonstrate a critical knowledge of key terms, theories, methods and approaches in the subject area;

INDICATIVE CONTENT

Content will be shaped by the student under the direction of the Programme Manager

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	10	10%
Independent learning	90	90%
Placement learning		
TOTAL	**100**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	2500 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	

TOTAL	100%

INDICATIVE READING LIST

Module Code	HPCA7021	
Module Title	**Directed Independent Study (10 credits)**	
Classification	**Reading List entry**	**Electronic***
Essential	Campion, Nicholas, Astrology and Cosmology in the World's Religions (New York: New York University Press, 2011)	☐
Essential	Campion, Nicholas, A History of Western Astrology, 2 Vols (London: Bloomsbury/Continuum, 2008, 2009)	✓
Essential	Campion, Nicholas, *Astrology and Popular Religion in the Modern West: Prophecy, Cosmology and the New Age Movement* (Abingdon: Ashgate, 2012; London: Routledge 2015).	✓
Further	Ruggles, Clive, ' Indigenous Astronomies and Progress in Modern Astronomy', Paper presented at the International Astronomy Union 17th General Assembly, 3-14 August 2009, Rio de Janeiro, Brazil, Proceedings of Science	✓
Further	Cicero, De Divinatione, trans. W.A.Falconer, Cambridge Mass: Harvard University Press., London, 1929.	✓
Further	Lehoux, Daryn. 'Tomorrow's News Today: Astrology, Fate, and the Way Out' Representations No. 95 (Summer, 2006), pp. 105-122	✓
Further	Curry, Patrick, 'Astrology from Pagan to Postmodern?', *Astrological Journal*, Jan/Feb 1994, vol. 36, no. 1, pp. 69-74.	✓
Further	Aristotle, On the Heavens, trans. W.K.C.Guthrie, Cambridge Mass., London: Harvard University Press, 1921. Aristotle, On the Heavens, trans. W.K.C.Guthrie, Cambridge Mass., London: Harvard University Press, 1921.	✓
Further	Baity, Elizabeth Chesley, 'Archaeoastronomy and Ethnoastronomy So Far', Current Anthropology, Oct 1973, vol. 14, no. 4, pp. 389-449.	✓
Further	Belmonte, Juan Antonio**, '<u>Finding Our Place in the Cosmos: The Role of Astronomy in Ancient Cultures</u>',** *Journal of Cosmology*, 2010, Vol. 9.	✓
Further	Holbrook, J.C., 'Ethnoastronomy: Pondering Celestial Diversity', Spectrum, January 2008, pp. 4-5, 8-9, 12, 17-18,	☐
Further	Iwaniszewski, Stanisław, 'Ancient Cosmologies: Understanding Ancient Skywatchers and their Worldviews', *Journal of Cosmology*, 2010, Vol. 9.	✓
Further	Hetherington, Norris S., 'Early Greek Cosmology: A Historiographical Review', *Culture and Cosmos*, Vol. 1 no 1, Spring/Summer 1997, pp.10-33.	✓

Further	McMullin, 'Is Philosophy Relevant to Cosmology? ', *American Philosophical Quarterly*, Vol. 18, No. 3 (Jul., 1981), pp. 177-189.	✓
Further	Grűnbaum, Adolf, 'A New Critique of Theological Interpretations of Physical Cosmology ' The British Journal for the Philosophy of Science, Vol. 51, No. 1 (Mar., 2000), pp. 1-43.	✓

Module Code	HPCA7022
Title	MA Dissertation in Cultural Astronomy and Astrology
Date	04/03/2020
Level	7
Credits	60
Pre-Requisites	None

AIM(S)

- To develop the ability to pursue an independent research project within the subject area, interpreting primary source data within the context of the latest scholarship, research findings and theoretical literature.

LEARNING OUTCOMES

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

- pursue and complete an independent research project, critically evaluating primary source data within the latest scholarship, research and theoretical literature;
- construct an original hypothesis based on a critical analysis of the evidence.

INDICATIVE CONTENT

Students have the opportunity to undertake an extended research project upon a topic of their own choice, in consultation with both the subject tutor and the programme coordinator. The subject will need to come within the broad research areas of academic staff within the Institute.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	5%
Independent learning	570	95%
Placement learning		
TOTAL	**600**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Dissertation in Cultural Astronomy and Astrology	15,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Not applicable.

Module Code	**HPCA7023**
Title	**Ecology and Spirituality**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To critically examine the philosophy, evolution and consequences of spiritual thought about the natural world and the place of the human within it.
- To explore the impact of global political and religious movements on contemporary environmental debates.

LEARNING OUTCOMES

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

- To understand the evolution of different narratives about the place of the human in the natural world and articulate the consequences for current ecological and social issues.
- To critically assess the validity of different methods, data, theories and ways of knowing when applied to different ecological and social scenarios.
- To critically assess the impact of global political and religious movements on contemporary environmental debates.

INDICATIVE CONTENT

- **Introduction – The Ecological Crisis**

Key Ideas: Ecological crisis, Biodiversity Loss, Roots of the problem, cultural approaches, science along isn't enough, contribution of humanities.
Overview: This will introduce the ecological crisis, establishing a real-world context for the rest of the course. It will explore the roots of the problem in both scientific and religious ways of looking at the world, and outline some possibilities for alternative responses to the ecological crisis - specifically in relation to spirituality.

- **Spirituality**

Key Ideas: Spirituality, Ordinary Theology, 'Metaphysical Orientation,' Religious Experience, Nature Mysticism, the Paranormal.
Overview: This we will explore the concept of 'spirituality,' what it is, how it has been studied and theorised, and how it might relate to the issues raised in the previous 's discussion of the ecological crisis. We will examine spirituality as a 'metaphysical orientation' to the world, and religious and paranormal experiences as ways of modulating this.

- **Ecology**

Key Ideas: Origins of the field, key thinkers, key concepts, organicism/holism vs reductionism debates, Gaia Theory controversy.
Overview: This will introduce the science of ecology, exploring key debates in the emergence of the discipline, in particular debates over 'holistic' and 'reductionist' interpretations' of ecosystem dynamics. We will consider James Lovelock's Gaia hypothesis, and the controversies that surround it before reflecting on links with 'spirituality' and themes discussed in previous s.

- **Dark Green Religion**

Key Ideas: Greening of Religion, Dark Green Religion, Ecological Activism, Animism, Deep Ecology.

Overview: This will explore the 'Greening of Religion' – the responses of major world religions to the ecological crisis – as well as the parallel notion of 'Dark Green Religion' – where spirituality emerges from immersion in nature. We will also the concept of 'animism,' what it is, its history as a category and recent re-conceptualizations.

- **The Non-Human**

Key Ideas: Spirits, Other-than-Human Persons, Animal and Plant Intelligence, Gaia Hypothesis, Shamanism.

Overview: This will focus on an examination of the 'non-human' – plant and animal consciousness, spirits, Gaia – with a particular emphasis on Irving Hallowell's notion of 'other-than-human persons' and more recent uses of the label. We will also explore 'plant consciousness' as revealed from the perspectives of animism, shamanism and experimental science.

- **Harmony**

Key Ideas: 'Balance in Nature,' What is Balance? What is Harmony? Living in 'Harmony,' Non-Rational Harmony?

Overview: This will explore concepts of 'harmony' and 'balance,' how they have been conceived in different cultural and spiritual traditions. We will also look at what ecological science has to say about ideas of 'harmony' and 'balance' in natural systems. We will consider whether it is possible to 'live in harmony' with nature.

- **The Interconnected Cosmos: Systems and Traditional Ecological Knowledge**

Key Ideas: Reciprocity, Systems Thinking, Traditional Ecological Knowledge (TEK).

Overview: This will begin drawing together some of the threads explored in the previous s. Continuing to think with ideas of 'metaphysical orientation' and 'living in harmony with nature,' we will look at models of conceiving of our relationship with the living world. We will consider Traditional Ecological Knowledge, notions of reciprocity and 'systems thinking.'

- **Rewilding and Re-Enchantment**

Key Ideas: Rewilding, Ecological Regeneration, Permaculture, Magical Consciousness, Re-enchantment.

Overview: The final will focus on practical approaches to re-wilding and ecological regeneration, and the role that re-enchantment and magical consciousness may play in this process, and vice versa. We will discuss debates around concepts of 'rewilding' and 'permaculture' and think about how our own 'metaphysical orientation' might translate into ecological regeneration. We will discuss permaculture ethics and principles and how we can apply insights from the previous s' discussions to making real difference to our lives, local communities and ecology.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	**Volume**	**Weighting**
Essay	3000 words	40%

Assessment Component 2

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

Mode of assessment	**Volume**	**Weighting**
Essay	4500 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCA7023	
Module Title	**Ecology and Spirituality**	
Classification	**Reading List entry**	**Electronic***
Essential	Rockström, J., Gaffney, O., Rogelj, J., Meinshausen, M., Nakicenovic, N. & Schellnhuber, H.J. (2017). 'A Roadmap for Rapid Decarbonization.' *Science*, 355(6331), pp. 1269-1271. https://science.sciencemag.org/content/355/6331/1269	X
Essential	James, W. (1928). 'Circumscription of the Topic.' *The Varieties of Religious Experience* (pp. 26-42). https://ttu-ir.tdl.org/bitstream/handle/2346/47059/ttu_fap001_000016.pdf?sequence=1	X
Essential	Odum, E.P. & Barrett, G.W. (1971). *Fundamentals of Ecology* (pp. 1-16). http://www.academia.edu/download/30234225/odum_barrett-ch1-sections1-4.pdf	X
Essential	Lovelock, J.E. & Margulis, L. (1974). 'Atmospheric homeostasis by and for the biosphere: the gaia hypothesis' https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.2153-3490.1974.tb01946.x	X
Essential	Naess, A. (1970) 'The Shallow and the Deep, Long Range Ecology Movement.' https://iseethics.files.wordpress.com/2013/02/naess-arne-the-shallow-and-the-deep-long-range-ecology-movement.pdf	X
Essential	Taylor, B. (2016). 'The Greening of Religion Hypothesis (Part One).' *Journal for the Study of Religion, Nature and Culture*, Vol. 10, No. 3: http://www.brontaylor.com/environmental_articles/pdf/Taylor--GreeningofReligionHypothesisJSRNC10.3.pt1.pdf	X
Essential	Hallowell, A.I. (1960). 'Ojibwa Ontology, Behavior and Worldview.' https://books.google.co.uk/books?hl=en&lr=&id=PaLyYm7kFsAC&oi=fnd&pg=PA17&dq=ojibwa+ontology+behavior+and+world+view&ots=dqiZpePu0r&sig=nPZEcjMVCRghwqSBtPbgaRunxik%23v=onepage&q=ojibwa%2520ontology%2520behavior%2520and%2520world%2520view&f=false#v=onepage&q=ojibwa%2520ontology%2520behavior%2520and%2520world%2520view&f=false	X

Essential	Gagliano, M. (2014). 'In a green frame of mind: perspectives on the behavioural ecology and cognitive nature of plants.' http://www.esalq.usp.br/lepse/imgs/conteudo_thumb/mini/In-a-green-frame-of-mind-perspectives-on-the-behavioural-ecology-and-cognitive-nature-of-plants.pdf	X
Essential	Cooper, G. (2001). 'Must there be a Balance in Nature?' https://link.springer.com/content/pdf/10.1023/A:1011935220219.pdf	X
Essential	Kimmerer, R.W. (2011). 'Restoration and Reciprocity: The Contributions of Traditional Ecological Knowledge' http://149.129.240.254:8810/foto/1541116740286-Ecological%20Restoration.pdf#page=278	X
Essential	Berkes, F. (1994). 'Traditional Ecological Knowledge in Perspective.' *Traditional Ecological Knowledge: Concepts and Cases* (pp. 1-9). http://library.umac.mo/ebooks/b10756577a.pdf	X
Essential	Caraway, R.T. (2018). 'The Spiritual Dimensions of the Permaculture Movement in Cuba.' https://www.mdpi.com/2077-1444/9/11/342/pdf	X
Essential	Botelho, M.I.V., Cardosa, I.M. & Otsuki, K. (2016). '"I made a pact with God, with nature and with myself": exploring deep ecology.' https://www.tandfonline.com/doi/abs/10.1080/21683565.2015.1115798	X
Further	Thunberg, G. (2018). 'The Alarming Case to Act Right Now on Climate' https://www.ted.com/talks/greta_thunberg_the_disarming_case_to_act_right_now_on_climate?language=en	X
Further	Hunter, J. (2019). *Greening the Paranormal: Exploring the Ecology of Extraordinary Experience*. Milton Keynes: August Night Books.	☐
Further	Moody, D.E. (2012). 'Seven misconceptions regarding the Gaia hypothesis.' https://link.springer.com/content/pdf/10.1007/s10584-011-0382-4.pdf	X
Further	Jones, C.G., Lawton, J.H. & Shachak, M. (1994). 'Organisms as Ecosystem Engineers.' https://www.caryinstitute.org/sites/default/files/public/reprints/Jones_et_al_1994_Organisms_as_Oikos_69_373-386.pdf	X
Further	Taylor, B. (2010). *Dark Green Religion: Nature Spirituality and the Planetary Future*. Berkeley: University of California Press.	

Further	Harvey, G. (2012). 'An Animist Manifesto.' http://www.animism.org.uk/HarveyAnimism%20flyer.pdf/	X
Further	Harding, S. (2009). *Animate Earth: Science, Intuition and Gaia.* Green Books	
Further	Bird-David, N. (1999). '"Animism" Revisited: Personhood, Environment and Relational Epistemology.' https://www.journals.uchicago.edu/doi/pdfplus/10.1086/200061	X
Further	Backster, C. (1968). 'Evidence of Primary Perception in Plant Life.' *International Journal of Parapsychology*, X(4), pp. 329-348. http://rebprotocol.net/clevebaxter/Evidence%20of%20a%20Primary%20Perception%20In%20Plant%20Life%2023pp.pdf	X
Further	Jelinski, D.E. (2005). 'There is No Mother Nature – There is No Balance of Nature: Culture, Ecology and Conservation.' https://www.researchgate.net/profile/Dennis_Jelinski/publication/226517099_There_is_No_Mother_Nature-There_is_No_Balance_of_Nature_Culture_Ecology_and_Conservation/links/57796eb708aead7ba0764219/There-is-No-Mother-Nature-There-is-No-Balance-of-Nature-Culture-Ecology-and-Conservation.pdf	X
Further	Hunter, J. (2020). 'Harmony and Ecology.' In N. Campion (ed). *Harmony*.	
Further	Permaculture Principles and Ethics https://permacultureprinciples.com/downloads/Pc_Principles_Poster_EN.pdf	X

Module Code	HPCA7024
Title	MA Dissertation: Ecology and Spirituality
Date	04/03/2020
Level	7
Credits	60
Pre-Requisites	None

AIM(S)

- To provide an opportunity for students to undertake a major and sustained critical and evaluative research project in the field of Ecology and Spirituality.

LEARNING OUTCOMES

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

- To critically understand a defined area of Ecology and Spirituality
- To defend hypotheses, interpretations or analyses
- To utilize the research skills required for the successful completion of an independent research project

INDICATIVE CONTENT

In this module, the student chooses a topic of special interest in Ecology and Spirituality and conducts research into this area of interest via reading and private study under the auspices of the supervisor to whom they have been allocated. The student then produces a systematic piece of written work, organized in chapters/sections in the manner of professional and published work.
The supervisor will be responsible for introducing the student to the research skills necessary for the completion of the dissertation. The research skills required will be assessed after the student has submitted their research proposal.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	5%
Independent learning	570	95%
Placement learning		
TOTAL	**600**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
research proposal	1,000 words	10%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Dissertation	14,000 words	90%

Assessment Summary

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

INDICATIVE READING LIST

Not applicable.

Module Code	HPCA7025
Title	Directed Independent Study (20 credits)
Date	04/03/2020
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

- To critically examine a question in the field of ecology and spirituality.
- To critically engage with the relationship between knowledge and theory

LEARNING OUTCOMES

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

- demonstrate an understanding of the cultural context of ecology and spirituality;
- demonstrate a critical knowledge of key terms, theories, methods and approaches in the subject area;
- evaluate, assess and critique theories and truth-claims in the subject area, within a cultural framework.

INDICATIVE CONTENT

Content will be shaped by the student under the direction of the Programme Manager

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	1500 words	40%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	3500 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPCA7025**	
Module Title	**Directed Independent Study (20 credits)**	
Classification	**Reading List entry**	**Electronic***
Essential	Campion, Nicholas, Astrology and Cosmology in the World's Religions (New York: New York University Press, 2011)	☐
Essential	Campion, Nicholas, A History of Western Astrology, 2 Vols (London: Bloomsbury/Continuum, 2008, 2009)	✓
Essential	Campion, Nicholas, *Astrology and Popular Religion in the Modern West: Prophecy, Cosmology and the New Age Movement* (Abingdon: Ashgate, 2012; London: Routledge 2015).	✓
Further	Ruggles, Clive, ' Indigenous Astronomies and Progress in Modern Astronomy', Paper presented at the International Astronomy Union 17th General Assembly, 3-14 August 2009, Rio de Janeiro, Brazil, Proceedings of Science	✓
Further	Cicero, De Divinatione, trans. W.A.Falconer, Cambridge Mass: Harvard University Press., London, 1929.	✓
Further	Lehoux, Daryn. 'Tomorrow's News Today: Astrology, Fate, and the Way Out' Representations No. 95 (Summer, 2006), pp. 105-122	✓
Further	Curry, Patrick, 'Astrology from Pagan to Postmodern?', *Astrological Journal*, Jan/Feb 1994, vol. 36, no. 1, pp. 69-74.	✓
Further	Aristotle, On the Heavens, trans. W.K.C.Guthrie, Cambridge Mass., London: Harvard University Press, 1921. Aristotle, On the Heavens, trans. W.K.C.Guthrie, Cambridge Mass., London: Harvard University Press, 1921.	✓
Further	Baity, Elizabeth Chesley, 'Archaeoastronomy and Ethnoastronomy So Far', Current Anthropology, Oct 1973, vol. 14, no. 4, pp. 389-449.	✓
Further	Belmonte, Juan Antonio, '**Finding Our Place in the Cosmos: The Role of Astronomy in Ancient Cultures',** *Journal of Cosmology*, 2010, Vol. 9.	✓
Further	Holbrook, J.C., 'Ethnoastronomy: Pondering Celestial Diversity', Spectrum, January 2008, pp. 4-5, 8-9, 12, 17-18,	☐

Further	Iwaniszewski, Stanisław, 'Ancient Cosmologies: Understanding Ancient Skywatchers and their Worldviews', *Journal of Cosmology*, 2010, Vol. 9.	✓
Further	Hetherington, Norris S., 'Early Greek Cosmology: A Historiographical Review', *Culture and Cosmos*, Vol. 1 no 1, Spring/Summer 1997, pp.10-33.	✓
Further	McMullin, 'Is Philosophy Relevant to Cosmology? ', *American Philosophical Quarterly*, Vol. 18, No. 3 (Jul., 1981), pp. 177-189.	✓
Further	Grűnbaum, Adolf, 'A New Critique of Theological Interpretations of Physical Cosmology ' The British Journal for the Philosophy of Science, Vol. 51, No. 1 (Mar., 2000), pp. 1-43.	✓

Module Code	**HPCA7026**
Title	**Directed Independent Study (10 credits)**
Date	**04/03/2020**
Level	**7**
Credits	**10**
Pre-Requisites	**None**

AIM(S)

- To critically examine a question in the field of ecology and spirituality.
- To critically engage with the relationship between knowledge and theory

LEARNING OUTCOMES

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

- demonstrate an understanding of the cultural context of ecology and spirituality;
- demonstrate a critical knowledge of key terms, theories, methods and approaches in the subject area;

INDICATIVE CONTENT

Content will be shaped by the student under the direction of the Programme Manager

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	10	10%
Independent learning	90	90%
Placement learning		
TOTAL	**100**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	2500 words	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	

TOTAL	100%

INDICATIVE READING LIST

Module Code	HPCA7026	
Module Title	**Directed Independent Study (10 credits)**	
Classification	**Reading List entry**	**Electronic***
Essential	Campion, Nicholas, Astrology and Cosmology in the World's Religions (New York: New York University Press, 2011)	☐
Essential	Campion, Nicholas, A History of Western Astrology, 2 Vols (London: Bloomsbury/Continuum, 2008, 2009)	✓
Essential	Campion, Nicholas, *Astrology and Popular Religion in the Modern West: Prophecy, Cosmology and the New Age Movement* (Abingdon: Ashgate, 2012; London: Routledge 2015).	✓
Further	Ruggles, Clive, ' Indigenous Astronomies and Progress in Modern Astronomy', Paper presented at the International Astronomy Union 17th General Assembly, 3-14 August 2009, Rio de Janeiro, Brazil, Proceedings of Science	✓
Further	Cicero, De Divinatione, trans. W.A.Falconer, Cambridge Mass: Harvard University Press., London, 1929.	✓
Further	Lehoux, Daryn. 'Tomorrow's News Today: Astrology, Fate, and the Way Out' Representations No. 95 (Summer, 2006), pp. 105-122	✓
Further	Curry, Patrick, 'Astrology from Pagan to Postmodern?', *Astrological Journal*, Jan/Feb 1994, vol. 36, no. 1, pp. 69-74.	✓
Further	Aristotle, On the Heavens, trans. W.K.C.Guthrie, Cambridge Mass., London: Harvard University Press, 1921. Aristotle, On the Heavens, trans. W.K.C.Guthrie, Cambridge Mass., London: Harvard University Press, 1921.	✓
Further	Baity, Elizabeth Chesley, 'Archaeoastronomy and Ethnoastronomy So Far', Current Anthropology, Oct 1973, vol. 14, no. 4, pp. 389-449.	✓
Further	Belmonte, Juan Antonio, **'Finding Our Place in the Cosmos: The Role of Astronomy in Ancient Cultures',** *Journal of Cosmology*, 2010, Vol. 9.	✓
Further	Holbrook, J.C., 'Ethnoastronomy: Pondering Celestial Diversity', Spectrum, January 2008, pp. 4-5, 8-9, 12, 17-18,	☐
Further	Iwaniszewski, Stanisław, 'Ancient Cosmologies: Understanding Ancient Skywatchers and their Worldviews', *Journal of Cosmology*, 2010, Vol. 9.	✓
Further	Hetherington, Norris S., 'Early Greek Cosmology: A Historiographical Review', *Culture and Cosmos*, Vol. 1 no 1, Spring/Summer 1997, pp.10-33.	✓

Further	McMullin, 'Is Philosophy Relevant to Cosmology? ', *American Philosophical Quarterly*, Vol. 18, No. 3 (Jul., 1981), pp. 177-189.	✓
Further	Grűnbaum, Adolf, 'A New Critique of Theological Interpretations of Physical Cosmology ' The British Journal for the Philosophy of Science, Vol. 51, No. 1 (Mar., 2000), pp. 1-43.	✓

Module Code	HPCS7002
Title	Celtic Arthur and the Mabinogion Tales
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To provide students with a systematic understanding of the content, context, cultural and historical importance of a selection of medieval Arthurian texts and Mabinogion Tales.

LEARNING OUTCOMES

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

- demonstrate that they have an advanced knowledge of the content, style and structure of the texts studied in the module;
- evaluate critically past and current research on the Mabinogion and Arthurian texts studied, develop their own critiques and, where appropriate, propose new hypotheses;
- analyse a range of themes relating to this collection of medieval literary texts (e.g. dating, authorship, transmission, characterisation, purpose, contemporary relevance and oral performance);
- demonstrate a thorough understanding of the cultural and historical importance of the texts studied and place them in their wider literary and historical context.

INDICATIVE CONTENT

- This module is divided into two parts and will consider (i) *The Four Branches of the Mabinogi* and (ii) medieval Arthurian poetry and prose including early Welsh poetry, *Historia Brittonum*, *Annales Cambriae*, relevant Mabinogion tales (e.g. *Culhwch and Olwen*, the Three Romances), Geoffrey of Monmouth's *History of the Kings of Britain*, saints' Lives etc.

- This module will introduce students to medieval Welsh prose via a detailed study of four native Welsh prose tales, *Pedeir Keinc y Mabinogi* (the *Four Branches of the Mabinogi*) in translation. Having placed the legends within the wider context of the eleven Welsh tales, known collectively as the Mabinogi(on), and having surveyed the kind of prose texts available in Welsh in the Middle Ages, students will be introduced to the narrative content of the tales and consider issues relating to dating, manuscript transmission, authorship, literary motifs, style and structure. To what extent is it possible to use linguistic and historical evidence to date the tales and is there any evidence to suggest that they belong to a pre-Christian past? What theories have been proposed regarding authorship of the *Four Branches* and to what extent do they betray Celtic and/or Norman influence? What is the relationship between the different branches and do they contain any evidence of lost traditions? Students will consider their relationship to early Welsh

poetry and medieval triads, as well as their Irish connections. The module will also focus on a number of research questions relating to stylistic features and the importance of oral transmission and performance and consideration will be given to the Mabinogi's cultural legacy. Students will be expected to become familiar with previous and current research on the Mabinogi and critically evaluate this material, exercising initiative and independent learning ability as they progress through the module.

- This module will also examine the context of the figure of Arthur as known from Celtic (mostly but not exclusively Welsh) sources. Students will critically consider the historicisation of Arthur and examine the 'early' Arthurian sources (such as *Historia Brittonum*, *Annales Cambriae*, archaeological sources relating to Arthurian sites and the 'discovery' of Arthur's 'grave'). They will examine the figure of Arthur in early Welsh poetry (such as 'Y Goddodin', 'Pa ŵr yw'r Porthor?' (Which man in the Gatekeeper?) 'Preiddiau Annfwn' (The Spoils of Annfwn) and consider how he is depicted as a secular leader in the Welsh and Breton Lives of saints. The section on the Arthur of folklore will discuss his portrayal in *Culhwch and Olwen* and other Welsh prose texts including chivalric Romances, as well as some aspects of Arthurian tradition in Brittany, Cornwall and Ireland. Geoffrey of Monmouth's hugely influential *Historia regum Britanniae* (History of the Kings of Britain) will be explored and we will ask to what extent this made use of earlier texts and to what extent it was an innovative work. Medieval Arthurian propaganda and how the figure of Arthur was adapted to meet the political demands of the day will be briefly considered as well as Arthur's enduring appeal and his 'Celtic' connections in the post-medieval period.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	**Volume**	**Weighting**
Appreciation of relevant text (e.g. a section of the Mabinogion OR an Arthurian poem)	2,500 words	20%

Assessment Component 2

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

Mode of assessment	**Volume**	**Weighting**
Essay	5000 words	80%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPCS7002**	
Module Title	**Celtic Arthur and the Mabinogion Tales**	
Classification	**Reading List entry**	**Electronic***
Essential	Sioned Davies (trans.) *The Mabinogion* (Oxford: Oxford University Press, 2008)	☐
Essential	Rachel Bromwich, *et al*. (eds.) *The Arthur of the Welsh* (Cardiff: University of Wales Press, 1991)	☐
Essential	Ceridwen Lloyd-Morgan and Erich Poppe (eds), *Arthur in the Celtic Languages* (Cardiff: University of Wales Press, 2019)	☐
Further	L. Alcock, *Arthur's Britain* (Harmondsworth: Penguin, 1973)	☐
Essential	Oliver J. Padel, *Arthur in Medieval Welsh Literature* (Cardiff: University of Wales Press, 2000)	☐
Further	Andrew Breeze, *Medieval Welsh Literature*, Dublin: Four Courts Press, 1997.	☐
Further	J. K. Bollard, 'The structure of the Four Branches of the Mabinogi', *Transactions of the Honourable Society of Cymmrodorion*, (1974-5), 250-76.	☐
Further	T. M. Charles-Edwards, 'The date of the Four Branches of the Mabinogi', *Transactions of the Honourable Society of Cymmrodorion*, (1971), 263-98.	☐
Further	J. B. Coe, and S. Young, *The Celtic Sources for the Arthurian Legend* (Felinfach: [Llanerch], 1995).	☐
Further	Sioned Davies, *The Four Branches of the Mabinogi. Pedeir Keinc y Mabinogi* (Llandysul: Gomer Press, 1993)	☐
Further	Sioned Davies, 'Written text as performance: the implications for Middle Welsh prose narratives', in Huw Pryce (ed.), *Literacy in Medieval Celtic Societies* (Cambridge: Cambridge University Press, 1998), pp. 133-48.	☐
Further	Sioned Davies, *The Four Branches of the Mabinogi* (Llandysul: Gomer, 1986)	☐
Further	David N. Dumville, 'Sub-Roman Britain: History and Legend', *History*, n.s. 62 (1977), 173-92. Reprinted, with new material (but same pagination), in D.N. Dumville, *Histories and Pseudo-Histories of the Insular Middle Ages* (Aldershot: Variorum, 1990)	☐
Further	N. Higham, *King Arthur: Myth-Making and History*, London and New York: Routledge, 2002.	☐

Further	Daniel Huws, *Medieval Welsh Manuscripts* (Cardiff: University of Wales Press and the National Library of Wales, 2000)	☐
Further	K. H. Jackson, 'The Arthur of History', in R.S. Loomis (ed.), *Arthurian Literature in the Middle Ages* (Oxford: Oxford University Press, 1959), pp. 1-11.	☐
Further	Karen Jankulak, *Geoffrey of Monmouth. Writers of Wales series* (Cardiff: University of Wales Press, 2010)	☐
Further	Stefan Zimmer Maier, & Christiane Batke (eds), *150 Jahre "Mabinogion" – Deutsch-Walisische Kulturbeziehungen* (Tübingen: Max Niemeyer, 2001).	☐
Further	Brynley F. Roberts, 'Geoffrey of Monmouth and Welsh Historical Tradition', *Nottingham Mediaeval Studies*, 20 (1976), 29-40.	☐
Further	Patrick Simms-Williams, 'The submission of Irish kings in fact and fiction: Henry II, Bendigeidfran and the dating of the Four Branches', *Cambridge Medieval Celtic Studies*, 6 (1991), 31-61.	☐
Further	Patrick Sims-Williams, *Irish Influence on Medieval Welsh Literature* (Oxford: Oxford University Press, 2010)	☐
Further	L. Thorpe, (trans.) *Geoffrey of Monmouth. The History of the Kings of Britain* (Harmondsworth: Penguin, 1966)	☐

Côd y Modwl	**HPCS7002C**
Teitl	**Yr Arthur Celtaidd a Chwedlau'r Mabinogi**
Dyddiad	**04/03/2020**
Lefel	**7**
Credydau	**30**
Rhagofynion	**Dim**

AMCAN(ION)

- Darparu myfyrwyr â dealltwriaeth systematig o gynnwys, cyd-destun, a phwysigrwydd diwylliannol a hanesyddol detholiad o destunau Arthuraidd a chwedlau'r Mabinogi.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- arddangos bod gwybodaeth estynedig ganddynt o gynnwys, arddull a strwythur y testunau a astudir yn y modwl;
- gwerthuso'n feirniadol ymchwil o'r gorffennol ac ymchwil gyfredol ar y Mabinogi a'r testunau Arthuraidd, datblygu eu beirniadaethau eu hunain a, lle bo'n briodol, cynnig damcaniaethau newydd;
- dadansoddi'n feirniadol ystod o themâu sy'n gysylltiedig â'r casgliad hwn o chwedlau'r Oesoedd Canol (e.e. dyddiad, awduraeth, trosglwyddiad, cymeriadaeth, perthnasedd cyfoes a pherfformio ar lafar);
- arddangos dealltwriaeth drylwyr o bwysigrwydd diwylliannol a hanesyddol y testunau a astudir a'u gosod yn eu cyd-destun llenyddol a hanesyddol ehangach.

CYNNWYS DANGOSOL

- Rhennir y modwl hwn yn ddwy ran ac ynddo ystyrir (i) *Pedeir Keinc y Mabinogi* a (ii) barddoniaeth a rhyddiaith Arthuraidd ganoloesol gan gynwys cerddi Cymraeg cynnar, *Historia Brittonum*, *Annales Cambriae*, chwedlau perthnasol o'r Mabinogion (e.e. *Culhwch ac Olwen*, y Tair Rhamant), *Historia regum Britanniae* Sieffre o Fynwy, bucheddau'r saint a.y.y.b.

- Bydd y modwl hwn yn cyflwyno myfyrwyr i ryddiaith Cymraeg Canol wrth astudio pedair chwedl ryddiaith frodorol yn fanwl, sef *Pedeir Keinc y Mabinogi*. Gosodir y chwedlau yng nghyd-destun ehangach yr un chwedl ar ddeg a adwaenir fel y Mabinogi(on), a thrafodir y math o destunau rhyddiaith a oedd ar gael yn y Gymraeg yn yr Oesoedd Canol. Yna caiff myfyrwyr eu cyflwyno i gynnwys naratif y chwedlau gan ystyried materion yn ymwneud â dyddiad, trosglwyddo llawysgrifau, awduraeth, motiffau llenyddol, arddull a strwythur. I ba raddau y mae'n bosibl defnyddio tystiolaeth ieithyddol a hanesyddol i ddyddio'r chwedlau? A oes tystiolaeth sy'n awgrymu eu bod yn perthyn i gyfnod cyn Cristnogol? Pa ddamcaniaethau a gynigiwyd ynghylch awduraeth y *Pedeir Keinc*, ac i ba raddau y maent yn arddangos dylanwadau Celtaidd a/neu Normanaidd? Beth yw'r berthynas rhwng y ceinciau gwahanol â'i gilydd ac a ydynt yn cynnwys unrhyw dystiolaeth o draddodiadau coll: bydd myfyrwyr yn ystyried eu perthynas â barddoniaeth gynnar a thrioedd yr Oesoedd Canol, yn

ogystal â'u cysylltiadau Gwyddelig. Bydd y modwl hefyd yn canolbwyntio ar nifer o gwestiynau ymchwil ynghylch nodweddion arddull a phwysigrwydd trosglwyddiad a pherfformiad llafar. Disgwylir i fyfyrwyr ymgyfarwyddo ag ymchwil flaenorol a chyfredol ar y Mabinogi a gwerthuso'r deunydd hwn yn feirniadol, gan ddefnyddio menter a'r gallu i ddysgu'n annibynnol wrth iddynt symud drwy'r modwl dysgu o bell. Trafodir y gwahanol olygiadau o'r cenciau yn ogystal â'r diweddariad ac addasiadau modern, a rhoddir ystyriaeth i etifeddiaeth ddiwylliannol y Mabinogi.

- Yn y modwl hwn ystyrir cymeriad Arthur yng nghyd-destun ffynonellau Celtaidd gan roi sylw arbennig i'r ffynonellau Cymraeg a Chymreig. Bydd myfyrwyr yn dadansoddi'n feirniadol y cysyniad o Arthur hanesyddol ac yn astudio y ffynonellau Arthuraidd 'cynnar' (megis *Historia Brittonum*, *Annales Cambriae*, ffynonellau archaeolegol safleoedd sy'n gysylltiedig ag enw Arthur a 'darganfod' bedd honedig Arthur). Astudir y portread o Arthur a'r byd Arthuraidd mewn cerddi cynnar Cymraeg (megis 'Y Goddodin', 'Pa ŵr yw'r Porthor?' a 'Preiddiau Annfwn') a thrafodir sut y caiff ei bortreadu'n arweinydd seciwlar ym mucheddau saint Cymru a Llydaw. Yn yr adran ar lên-gwerin ystyrir ei bortread yng *Nghulhwch and Olwen* a chwedlau rhyddiaith eraill gan gynnwys y Rhamantau yn ogystal ag agweddau ar draddodiadau Arthuraidd yn Llydaw, Cernyw ac Iwerddon. Astudir *Historia regum Britanniae* (Hanes Brenhinoedd Prydain), sef testun dylanwadol Sieffre o Fynwy ac ystyrir i ba raddau y gwnaeth ddefnydd o destunau cynharach ac i ba raddau yr oedd yn waith gwreiddiol, arloesol. Ceir cipolwg ar bropaganda canoloesol Arthuraidd a sut yr addaswyd cymeriad Arthur at ddibenion gwleiddydol cyfoes y cyfnod. Hefyd ystyrir apêl barhaol Arthur a'i gysylltiadau 'Celtaidd' yn y cyfnod ôl-ganoloesol.

Dyraniad Amser Astudio
Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	**Oriau**	**Canran**
Dysgu wedi'i amserlennu	30	10%
Dysgu'n annibynnol	270	90%
Dysgu drwy leoliadau		
CYFANSWM	**300**	**100%**

ASESU

Elfen Asesu 1
☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	**Maint**	**Pwysiad**
Gwerthfawrogiad o destun perthnasol	2,500 o eiriau	20%

Elfen Asesu 2
☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	**Maint**	**Pwysiad**
Traethawd	5,000 o eiriau	80%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	**100%**

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	HPCS7002C	
Teitl y Modwl	Yr Arthur Celtaidd a Chwedlau'r Mabinogi	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Rachel Bromwich, *et al*. (eds.) *The Arthur of the Welsh* (Cardiff: University of Wales Press, 1991)	☐
Hanfodol	Ceridwen Lloyd-Morgan and Erich Poppe (eds), *Arthur in the Celtic Languages* (Cardiff: University of Wales Press, 2019)	☒
Hanfodol	Oliver J. Padel, *Arthur in Medieval Welsh Literature* (Cardiff: University of Wales Press, 2000)	☐
Hanfodol	Ifor Williams (gol.), *Pedeir Keinc y Mabinogi* (Caerdydd: Gwasg Prifysgol Cymru, 1930)	☐
Pellach	L. Alcock, *Arthur's Britain* (Harmondsworth: Penguin, 1973)	
Pellach	Andrew Breeze, *Medieval Welsh Literature*, Dublin: Four Courts Press, 1997.	☐
Pellach	J. K. Bollard, 'The structure of the Four Branches of the Mabinogi', *Transactions of the Honourable Society of Cymmrodorion*, (1974-5), 250-76.	☐
Pellach	T. M. Charles-Edwards, 'The date of the Four Branches of the Mabinogi', *Transactions of the Honourable Society of Cymmrodorion*, (1971), 263-98.	☐
Pellach	J. B. Coe, and S. Young, *The Celtic Sources for the Arthurian Legend* (Felinfach: [Llanerch], 1995).	☐
Pellach	Sioned Davies, *The Four Branches of the Mabinogi. Pedeir Keinc y Mabinogi* (Llandysul: Gomer Press, 1993)	☐
Pellach	Sioned Davies, *Crefft y Cyfarwydd* (Caerdydd: Gwasg Prifysgol Cymru, 1995)	☐
Pellach	Sioned Davies, 'Written text as performance: the implications for Middle Welsh prose narratives', in Huw Pryce (ed.), *Literacy in Medieval Celtic Societies* (Cambridge: Cambridge University Press, 1998), pp. 133-48.	☒
Pellach	Sioned Davies, *The Four Branches of the Mabinogi* (Llandysul: Gomer, 1986)	☐
Pellach	Sioned Davies (trans.) *The Mabinogion* (Oxford: Oxford University Press, 2008)	☐
Pellach	David N. Dumville, 'Sub-Roman Britain: History and Legend', *History*, n.s. 62 (1977), 173-92. Reprinted, with new material (but same pagination), in D.N. Dumville, *Histories and Pseudo-Histories of the Insular Middle Ages* (Aldershot: Variorum, 1990)	☐
Pellach	N. Higham, *King Arthur: Myth-Making and History*, London and New York: Routledge, 2002.	☐

Pellach	Ian Hughes (gol.) *Math Uab Mathonwy* (Aberystwyth: Adran y Gymraeg, Prifysgol Cymru, Aberystwyth, 2000)	☐
Pellach	Ian Hughes (gol.) *Manwydan Uab Llyr* (Caerdydd: Gwasg prifysgol Cymru, 2007)	☐
Pellach	Ian Hughes (gol.) *Bendigeiduran Uab Llyr* (Aberystwyth: Canolfan Astudiaethau Addysg, 2017)	☐
Pellach	Daniel Huws, *Medieval Welsh Manuscripts* (Cardiff: University of Wales Press and the National Library of Wales, 2000)	☐
Pellach	K. H. Jackson, 'The Arthur of History', in R.S. Loomis (ed.), *Arthurian Literature in the Middle Ages* (Oxford: Oxford University Press, 1959), pp. 1-11.	☐
Pellach	Karen Jankulak, *Geoffrey of Monmouth. Writers of Wales series* (Cardiff: University of Wales Press, 2010)	☐
Pellach	Nerys Ann Jones (ed*.), Arthur in Early Welsh Poetry* (London: MHRA, 2019)	☐
Pellach	Stefan Zimmer Maier, & Christiane Batke (eds), *150 Jahre "Mabinogion" – Deutsch-Walisische Kulturbeziehungen* (Tübingen: Max Niemeyer, 2001).	☐
Pellach	Brynley F. Roberts, 'Geoffrey of Monmouth and Welsh Historical Tradition', *Nottingham Mediaeval Studies*, 20 (1976), 29-40.	☐
Pellach	Patrick Simms-Williams, 'The submission of Irish kings in fact and fiction: Henry II, Bendigeidfran and the dating of the Four Branches', *Cambridge Medieval Celtic Studies*, 6 (1991), 31-61.	☐
Pellach	Patrick Sims-Williams, *Irish Influence on Medieval Welsh Literature* (Oxford: Oxford University Press, 2010)	☐
Pellach	L. Thorpe, (trans.) *Geoffrey of Monmouth. The History of the Kings of Britain* (Harmondsworth: Penguin, 1966)	☐

Module Code	HPCS7003
Title	The Celts: Origins to Modern Era
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To enable students to critically assess and evaluate differing interpretations of historical, linguistic and archaeological aspects of the Celts from their earliest mention in the historical record until the present day.

LEARNING OUTCOMES

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

- interpret and critically evaluate the origin of the Celts, together with their history, languages and culture;
- identify in analytical depth key cultural developments in relation to the Celts and place these in their historical and geographical setting;
- critically evaluate the widely varying connotations of 'Celt' and 'Celtic' over time and demonstrate how these have changed.

INDICATIVE CONTENT

- A discussion on who are the 'Celts', the origin and spread of the Ancient Continental Celts;
- An examination of interdisciplinary differences in interpretation, especially from historical, linguistic and archaeological perspectives;
- The history of the later Celtic countries (Brittany, Cornwall, Ireland, Mann, Scotland) until their conquest and incorporation into the English and French states in the eighteenth century;
- A basic overview of the broad internal characteristics of the Celtic languages;
- An examination of external or sociolinguistic aspect of the Celtic languages and their use over the centuries;
- An assessment of the '(un)truth' contained in common (mis)perceptions and stereotypes in relation to Celtic peoples, as well as the ongoing academic debate on Celticity past and present.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPCS7003**	
Module Title	**The Celts: Origins to Modern Era**	
Classification	**Reading List entry**	**Electronic***
Essential	Collis, J. *Celts: Origins, Myths, and Re-Inventions,* Stroud: Sutton, 2003.	☐
Essential	Cunliffe, B. *The Celts: A Very Short Introduction,* Oxford: Oxford University Press, 2003.	☐
Essential	Ellis, Peter Berresford: *A brief history of the Celts,* London: Robinson, 2003	☒
Further	Sims-Williams, P. 'Celtomania and Celtoscepticism', *Cambrian Medieval Celtic Studies*, 36 (Winter 1998), 1-35.	☒
Further	James, S. *The Atlantic Celts: Ancient people or modern invention?* London: British Museum, 1998.	☐
Further	Koch, J. and Carey, J. (eds.) *The Celtic Heroic Age*, Andover MA: Celtic Studies Publications, 1995.	☐
Further	Cunliffe, B. & Koch, J. (eds.) *Celtic from the West*, Oxford: Oxbow Books, 2010	☐

Côd y Modwl	**HPCS7003C**
Teitl	**Y Celtiaid: o'r Cychwyn i'r Cyfnod Modern**
Dyddiad	**04/03/2020**
Lefel	**7**
Credydau	**30**
Rhagofynion	

AMCAN(ION)

- Galluogi myfyrwyr i asesu a gwerthuso'n feirniadol ddehongliadau amrywiol yng nghyswllt agweddau hanesyddol, ieithyddol ac archeolegol ar y Celtiaid o'r sôn cyntaf amdanynt yn y cofnod hanesyddol hyd at heddiw.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- dehongli a gwerthuso'n feirniadol tarddiad y Celtiaid ynghyd â'u hanes, eu hieithoedd a'u diwylliant;
- adnabod gyda manylder dadansoddol ddatblygiadau diwylliannol allweddol yng nghyswllt y Celtiaid a gosod y rhain yn eu cyd-destun hanesyddol a daearyddol;
- gwerthuso'n feirniadol ystyron 'Celt' a 'Cheltaidd', sy'n amrywio'n fawr dros amser a lleoliad, ac arddangos sut mae'r rhain wedi newid.

CYNNWYS DANGOSOL

- Trafodaeth ar bwy yw'r 'Celtiaid' a tharddiad ac ymlediad yr Hen Geltiaid Cyfandirol;
- Golwg ar gwahaniaethau rhyngddisgyblaethol mewn dehongliad, yn enwedig o safbwyntiau hanesyddol, ieithyddol ac archeolegol;
- Hanes y gwledydd Celtaidd diweddar (Llydaw, Cernyw, Iwerddon, Manaw, Yr Alban) tan iddynt gael eu gorchfygu a'u hymgorffori o fewn gwladwriaethau Seisnig a Ffrengig yn y ddeunawfed ganrif;
- Trosolwg gyffredinol ar nodweddion cyffredinol mewnol yr ieithoedd Celtaidd;
- Golwg ar agweddau allanol neu sosioieithyddol yr ieithoedd Celtaidd a'r defnydd ohonynt ar hyd y blynyddoedd;
- Asesiad o'r (an)wir' a geir mewn (cam)ganfyddiadau a stereoteipiau cyffredin yng nghyswllt pobloedd Celtaidd, ynghyd â'r ddadl academaidd barhaus ar Geltigrwydd yn y gorffennol a heddiw.

Dyraniad Amser Astudio
Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	30	10%
Dysgu'n annibynnol	270	90%
Dysgu drwy leoliadau		
CYFANSWM	**300**	**100%**

ASESU

Elfen Asesu 1

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Traethawd	4,000 o eiriau	50%

Elfen Asesu 2

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Traethawd	4,000 o eiriau	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	**100%**

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	**HPCS7003C**	
Teitl y Modwl	**Y Celtiaid: o'r Cychwyn i'r Cyfnod Modern**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Collis, J. *Celts: Origins, Myths, and Re-Inventions,* Stroud: Sutton, 2003.	☐
Hanfodol	Cunliffe, B. *The Celts: A Very Short Introduction,* Oxford: Oxford University Press, 2003.	☐
Hanfodol	Ellis, Peter Berresford: *A brief history of the Celts,* London: Robinson, 2003	☒
Pellach	Sims-Williams, P. 'Celtomania and Celtoscepticism', *Cambrian Medieval Celtic Studies*, 36 (Winter 1998), 1-35.	☒
Pellach	James, S. *The Atlantic Celts: Ancient people or modern invention?* London: British Museum, 1998.	☐
Pellach	Koch, J. and Carey, J. (eds.) *The Celtic Heroic Age*, Andover MA: Celtic Studies Publications, 1995.	☐
Pellach	Cunliffe, B. & Koch, J. (eds.) *Celtic from the West*, Oxford: Oxbow Books, 2010	☐

Module Code	**HPCS7004**
Title	**Women in the Middle Ages: Sources From the Celtic Regions**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To provide students with an advanced knowledge of the complex range of extant sources relating to medieval women's lives in the Celtic regions.

LEARNING OUTCOMES

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

- critically analyse, interpret and evaluate a complex range of primary sources (e.g. Welsh and Irish lawcodes, court records, genealogical material, early and medieval poetry, secular and religious legends);
- trace and understand the different theoretical and methodological perspectives which have helped shape and define the study of gender and medieval studies;
- demonstrate a clear understanding of the way women have been perceived in literary, legal and/or religious texts and the role women in the Celtic regions have played in relation to the arts and religion.

INDICATIVE CONTENT

- This module will examine in detail various aspects of the lives and roles of women in the Middle Ages in the Celtic regions paying particular attention to Wales. The module will trace the development of women's studies from the 1970s and how various theoretical and methodological perspectives have contributed to the field of gender and medieval studies. How women's lives in the Celtic regions have occasionally been romanticized will be critically examined and the extent to which women in the Celtic regions shared much in common with women in the rest of Europe will also be considered.

- Women's legal status and the paradigms of a woman's life in the medieval period will be explored drawing on the extant Welsh and Irish lawcodes. What the lawcodes reveal about key issues such as marriage, rape, physical abuse, divorce and property ownership will be discussed. How fictional texts (such as the Four Branches of the Mabinogi) provides illustrations of the law codes in practice and to what extent the legislation recorded was actually enacted 'in real life' will also be considered.

- The section on literature, books and literacy will consider to what extent women were literate in the Middle Ages and the role they played as patrons and sponsors of the arts. How women were viewed in medieval literature, such as the Mabinogi and the Ulster Cycle will be considered, as well as how aristocratic women were portrayed in the work of the Welsh poets of the gentry 1350-1550. Courtly love literature and its attitudes towards women and the concept of

chivalry will be discussed. The module will also consider literary works by women such as the poetry of Gwerful Mechain.

- The role women played in secular life, their contributions as wives, mothers and forgers of political familial alliances will be considered via a series of case studies of 'real' women such as Senana ferch Caradog and the daughters of Llywelyn ab Iorwerth. Female clothing, fashion and how secular women are depicted will be considered as well as what medieval medical texts reveal about women's bodies, the importance of virginity and the treatment of various ailments.

- The role women played in religious life will also be considered via a study of the extant historical sources for nunneries in Wales, Ireland and Scotland. Aspects of women's lay piety, pilgrimage and their association with religious sites, their interest in religious texts as well as their portrayal in religious texts such as hagiography will also be considered.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	**Volume**	**Weighting**
Essay	4,000 words	50%

Assessment Component 2

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

Mode of assessment	**Volume**	**Weighting**
Essay	4,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPCS7004**	
Module Title	**Women in the Middle Ages: Sources From the Celtic Regions**	
Classification	**Reading List entry**	**Electronic***
Essential	Jane Cartwright, *Feminine Sanctity and Spirituality in Medieval Wales* (Cardiff: University of Wales Press, 2008)	☐
Essential	Katie Gramwich (ed. and trans.), *The Works of Gwerful Mechain* (Peterborough, Ontario: Broadview Press, 2018)	☐
Essential	Dafydd Jenkins, and Morfydd E.O. (eds.) *The Welsh Law of Women* (Cardiff: University of Wales Press, 1980)	☐
Essential	Meek, C. and Simms K. (eds.) '*The Fragility of Her Sex'? Medieval Irishwomen in Their European Context*, Dublin: Four Courts, 1996	☐
Essential	G. Richards, G. *Welsh Noblewomen in the Thirteenth Century: An historical study of medieval Welsh law and gender roles* (Lampeter: Edwin Mellen Press, 2009)	☐
Further	Janet Burton, 'Moniales and *Ordo Cisterciensis* in medieval England and Wales: structures, developments and spatial contexts', in Gert Melville and Anne Müller (eds) *Female* vita religiosa *between Late Antiquity and the High Middle Ages* (Berlin: LIT, 2011), pp. 375–89	☐
Further	Jane Cartwright, 'Women writers in Wales', in Liz Herbert McAvoy and Diane Watt (eds), *The History of British Women's Writing: Volume 1, 700–1500*, (Basingstoke: Palgrave Macmillan, 2012), pp. 60–71	☐
Further	Jane Cartwright, 'Abbes Annes and the Ape', in Janet Burton and Karen Stöber (eds), *Monastic Wales* (Cardiff: University of Wales Press, 2013), pp. 191-207	☐
Further	F. Downie, '"And they lived happily ever after". Medieval queenship and marriage in Scotland, 1424–1449', in Terry Brotherstone, Deborah Simonton & Oonagh Walsh (eds), *Gendering Scottish History. An international Approach* (Glasgow: Cruithne Press, 1999), pp. 129–41.	☐
Further	D. E. Easson, 'The nunneries of medieval Scotland', *Scottish Ecclesiological Transactions*, 13 (1940–41), 22–38	☐
Further	Helen Fulton, 'Medieval Welsh poems to nuns', *Cambridge Medieval Celtic Studies*, 21 (1991), 87–112	☐
Further	D. Gifford, D. and D. Macmillan, (eds.) *A History of Scottish Women's Writing* (Edinburgh: Edinburgh University Press, 1997)	☐
Further	D. Hall, *Women and the Church in Medieval Ireland c. 1140-1540*, Dublin: Four Courts, 2008.	☐
Further	D. Jacquart et al. (eds), *Medicine and Sexuality in the Middle Ages* (Cambridge: Polity Press, 1988)	

Further	Ceridwen Lloyd-Morgan, 'More written about than writing? Welsh women and the written word' in Huw Pryce (ed.), *Literacy in Medieval Celtic Societies* (Cambridge: Cambridge University Press, 1998), pp. 149–65.	☐
Further	Pronsias Mac Cana, 'Theme of king and goddess in Irish literature', *Études Celtiques*, 7 (1955–6), 76–114, 356–413; 8, (1958–9) 59–65	☐
Further	D. Ó Corráin, 'Women in Early Irish Society', in Margaret MacCurtain and Donncha Ó Corráin (eds.) *Women in Irish Society. The Historical Dimension* (Dublin: Arlen House/The Women's Press, 1978), pp. 1–13.	☐
Further	N. Powell, 'Women and Strict-Metre Poetry in Wales', in Michael Roberts and Simone Clarke (eds), *Women and Gender in Early Modern Wales* (Cardiff: University of Wales Press, 2000), pp. 129–58	☐
Further	R. Rushforth, *St Margaret's Gospel Book: The Favourite Book of an Eleventh Century Queen of Scots*, (Oxford: Bodleian Library, 2007)	☐
Further	K. Simms, 'Women in Norman Ireland', in Margaret MacCurtain and Donncha Ó Corráin (eds), *Women in Irish Society. The Historical Dimension* (Dublin: Arlen House/The Women's Press, 1978), pp. 14–25	☐
Further	Ll. B. Smith, 'Towards a history of women in late medieval Wales', in Michael Roberts and Simone Clarke (eds), *Women and Gender in Early Modern Wales* (Cardiff: University of Wales Press, 2000), pp. 14–49.	☐
Further	D. H. Williams, 'Cistercian nunneries in medieval Wales', *Citeaux*, 26 (1975), 155–74.	☐

Côd y Modwl	**HPCS7004C**
Teitl	**Y Ferch yn yr Oesoedd Canol: ffynonellau o'r rhanbarthau Celtaidd**
Dyddiad	**04/03/2020**
Lefel	**7**
Credydau	**30**
Rhagofynion	**Dim**

AMCAN(ION)

- Darparu myfyrwyr â gwybodaeth estynedig am yr ystod eang o ffynonellau canoloesol sy'n ymwneud â bywydau merched yn y rhanbarthau Celtaidd (a Chymru'n benodol) yn ystod yr Oesoedd Canol.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- dadansoddi, dehongli a gwerthuso'n feirniadol ystod gymhleth o ffynonellau gwreiddiol (e.e. cyfreithiau, cofnodion llysoedd, deunydd achyddol, barddoniaeth yr Oesoedd Canol, chwedlau seciwlar a chrefyddol);
- olrhain a deall y safbwyntiau damcaniaethol a methodolegol amrywiol sydd wedi helpu llunio a diffinio arferion astudio ym maes astudiaethau'r Oesoedd Canol ac astudiaethau'r rhywiau;
- arddangos dealltwriaeth eglur o sut y canfyddid merched mewn testunau llenyddol, cyfreithiol a/neu grefyddol a'r rôl mae merched yn y rhanbarthau Celtaidd wedi'i chwarae yng nghyswllt y celfyddydau, gwleidyddiaeth a/neu grefydd yn yr Oesoedd Canol.

CYNNWYS DANGOSOL

- Yn y modwl hwn edrychir yn fanwl ar wahanol agweddau ar fywydau a phrofiad merched yn yr Oesoedd Canol yn y rhanbarthau Celtaidd gan dalu sylw arbennig i Gymru. Olrheinir datblygiad astudiaethau menywod ers y 1970au a sut y mae safbwyntiau theoretig a methodolegol wedi cyfrannu at faes astudiaethau canoloesol a rhywedd. Edrychir yn feirniadol ar y ffordd y tueddwyd i ramanteiddio hanes menywod yn y rhanbarthau Celtaidd ac ystyrir i ba raddau yr oedd menywod yn y rhanbarthau Celtaidd yn rhannu yr un math o brofiadau â merched eraill yng ngweddill Ewrop.

- Amlinellir y problemau sy'n codi wrth geisio diffinio ffiniau ieithyddol, diwylliannol a daearyddol yn yr Oesoedd Canol. Ystyrir llythrennedd a'r defnydd o amryw o ieithoedd brodorol (yn ogystal â'r Lladin), a bydd y modwl yn annog myfyrwyr i ystyried gwahaniaethau yn ogystal â thebygrwydd rhwng y rhanbarthau Celtaidd. Trafodir priodasau (e.e. merched Llywelyn ap Iorwerth) ac ymdrechion merched i weithredu'n wleidyddol er lles eu teuluoedd; dylanwadau allanol, diwylliannol megis y traddodiad gwrth-ffeministaidd, pwysigrwydd barddoniaeth serch a pharhad y traddodiad llafar. Ystyrir rôl merched mewn barddoniaeth arwrol Geltaidd, gan dalu sylw penodol i farddoniaeth chwedlonol Gymraeg gynnar a thema sofraniaeth mewn llenyddiaeth Wyddeleg gynnar. Wedyn bydd y modwl yn archwilio cyfraniad diwylliannol merched, yn noddwyr ac yn feirdd i fywyd canoloesol, a bydd yn

archwilio statws menywod yng nghyfraith Hywel Dda a chyfraith gynnar Iwerddon: archwilir detholiad o bynciau megis trais, priodas, *galanas*, ysgariad a safle cymdeithasol y ferch. Ystyrir hefyd y rôl a chwaraeid gan ferched yn y bywyd crefyddol drwy astudio'r ffynonellau hanesyddol sydd ar gael sy'n sôn am leiandai yng Nghymru, Iwerddon a'r Alban.

- Trafodir statws cyfreithiol y ferch a rhai o'r patrymau a welir yn hanes y ferch yn gyffredinol yn nhestunau cyfraith Cymru ac Iwerddon. Ystyrir yr hyn a ddywed y cyfreithiol am agweddau penodol ym mhrofiadau merched megis priodas, trais, camdriniaeth corfforol, ysgariad a pherchnogaeth ar eiddo. Edrychir ar destunau llenyddol (megis *Pedeir Keinc y Mabinogi*) er mwyn canfod enghreifftiau o weithredu neu anwybyddu'r cyfreithiau ac ystyrir i ba raddau y gweithredwyd y cyfreithiau'n llym mewn bywyd 'go iawn' unigolion yn yr Oeosedd Canol mewn gwirionedd.

- Bydd yr adran ar lenyddiaeth, llyfrau a llythrennedd yn ystyried i ba raddau yr oedd menywod yn gallu darllen ac ysgrifennu yn yr Oesoedd Canol ac ystyrir eu rôl yn noddi llenyddiaeth a'r celfyddydau. Astudir sut y portreadir merched mewn testunau llenyddol megis y Mabinogi a Chylch yr Ulaid yn ogystal â sut y portreadir uchelwragedd yng ngwaith beirdd yr uchelwyr 1350-1550. Trafodir serch cwrtais ac agweddau tuag at fenywod yn ogystal â'r cysyniad o sifalri canoloesol. Astudir llenyddiaeth gan ferched megis Gwerful Fychan a Gwerful Mechain hefyd yn y modwl hwn.

- Trafodir y rôl y chwaraeid gan ferched seciwlar a'u cyfraniad yn famau a gwragedd a oedd yn aml yn gyfrifol am uno teuluoedd yn wleidyddol wrth iddynt briodi ac astudir achosion unigolion megis Senana ferch Caradog a merched Llywelyn ab Iorwerth. Ystyrir dillad a ffasiynau'r oes, sut y portreadir merched seciwlar a'r goleuni a deifl y testunau meddygol ar agweddau tuag at gyrff menywod a'r syniadau ynghylch trin afiechydon.Rhoddir sylw hefyd i bwysigrwydd gwyryfdod.

- Ystyrir y rôl grefyddol a chwaraeai menywod wrth astudio'r ffynonellau hanesyddol sy'n cyfeirio at leiandai Cymru, Iwerddon a'r Alban. Edrychir ar rai agweddau ar dduwioldeb gwragedd seciwlar, pererindod i safleodd crefyddol a'u diddordeb mewn testunau crefyddol yn ogystal â sut y portreadir merched ym mucheddau'r seintiau.

Dyraniad Amser Astudio
Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	**Oriau**	**Canran**
Dysgu wedi'i amserlennu	30	10%
Dysgu'n annibynnol	270	90%
Dysgu drwy leoliadau		
CYFANSWM	**300**	**100%**

ASESU

Elfen Asesu 1
☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Traethawd	4,000 o eiriau	50%

Elfen Asesu 2

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Traethawd	4,000 o eiriau	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	**100%**

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	**HPCS7004C**	
Teitl y Modwl	**Y Ferch yn yr Oesoedd Canol: ffynonellau o'r rhanbarthau Celtaidd**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Jane Cartwright, *Y Forwyn Fair, Santesau a lleianod: Agweddau ar Wyryfdod a Diweirdeb yng Nghymru'r Oesoedd Canol* (Caerdydd: Gwasg Prifysgol Cymru, 1999)	☐
Hanfodol	Jane Cartwright, *Feminine Sanctity and Spirituality in Medieval Wales* (Cardiff: University of Wales Press, 2008)	☐
Hanfodol	Cathryn Charnell-White (gol.) *Beirdd Ceridwen: Blodeugerdd Barddas o Ganu Menywod hyd tua 1800* (Abertawe: Cyhoeddiadau Barddas, 2005)	☐
Hanfodol	Dafydd Jenkins, and Morfydd E.O. (eds.) *The Welsh Law of Women* (Cardiff: University of Wales Press, 1980)	☐
Hanfodol	Meek, C. and Simms K. (eds.) '*The Fragility of Her Sex'? Medieval Irishwomen in Their European Context*, Dublin: Four Courts, 1996	☐
Hanfodol	G. Richards, G. *Welsh Noblewomen in the Thirteenth Century: An historical study of medieval Welsh law and gender roles* (Lampeter: Edwin Mellen Press, 2009)	☐
Pellach	Janet Burton, 'Moniales and *Ordo Cisterciensis* in medieval England and Wales: structures, developments and spatial contexts', in Gert Melville and Anne Müller (eds) *Female* vita religiosa *between Late Antiquity and the High Middle Ages* (Berlin: LIT, 2011), pp. 375–89	☐
Pellach	Jane Cartwright, 'Women writers in Wales', in Liz Herbert McAvoy and Diane Watt (eds), *The History of British Women's Writing: Volume 1, 700–1500*, (Basingstoke: Palgrave Macmillan, 2012), pp. 60–71	☐
Pellach	Jane Cartwright, 'Abbes Annes and the Ape', in Janet Burton and Karen Stöber (eds), *Monastic Wales* (Cardiff: University of Wales Press, 2013), pp. 191-207	☐
Pellach	F. Downie, '"And they lived happily ever after". Medieval queenship and marriage in Scotland, 1424–1449', in Terry Brotherstone, Deborah Simonton & Oonagh Walsh (eds),	☐

	Gendering Scottish History. An international Approach (Glasgow: Cruithne Press, 1999), pp. 129–41.	
Pellach	D. E. Easson, 'The nunneries of medieval Scotland', *Scottish Ecclesiological Transactions*, 13 (1940–41), 22–38	☐
Pellach	Helen Fulton, 'Medieval Welsh poems to nuns', *Cambridge Medieval Celtic Studies*, 21 (1991), 87–112	☐
Pellach	D. Gifford, D. and D. Macmillan, (eds.) *A History of Scottish Women's Writing* (Edinburgh: Edinburgh University Press, 1997)	☐
Pellach	Katie Gramwich (ed. and trans.), *The Works of Gwerful Mechain* (Peterborough, Ontario: Broadview Press, 2018)	☐
Pellach	D. Hall, *Women and the Church in Medieval Ireland c. 1140-1540*, Dublin: Four Courts, 2008.	☐
Pellach	Nerys A. Howells (gol.) *Gwaith Gwerful Mechain* (Aberystwyth: Canolfan Uwchefrydiau Cymreig a Cheltaidd Prifysgol Cymru, 2001)	☐
Pellach	D. Jacquart et al. (eds), *Medicine and Sexuality in the Middle Ages* (Cambridge: Polity Press, 1988)	☐
Pellach	Ceridwen Lloyd-Morgan, 'More written about than writing? Welsh women and the written word' in Huw Pryce (ed.), *Literacy in Medieval Celtic Societies* (Cambridge: Cambridge University Press, 1998), pp. 149–65.	☐
Pellach	Pronsias Mac Cana, 'Theme of king and goddess in Irish literature', *Études Celtiques*, 7 (1955–6), 76–114, 356–413; 8, (1958–9) 59–65	☐
Pellach	D. Ó Corráin, 'Women in Early Irish Society', in Margaret MacCurtain and Donncha Ó Corráin (eds.) *Women in Irish Society. The Historical Dimension* (Dublin: Arlen House/The Women's Press, 1978), pp. 1–13.	☐
Pellach	N. Powell, 'Women and Strict-Metre Poetry in Wales', in Michael Roberts and Simone Clarke (eds), *Women and Gender in Early Modern Wales* (Cardiff: University of Wales Press, 2000), pp. 129–58	☐
Pellach	R. Rushforth, *St Margaret's Gospel Book: The Favourite Book of an Eleventh Century Queen of Scots*, (Oxford: Bodleian Library, 2007)	☐
Pellach	K. Simms, 'Women in Norman Ireland', in Margaret MacCurtain and Donncha Ó Corráin (eds), *Women in Irish Society. The Historical Dimension* (Dublin: Arlen House/The Women's Press, 1978), pp. 14–25	☐
Pellach	Ll. B. Smith, 'Towards a history of women in late medieval Wales', in Michael Roberts and Simone Clarke (eds), *Women and Gender in Early Modern Wales* (Cardiff: University of Wales Press, 2000), pp. 14–49.	☐
Pellach	D. H. Williams, 'Cistercian nunneries in medieval Wales', *Citeaux*, 26 (1975), 155–74.	☐

Module Code	HPCS7005
Title	Celtic Sanctity, Spirituality and Hagiography
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	none

AIM(S)

- To enable students to demonstrate a critical awareness of the unity and diversity of religious concepts in the Celtic-speaking regions of Europe from the fifth century BC to 1550 AD and gain a more detailed understanding of sanctity and spirituality in the medieval period
- To provide students with a systematic understanding of the content, context, cultural, historical and theological importance of a selection of religious texts relating to the Celtic regions and Wales in particular (paying specific attention to medieval hagiographical literature)

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 religious texts relating to the Celtic regions;
- be able to analyse, interpret and evaluate specific examples of primary sources relating to religion 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'. They will consider which extant primary sources shed light on this period and be encouraged to read Classical texts, such as Caesar's *De Bello Gallico*, critically. They will be encouraged to consider the problematic nature of the evidence for 'Celtic' religions and spirituality as well as the worship of multiple deities and they will discuss select examples of archaeological and theonymic evidence.
- Students will consider the coming of Christianity to Wales and Ireland and the development of the cult of saints. 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, David, Winefride, Dwynwen, Columba 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	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Critical appreciation	2,500 words	20%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	5,000 words	80%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCS7005	
Module Title	Celtic Sanctity, Spirituality and Hagiography	
Classification	Reading List entry	Electronic*

Essential	Stephen Boardman, John Reuben Davies and Eila Williamson (eds), *Saints' Cults in the Celtic World* (Woodbridge: Boydell Press, 2009)	☐
Essential	Jane Cartwright (ed.), *Celtic Hagiography and Saints' Cults* (Cardiff: University of Wales Press, 2003)	☐
Essential	Oliver Davies and Thomas O'Loughlin, *Celtic Spirituality* (New York: Paulist Press, 1999)	☐
Essential	Saints in Wales website *www.welshsaints.ac.uk*	☒
Essential	S. Baring-Gould and J. Fisher*, The Lives of the British Saints*, 4 vols (London, Cymmrodorion, 1907-13).	☒
Further	A. Berghölm, *Understanding Celtic Religion Revisiting the Pagan Past* (Cardiff: university of Wales Press, 2015)	☒
Further	Steve Boardman, 'The Survey of Dedications to Saints in Medieval Scotland', The Innes Review 59 (2) (2008, 189-191	☐
Further	Ian Bradley, *Celtic Christianity: Making Myths and Chasing Dreams* (Edinburgh: Edinburgh University Press, 1999)	☐
Further	Dauit Broun and Thomas Owen Clancy, *Spes Scotorum: Hope of Scots; Saint Columba, Iona and Scotland* (Edinburgh: T & T. Clark, 1999)	☐
Further	Cartwright, Jane, *Feminine Sanctity and Spirituality* (Cardiff: University of Wales Press, 2008)	☐
Further	Thomas Charles-Edwards, *Early Christian Ireland* (Cambridge: Cambridge University Press, 2000)	☐
Further	Wendy Davies, 'The Myth of the Celtic Church' in *The Early Church in Wales and the West*, eds Nancy Edwards and Alan Lane (Oxford: Oxbow Books, 1992), pp. 12-21.	
Further	Peter B. Ellis, *The Druids* (London: Constable, 1994)	☐
Further	Hugh Feiss and Roland Pepin, *Two Mediaeval Lives of Saint Winefride* (Toronto: Peregrina Publishing, 2000)	☐
Further	Miranda Green, *Caesar's Druids: An Ancient Priesthood* (New Haven and London: Yale University Press, 2010)	☐
Further	Ralph Haeussler and Anthony King (eds), *Celtic Religions in the Roman Period: Personal, Local and, Global* (Aberystwyth: Celtic Studies Publications, 2017)	☐
Further	David Howlett, *Muirchú Moccu Macthéni'r 'Vita Sancti Patricii' Life of Saint Patrick* (Dublin: Four Courts Press, 2006)	☐
Further	Karen Jankulak, *The Medieval Cult of St Petroc* (Woodbridge: Boydell, 2000)	☐
Further	T. O'Loughlin, *St Patrick: The Man and His Works* (London: The Triangle, 1999)	☐

Further	A. W. Wade-Evans (ed.and trans.) *Vitae Sanctorum Britanniae et Geneaologiae* (Cardiff: University of Wales Press, 1944).	☐
Further	J. Wyn Evans and Jonathan Wooding (eds), *St David of Wales: Cults, Church and Nation* (Woodbridge: The Boydell Press, 2007)	☒

Côd y Modwl	**HPCS7005C**
Teitl	**Sancteiddrwydd, Ysbrydolrwydd a'r Seintiau Celtaidd**
Dyddiad	**04/03/2020**
Lefel	**7**
Credydau	**30**
Rhagofynion	**Dim**

AMCAN(ION)

- I alluogi myfyrwyr i arddangos ymwybyddiaeth feirniadol o'r tebygrwydd a'r gwahaniaethau crefyddol rhwng y rhanbarthau Ewropeaidd lle siaredir ieithoedd Celtaidd o'r bumed ganrif OC hyd 550 AD a chaffael dealltwriaeth ddyfnach o sancteiddrwydd ac ysbrydolrwydd yn yr Oesoedd Canol.

- Darparu myfyrwyr â dealltwriaeth systematig o gynnwys, cyd-destun, a phwysigrwydd diwylliannol, hanesyddol a diwinyddol detholiad o destunau crefyddol sy'n gysylltiedig â'r rhanbarthau Celtaidd a Chymru yn enwedig (gan dalu sylw arbennig i fucheddau'r seintiau).

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- dangos bod ganddynt gwybodaeth drylwyr o ddetholiad o destunau crefyddol o'r rhanbarthau Celtaidd ac y medrent werthfawrogi'r testunau hyn;

- dadansoddi, dehongli a gwerthuso enghreifftiau penodol o ffynonellau cynradd crefyddol a'r syniadau a gynigiwyd am y testunau hyn mewn amryw o ffynonellau eilaidd;

- trosglwyddo eu gwybodaeth a'u dealltwriaeth o agweddau allweddol am y testunau hyn mewn gwaith ysgrifenedig.

CYNNWYS DANGOSOL

- Yn y modwl hwn bydd myfyrwyr yn ystyried yn fras y cefndir cyn Cristnogol i ysbrydolrwydd Celtaidd a'r cysyniad o'r 'derwydd'. Byddant yn ystyried pa destunau cynradd a deifl oleuni ar y cyfnod hwn ac fe'u hannogir i ddarllen testunau megis *De Bello Gallico* Caesar yn feirniadol. Trafodir natur broblematig y dystiolaeth a oroesir ynghylch crefyddau ac ysbrydolrwydd y rhanbarthau 'Celtaidd' yn ogystal â'r arfer o addoli nifer o dduwiau a thrafodir achosion penodol o dduwiau a'r dystiolaeth archaeolegol.
- Olrheinir dyfodiad Cristnogaeth i Gymru ac Iwerddon a datblygiad cwlt y seintiau. Fe'u hannogir i werthuso y gwahanol dybiaethau ynghylch 'Cristnogaeth Geltaidd' ac 'Ysbrydolrwydd Celtaidd' ac ystyried apêl a phoblogrwydd parhaol y termau hyn. Cwestiynir dilysrwydd y cysyniad o'r 'Eglwys Geltaidd' ac ystyrir y tebygrwydd a'r gwahaniaethau rhwng arferion

crefyddol a mynachaidd y rhanbarthau Celtaidd a sut y datblygodd y rhain dros gyfnod eang.

- Yn y modwl olrheinir datblygiad llenyddiaeth am y seintiau fel genre ac astudir y dystiolaeth ynglŷn â chyltiau nifer o'r seintiau yn y rhanbarthau Celtaidd (megis Padrig, Brigid, Dewi, Gwenfrewy, Dwynwen, Columba a Phetroc). Edrychir ar ystod o destunau llenyddol a gysylltir â nifer o'r seintiau; y rhesymau dros gyfansoddi'r testunau hyn; y ffynonellau a ddefnyddiodd y bucheddwyr; a'r defnydd a wnaethpwyd ohonynt yng ngwleidyddiaeth grefyddol a seciwlar y cyfnod.
- Yn ogystal ag astudio bucheddau brodorol a *vitae* Lladin, rhoddir sylw yn y modwl i ystod eang o ffynonellau gan gynnwys barddoniaeth, ffynhonnau, cysegriadau eglwysi, enwau lleoedd, creiriau, traddodiadau llên-gwerin a thystiolaeth weledol. Ystyrir poblogrwydd seintiau lleol brodorol, yn ogystal ag agweddau lleol ar boblogrwydd seintiau rhyngwladol yr Eglwys Gristnogol (e.e. y Forwyn Fair, Anne a Mair Fadlen). Edrychir ar enghreifftiau o fucheddau'r seintiau rhyngwladol yng Nghymru ac Iwerddon a dylanwad y Beibl ar fucheddau'r seintiau brodorol. Trafodir arwyddocâd crefyddol a diwinyddol bucheddau'r seintiau a'r defnydd a wnaeth eu hawduron o lên-gwerin, traddodiadau llafar a motiffau llenyddol hefyd.

Dyraniad Amser Astudio
Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	**Oriau**	**Canran**
Dysgu wedi'i amserlennu	30	10%
Dysgu'n annibynnol	270	90%
Dysgu drwy leoliadau		
CYFANSWM	**300**	**100%**

ASESU

Elfen Asesu 1
☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	**Maint**	**Pwysiad**
Gwerthfawrogiad	2,500 o eiriau	20%

Elfen Asesu 2
☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	**Maint**	**Pwysiad**
Traethawd	5,000 o eiriau	80%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	**100%**

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	HPCS7005C	
Teitl y Modwl	Sancteiddrwydd, Ysbrydolrwydd a'r Seintiau Celtaidd	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Stephen Boardman, John Reuben Davies and Eila Williamson (eds), *Saints' Cults in the Celtic World* (Woodbridge: Boydell Press, 2009)	☐
Hanfodol	Jane Cartwright (ed.), *Celtic Hagiography and Saints' Cults* (Cardiff: University of Wales Press, 2003)	☐
Hanfodol	Oliver Davies and Thomas O'Loughlin, *Celtic Spirituality* (New York: Paulist Press, 1999)	☐
Hanfodol	Seintiau yng Nghymru, gwefan *www.welshsaints.ac.uk*	☒
Hanfodol	S. Baring-Gould and J. Fisher*, The Lives of the British Saints*, 4 vols (London, Cymmrodorion, 1907-13).	☒
Pellach	A. Berghölm, *Understanding Celtic Religion Revisiting the Pagan Past* (Cardiff: university of Wales Press, 2015)	☒
Pellach	Steve Boardman, 'The Survey of Dedications to Saints in Medieval Scotland', The Innes Review 59 (2) (2008, 189-191	☐
Pellach	Ian Bradley, *Celtic Christianity: Making Myths and Chasing Dreams* (Edinburgh: Edinburgh University Press, 1999)	☐
Pellach	Dauit Broun and Thomas Owen Clancy, *Spes Scotorum: Hope of Scots; Saint Columba, Iona and Scotland* (Edinburgh: T & T. Clark, 1999)	☐
Pellach	Jane Cartwright, *Y Forwyn Fair, Santesau a lleianod: Agweddau ar Wyryfdod a Diweirdeb yng Nghymru'r Oesoedd Cano*l (Caerdydd: Gwasg Prifysgol Cymru, 1999)	☐
Pellach	Jane Cartwright, *Feminine Sanctity and Spirituality* (Cardiff: University of Wales Press, 2008)	☐
Pellach	Thomas Charles-Edwards, *Early Christian Ireland* (Cambridge: Cambridge University Press, 2000)	☐
Pellach	Wendy Davies, 'The Myth of the Celtic Church' in *The Early Church in Wales and the West*, eds Nancy Edwards and Alan Lane (Oxford: Oxbow Books, 1992), pp. 12-21.	☐
Pellach	Peter B. Ellis, *The Druids* (London: Constable, 1994)	☐
Pellach	D. Simon Evans (gol.), *The Welsh Life of St David* (Caerdydd: Gwasg Prifysgol Cymru, 1988)	☐
Pellach	Hugh Feiss and Roland Pepin, *Two Mediaeval Lives of Saint Winefride* (Toronto: Peregrina Publishing, 2000)	☐

Pellach	Miranda Green, *Caesar's Druids: An Ancient Priesthood* (New Haven and London: Yale University Press, 2010)	☐
Pellach	Ralph Haeussler and Anthony King (eds), *Celtic Religions in the Roman Period: Personal, Local and, Global* (Aberystwyth: Celtic Studies Publications, 2017)	☐
Pellach	David Howlett, *Muirchú Moccu Macthéni'r 'Vita Sancti Patricii' Life of Saint Patrick* (Dublin: Four Courts Press, 2006)	☐
Pellach	Karen Jankulak, *The Medieval Cult of St Petroc* (Woodbridge: Boydell, 2000)	☐
Pellach	T. O'Loughlin, *St Patrick: The Man and His Works* (London: The Triangle, 1999)	☐
Pellach	A. W. Wade-Evans (ed.and trans.) *Vitae Sanctorum Britanniae et Geneaologiae* (Cardiff: University of Wales Press, 1944).	☐
Pellach	J. Wyn Evans and Jonathan Wooding (eds), *St David of Wales: Cults, Church and Nation* (Woodbridge: The Boydell Press, 2007)	☒

Module Code	**HPCS7006**
Title	**Welsh for Beginners**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**none**

AIM(S)

- To develop understanding and appreciation of Welsh grammar, syntax and lexis.

- To facilitate and enhance general communicative skills in the Welsh language.

LEARNING OUTCOMES

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

- express an analytical understanding of the major grammatical and syntactical constructions of the Welsh language;

- display a sophisticated appreciation of Welsh pronunciation and intonation skills;

- demonstrate the ability to express themselves effectively and critically in a wide range of everyday contexts through both oral and written mediums.

INDICATIVE CONTENT

- This module provides a structured overview of key grammatical and syntactical aspects of the Welsh language in a communicative context. No previous knowledge of the language is required and a range of language skills needed to speak and understand Welsh in everyday situations is developed and enhanced. Emphasis is placed on pronunciation and the cultivation of a wide-ranging vocabulary relevant to such contexts. Students will able to affirm their communicative and grammatical skills through a blend of interactive exercises, sound files, videos and text which support their independent learning and aid self-confidence. Short language exercises and extended written tasks consolidate their understanding and critical use of the grammar and help aid awareness of register and style.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Written exercises	5,400 words (4 x c. 1350 each)	80%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Oral assignment	15 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPCS7006**	
Module Title	**Welsh for Beginners**	
Classification	**Reading List entry**	**Electronic***
Essential	Jones, C.M. & Brake, J. The Complete Welsh Course, London: Hodder & Stoughton, 2010.	☐
Essential	Jones, C.M. Essential Welsh Grammar, London: Hodder & Stoughton, 2010.	☐
Essential	King, G. The Pocket Modern Welsh Dictionary, Oxford: Oxford University Press, 2007.	☐
Further	Gruffudd, H. Welsh Rules, Tal-y-bont: Y Lolfa, 2003.	☐
Further	Jones, C.M. & Lewis, K. Speak Welsh with Confidence, London: Hodder & Stoughton, 2010.	☐
Further	King, G. A Comprehensive Welsh Grammar, London and New York: Routledge, 2003.	☐
Further	Lewis, G. Y Llyfr Berfau,Llandysul: Gwasg Gomer, 2000.	☐
Further	Lewis, D.G. Y Treigladur, Llandysul: Gwasg Gomer, 1993.	☐
Further	http://www.bbc.co.uk/wales/learning/learnwelsh/ BBC Wales Learning – Learn Welsh	☐
Further	http://www.acen.co.uk/cy/dysgu/gwers-yr-wythnos/ymadrodd-y-dydd.html Cwmni Acen 2011	☐

Module Code	HPCS7007
Title	Celtic Revivals: 1700 to the Present
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To provide students with a critical understanding of the ways in which Celtic identities have been invented, reinvented, and revived in the modern era.
- To give students a broad and detailed knowledge of the ways in which texts and ideas drawn from Celtic literature, history, and scholarship have been received in modern culture.

LEARNING OUTCOMES

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

- Identify and interpret analytically the various cultural phenomena that have been identified as "Celtic Revivals".
- Critically evaluate instances of the modern reception of "Celtic" texts and concepts, demonstrating an understanding of how ideas of the "Celtic past" have interacted with and been altered by modern cultural forces.

INDICATIVE CONTENT

- The module will introduce students to various theoretical concepts that will help them interpret Celtic Revivalism, including 'The Invention of Tradition', Romantic Primitivism, Reception Theory, Cultural Nationalism, and Postcolonialism.
- The module will provide students with a detailed overview of well-known 'Celtic Revival' movements, concentrating in particular on the eighteenth-century 'Bardic revival' in Wales and Scotland, and the Irish Revival at the turn of the twentieth century.
- In addition to material provided by the course tutor, other academics will contribute material relating to their specialisms: examples might include the Celtic Revival in Brittany, women's contributions to Revivalism, or the Revival in Celtic music and song.
- The module will end by reflecting on the reception and revival of the Celts in twentieth and twenty-first century culture, including the significance of revived Celtic themes in contemporary fantasy literature, neo-pagan religion, and national thought.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay (Comparative Analysis)	2,500 Words	20%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	5000 words	80%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPCS7007**	
Module Title	**Celtic Revivals: 1700 to the Present**	
Classification	**Reading List entry**	**Electronic***
Essential	Brown, T. (ed). *Celticism*. Amsterdam: Rodopi, 1996.	☐
Essential	De Barra, C. *The Coming of the Celts, AD 1860: Celtic Nationalism in Ireland and Wales*. Notre Dame, Indiana: University of Notre Dame Press, 2018.	☒
Essential	Fimi, D. *Celtic Myth in Contemporary Children's Fantasy.* London: Palgrave Macmillan, 2017.	☒
Essential	Hobsbawm, E. and Ranger, T. *The Invention of Tradition*. Cambridge, UK: Cambridge University Press, 1983.	☒
Essential	Hutton, R. *Blood and Mistletoe: The History of the Druids in Britain*. Pinceton, NJ: Princeton University Press, 2009.	☒
Further	Castle, G. *Modernism and the Celtic Revival*. Cambridge, UK: Cambridge University Press, 2001.	☒

Further	Charnell-White, C. *Bardic Circles: National, Regional and Personal Identity in the Bardic Vision of Iolo Morganwg*. Cardiff: University of Wales Press, 2007.	☐
Further	Constantine, M-A. *The Truth Against the World: Iolo Morganwg and Romantic Forgery*. Cardiff: University of Wales Press, 2007.	☐
Further	Garrigan Mattar, S. *Primitivism, Science and the Irish Revival*. Oxford: Oxford University Press, 2004.	☒
Further	Gaskill, H. (ed.) *The Poems of Ossian and Related Works*. Edinburgh: Edinburgh University Press, 1996.	☐
Further	Gaskill, H. (ed.) *The Reception of Ossian in Europe*. London: Thoemmes, 2004.	☒
Further	Hutchinson, J. *The Dynamics of Cultural Nationalism: The Gaelic Revival and the Creation of the Irish Nation State*. London: Allen and Unwin, 1987.	☒
Further	Jenkins, G. H. (ed.) *A Rattleskull Genius: The Many Faces of Iolo Morganwg*. Cardiff: University of Wales Press, 2002.	☐
Further	Leerssen, J. *Remembrance and Imagination: Patterns in the Historical and Literary Representation of Ireland in the Nineteenth Century*. Cork: Cork University Press, 1996.	☐
Further	Pittock, M. *Celtic Identity and the British Image*. Manchester, UK: Manchester University Press, 1999.	☐
Further	Pittock, M. *Scottish and Irish Romanticism*. Oxford, UK: Oxford University Press, 2008.	☒
Further	Stroh, S. *Uneasy Subjects: Postcolonialism and Scottish Gaelic Poetry*. Amsterdam: Rodopoi, 2011.	☒
Further	Trumpener, K. *Bardic Nationalism*: *The Romantic Novel and the British Empire*. Princeton, NJ: Princeton University Press, 1997.	☐
Further	Williams, M. *Ireland's Immortals: A History of the Gods of Irish Myth.* Princeton, NJ: Princeton University Press, 2016.	☒

Côd y Modwl	**HPCS7007C**
Teitl	Adfywio'r Celtiaid: O'r Ddeunawfed Ganrif Hyd Heddiw
Dyddiad	04/03/2020
Lefel	7
Credydau	30
Rhagofynion	Dim

AMCAN(ION)

- Magu dealltwriaeth feirniadol o'r ffyrdd y mae hunaniaethau Celtaidd wedi cael eu dyfeisio, ailddyfeisio, a'u hadfywio yn y cyfnod modern.

- Darparu rhaglen ddofn ac eang o wybodaeth am y ffyrdd y mae testunau ac amcanion Celtaidd wedi cael eu derbyn a'u haddasu o fewn diwylliant modern.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Adnabod a dadansoddi'n drylwyr yr amryw fudiadau diwylliannol a'u hadwaenir fel "Adfywiadau Celtaidd".
- Gwerthuso'n feirniadol addasiadau modern o gysyniadau a thestunau "Celtaidd", gan ddangos dealltwriaeth o'r ffyrdd y mae amcanion am y "Gorffennol Celtaidd" wedi ymadweithio a chael eu newid gan rymoedd diwylliannol modern.

CYNNWYS DANGOSOL

- Mae'r modiwl yn cyflwyno myfyrwyr i nifer o gysyniadau theoretig fydd yn gymorth iddynt wrth ddadansoddi Adfywiaeth Geltaidd, gan gynnwys "Traddodiadau Dyfeisiedig", Cyntefigrwydd Rhamantaidd, Theori Derbyniad, Cenedlaetholdeb Diwylliannol, ac Ôl-drefedigaethedd.

Arolygir yn fanwl cyfres o fudiadau Adfywiol adnabyddus, gan ganolbwyntio'n arbennig ar yr "Adfywiad Barddol" yng Nghymru a'r Alban, a'r "Dadeni Gwyddelig" ar droad yr ugeinfed ganrif.

Yn ogystal â deunydd a'i ddarperir gan diwtor y modiwl, cyfranna tiwtoriaid eraill ddeunydd sy'n ymwneud a'u harbenigaeth: gall esiamplau gynnwys yr Adfywiad Celtaidd yn Llydaw, cyfraniad menywod i'r Adfywiad, neu'r Adfywiad yng ngherddoriaeth a chân Geltaidd.

Gorffenna'r modiwl drwy ystyried derbyniad ac adfywiad amcanion Celtaidd yn yr ugeinfed ganrif a'r unfed ganrif ar hugain, gan gynnwys themâu Celtaidd yn llenyddiaeth ffantasi, crefydd neo-baganaidd, a chenedlaetholdeb cyfoes.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	30	10%
Dysgu'n annibynnol	270	90%
Dysgu drwy leoliadau		
CYFANSWM	300	100%

ASESU

Elfen Asesu 1

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Traethawd	2,500 o eiriau	20%

Elfen Asesu 2

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Traethawd	5,000 o eiriau	80%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	**HPCS7007C**	
Teitl y Modwl	**Adfywio'r Celtiaid: O'r Ddeunawfed Ganrif Hyd Heddiw**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Brown, T. (ed). Celticism. Amsterdam: Rodopi, 1996.	☐
Hanfodol	De Barra, C. The Coming of the Celts, AD 1860: Celtic Nationalism in Ireland and Wales. Notre Dame, Indiana: University of Notre Dame Press, 2018.	☒
Hanfodol	Fimi, D. Celtic Myth in Contemporary Children's Fantasy. London: Palgrave Macmillan, 2017.	☒
Hanfodol	Hobsbawm, E. and Ranger, T. The Invention of Tradition. Cambridge, UK: Cambridge University Press, 1983.	☒
Hanfodol	Hutton, R. Blood and Mistletoe: The History of the Druids in Britain. Pinceton, NJ: Princeton University Press, 2009.	☒
Pellach	Castle, G. Modernism and the Celtic Revival. Cambridge, UK: Cambridge University Press, 2001.	☒
Pellach	Charnell-White, C. Bardic Circles: National, Regional and Personal Identity in the Bardic Vision of Iolo Morganwg. Cardiff: University of Wales Press, 2007.	☐

Pellach	Constantine, M-A. The Truth Against the World: Iolo Morganwg and Romantic Forgery. Cardiff: University of Wales Press, 2007.	☐
Pellach	Garrigan Mattar, S. Primitivism, Science and the Irish Revival. Oxford: Oxford University Press, 2004.	☒
Pellach	Gaskill, H. (ed.) The Poems of Ossian and Related Works. Edinburgh: Edinburgh University Press, 1996.	☐
Pellach	Gaskill, H. (ed.) The Reception of Ossian in Europe. London: Thoemmes, 2004.	☒
Pellach	Hutchinson, J. The Dynamics of Cultural Nationalism: The Gaelic Revival and the Creation of the Irish Nation State. London: Allen and Unwin, 1987.	☒
Pellach	Jenkins, G. H. (ed.) A Rattleskull Genius: The Many Faces of Iolo Morganwg. Cardiff: University of Wales Press, 2002.	☐
Pellach	Leerssen, J. Remembrance and Imagination: Patterns in the Historical and Literary Representation of Ireland in the Nineteenth Century. Cork: Cork University Press, 1996.	☐
Pellach	Pittock, M. Celtic Identity and the British Image. Manchester, UK: Manchester University Press, 1999.	☐
Pellach	Pittock, M. Scottish and Irish Romanticism. Oxford, UK: Oxford University Press, 2008.	☒
Pellach	Stroh, S. Uneasy Subjects: Postcolonialism and Scottish Gaelic Poetry. Amsterdam: Rodopoi, 2011.	☒
Pellach	Trumpener, K. Bardic Nationalism: The Romantic Novel and the British Empire. Princeton, NJ: Princeton University Press, 1997.	☐
Pellach	Williams, M. Ireland's Immortals: A History of the Gods of Irish Myth. Princeton, NJ: Princeton University Press, 2016.	☒

Module Code	HPCS7010
Title	Dissertation (Celtic Studies)
Date	04/03/2020
Level	7
Credits	60
Pre-Requisites	None

AIM(S)

- To provide students with the opportunity to undertake sustained, rigorous and independent investigation of a specialised topic of their choice in the field of Celtic Studies.

LEARNING OUTCOMES

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

- identify an appropriate topic, theme or subject for investigation in the field of Celtic Studies and develop appropriate questions for in depth study or original research;
- identify and design appropriate research methodology to answer their research questions, and critically evaluate the research methods used within their dissertation and their appropriateness within the context of their research;
- undertake a literary survey in their related field and critically review and evaluate relevant literature and research;
- identify and evaluate any ethical issues inherent in their research context;
- develop a detailed knowledge and understanding of their chosen specialist subject;
- express themselves clearly and coherently and compose a polished, well-structured research dissertation within the agreed timescale and to the agreed standards.

INDICATIVE CONTENT

- Students who have successfully completed the taught part of the MA in Celtic Studies will have the opportunity to enhance their knowledge of a particular subject which has interested them throughout the scheme. Students will be required, first of all, to produce a research proposal which will outline the main aims and objectives of the dissertation, as well as provide a description of the methodology to be employed, a review of the main sources available and a brief description of the content and structure of the thesis. Any specific research questions which will be tackled in the dissertation should be identified. Students will be allocated a supervisor who will be the most appropriate member of staff to comment on the students' chosen specialist subject. Supervision will be provided via Skype, email and telephone tutorials, but distance-learning students will also be encouraged to meet their supervisors if practicable. Students will carry out research in their chosen subject and write a dissertation of approximately 15,000 words.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	600	100%
Placement learning		
TOTAL	**600**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Dissertation	15,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPCS7010**	
Module Title	**Dissertation (Celtic Studies)**	
Classification	**Reading List entry**	**Electronic***
Essential	Anon,. *MHRA Style Book: notes for authors, editors and writers of theses* (London: Modern Humanities Research Association, 1991)	☒
Essential	Pears, Richard, *Cite them Right: the essential guide to referencing and plagiarism* (Newcastle upon Tyne: Pear Tree Books, 2005)	☐
Further	Creswell, J.W. *Research Design: qualitive, quantative, and mixed methods approaches* (London: Sage Publications Ltd., 2003)	☐
Further	Cryer, P. *The Research Student's Guide to Success* (Maidenhead: Open University Press, 2006)	☐
Further	Hart, C. *Doing Your Masters Dissertation* (London: Sage Publications Ltd., 2004)	☐
Further	Ifans, Rh. *Y Golygiadur* (Aberystwyth: Cymdeithas Llyfrau Ceredigion, 2006)	☐
Further	Marshall, C. and Rossman, G.B. *Designing Qualitive Research* (London: Sage Publications Ltd., 2006)	☐

Côd y Modwl	**HPCS7010C**
Teitl	**Traethawd Hir (Astudiaethau Celtaidd)**
Dyddiad	**04/03/2020**
Lefel	**7**
Credydau	**60**
Rhagofynion	**Dim**

AMCAN(ION)

- Darparu myfyrwyr â chyfle i ymgymryd ag astudiaeth estynedig, trwyadl ac annibynnol o bwnc arbenigol o'u dewis ym maes Astudiaethau Celtaidd.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- adnabod testun, thema neu bwnc priodol i'w archwilio ym maes Astudiaethau Celtaidd a datblygu cwestiynau priodol ar gyfer astudiaeth fanwl neu ymchwil gwreiddiol;
- adnabod a dylunio methodoleg ymchwil briodol i ateb eu cwestiynau ymchwil, a gwerthuso'n feirniadol y dulliau ymchwil a ddefnyddir o fewn eu traethawd hir a'u priodoldeb yng nghyd-destun eu hymchwil;
- ymgymryd ag arolwg llenyddol yn eu maes perthynol ac adolygu'n feirniadol lenyddiaeth ac ymchwil perthnasol a'u gwerthuso;
- adnabod a gwerthuso unrhyw faterion moesegol sydd ymhlyg yn eu cyd-destun ymchwil;
- datblygu gwybodaeth a dealltwriaeth fanwl o'r pwnc arbenigol o'u dewis;
- mynegi'u hun yn eglur ac yn gydlynol gan lunio traethawd hir ymchwil graenus a threfnus o fewn y cyfnod ac yn unol â'r safonau a gytunir.

CYNNWYS DANGOSOL

- Bydd gan fyfyrwyr sydd wedi cwblhau modylau Rhan Un y radd MA Astudiaethau Celtaidd gyfle i wella'u gwybodaeth o bwnc penodol sydd wedi bod o ddiddordeb iddynt ar hyd y cynllun. Yn y lle cyntaf, bydd yn ofynnol i fyfyrwyr gynhyrchu crynodeb o'r ymchwil a fydd yn amlinellu prif nodau ac amcanion y traethawd hir, yn ogystal â darparu disgrifiad o'r fethodoleg i'w defnyddio, adolygiad o'r prif ffynonellau sydd ar gael a disgrifiad byr o gynnwys a strwythur y traethawd hir. Dylid nodi unrhyw gwestiynau ymchwil penodol yr eir i'r afael â hwy yn y traethawd hir. Neilltuir cyfarwyddwr ar gyfer myfyrwyr, sef yr aelod o staff mwyaf priodol, i roi sylwadau ar y pwnc arbenigol a ddewiswyd gan y myfyriwr. Darperir arolygiaeth drwy Skype, e-bost a thiwtorialau ar y ffôn, ond hefyd anogir myfyrwyr dysgu o bell i gwrdd â'u harolygwyr os yw'n ymarferol. Bydd myfyrwyr yn ymchwilio i'r pwnc a ddewiswyd ganddynt ac yn ysgrifennu traethawd hir oddeutu 15,000 o eiriau.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	60	10%
Dysgu'n annibynnol	540	90%
Dysgu drwy leoliadau		
CYFANSWM	**600**	**100%**

ASESU

Elfen Asesu 1

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Traethawd Hir	15,000 o eiriau	100%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	**100%**

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	HPCS7010C	
Teitl y Modwl	Traethawd Hir (Astudiaethau Celtaidd)	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Anon,. *MHRA Style Book: notes for authors, editors and writers of theses* (London: Modern Humanities Research Association, 1991)	☒
Hanfodol	Pears, Richard, *Cite them Right: the essential guide to referencing and plagiarism* (Newcastle upon Tyne: Pear Tree Books, 2005)	☐
Pellach	Creswell, J.W. *Research Design: qualitive, quantative, and mixed methods approaches* (London: Sage Publications Ltd., 2003)	☐
Pellach	Cryer, P. *The Research Student's Guide to Success* (Maidenhead: Open University Press, 2006)	☐
Pellach	Geriradur Prifysgol Cymru Ar lein	☒
Pellach	Hart, C. *Doing Your Masters Dissertation* (London: Sage Publications Ltd., 2004)	☐
Pellach	Ifans, Rh. *Y Golygiadur* (Aberystwyth: Cymdeithas Llyfrau Ceredigion, 2006)	☐
Pellach	Marshall, C. and Rossman, G.B. *Designing Qualitive Research* (London: Sage Publications Ltd., 2006)	☐

Module Code	**HPEN7002**
Title	**Methods and Approaches in the Study of Language and Literature**
Date	**05/06/2019**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To introduce approaches to the study of and research practices in English language and literature in a UK Higher education context. Through theoretical reading and case studies, the module enables students to situate their own critical practice and assumptions against a range of contexts.

- To develop to a high degree students' awareness of the implications and possibilities of a wide range of theoretical positions and methodologies for their own reading and critical practice.

LEARNING OUTCOMES

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

- show a systematic and comprehensive understanding of the classification and organization of knowledge, and of the relationship between disciplines in academia and library classification;
- show advanced and sustained understanding of the roles of scholarly editing and textual criticism and of textual problems in one's own research;
- demonstrate a detailed knowledge and understanding of developments in critical theories of interpretation and literary production;
- apply these critical and theoretical concepts independently in the analysis of a range of texts.

INDICATIVE CONTENT

- the use of libraries, of printed bibliographical and other resources, and of electronic databases;
- the development of skills of research project management and information management for research;
- methods of preparing and presenting a piece(s) of scholarly writing;
- the advanced study of a range of comparative critical and theoretical approaches to texts from structuralism onwards;
- the (inter-) relationship(s) between (literary) texts and literary and language theory.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Portfolio	To the equivalent of 7500-9000 words	100%

Assessment Summary

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

READING LIST

Module Code	HPEN7002	
Module Title	**Methods and Approaches in the Study of Language and Literature**	
Classification	**Reading List entry**	**Electronic***
Essential	Allan, K. *The English Language and Linguistics Companion*, Basingstoke, Palgrave, 2010	☐
Essential	Barry, P. *Beginning Theory: An Introduction to Literary and Cultural Theory*, Manchester: Manchester University Press, 2009.	☐
Essential	The most recent edition of the *MHRA Style Guide: A Handbook for Authors, Editors, and Writers of Theses*, London: Modern Humanities Research Association.	☒
Further	Baldick, C. *Criticism and Literary Theory 1890 to the present*, London and New York: Longman, 1996.	☐
Further	Bennett, A. and Nicholas R. *An Introduction to Literature, Criticism and Theory*, London: Prentice Hall, 2002.	☐
Further	Eagleton, T. *After Theory*, Harmondsworth: Penguin, 2004.	☐
Further	Ellmann, M. ed. *Psychoanalytic Literary Criticism*, London; New York: Longman, 1994.	☐
Further	Freeborn, D. *Style: Text Analysis and Linguistic Criticism*, London: Macmillan, 1996.	☐
Further	McGann, J. *The Textual Condition*, Princeton, N.J.; Oxford: Princeton University Press, 1991.	☐
Further	Moi, T., *Sexual/Textual Politics*, London and New York: Routledge, 1985.	☐

Further	Newby, M. *The Structure of English*. Cambridge: Cambridge University Press, 1987.	☐
Further	Rimmon-Kenan, S. *Narrative Fiction: Contemporary Poetics*, London: Routledge, 2002.	
Further	Tanselle, G. *Textual Criticism and Scholarly Editing*, London: Published for the Bibliographical Society of the University of Virginia by the University Press of Virginia, 1990.	☐

Module Code	HPEN7004
Title	Key Issues in Linguistics
Date	05/06/2019
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To lay a solid theoretical and empirical linguistics foundation as well as develop skills for the pursuit of independent linguistics studies and active application of the theories and skills for the generation of new approaches or even philosophies in linguistics research.

LEARNING OUTCOMES

Upon the completion of the module, professional doctorates should be able to:

- Demonstrate a good knowledge of 'language' in terms of its sound, structure and meaning and change;
- Review key linguistics theories critically and writing up by following scholarly conventions;
- Gain other research skills such as forming research questions, justifying certain reach methodology and systematically reporting research results, interpreting and evaluating linguistic data accurately and appropriately, being reflective in the research process as well as being aware of the limitations of a research.

INDICATIVE CONTENT

- Language and its minimal constituent
- Theoretic perspectives on systematic description and analysis of language
- Universal grammar vs. Functional grammar
- Syntactic analysis: the X' theory and the Minimalist Programme
- The study of phonology: the Optimality Theory
- Semantics
- The key issues in linguistics research
- Research methods in theoretical and empirical linguistic studies
- Writing conventions

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	13%
Independent learning	260	87%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐	Written exam	☒	Coursework	☐	Practical	
Mode of assessment		**Volume**				**Weighting**
Essay		4,000 words				35%

Assessment Component 2
(Tick one)

☐	Written exam	☐	Coursework	☒	Practical	
Mode of assessment		**Volume**				**Weighting**
Presentation		10 minutes presentation with 1,000 word				25%

Assessment Component 3
(Tick one)

☒	Written exam	☐	Coursework	☐	Practical	
Mode of assessment		**Volume**				**Weighting**
Exam		2 hours				40%

Assessment Summary

Activity type	Percentage
Written exam	40%
Coursework	35%
Practical	25%
TOTAL	**100%**

READING LIST

Module Code	**HPEN7004**	
Module Title	**Key Issues in Linguistics**	
Classification	**Reading List entry**	**Electronic***
Essential	Chomsky, N. 2000. *The Architecture of Language*. Oxford: Oxford University Press.	☐
Essential	Halliday, M.A.K. 2003. "On the 'Architecture' of Human Language". In J. Webster (ed.) On Language and Linguistics, Volume 3 in the *Collected Works of M.A.K. Halliday*. London: Bloomsbury.	☐

Essential	Litosseliti, L. (ed.) 2010. *Research methods in linguistics*. London: Bloomsbury.	☐
Further	Bloomfield, L. *Language.* Dehli: Motilal Banarsidass Publishers.	
Further	Chomsky, N. 2004. Beyond Explanatory Adequacy. In A. Belletti (eds.) *Structures and Beyond. The Cartography of Syntactic Structures*. Oxford: Oxford University Press. 104–131.	
Further	Chomsky, N. 2004. Beyond Explanatory Adequacy. In A. Belletti (ed.) *Structures and Beyond. The Cartography of Syntactic Structures*. Oxford: Oxford University Press 104–131.	☐
Further	Gärdenfors, P. 2000. *Conceptual Spaces: The Geometry of Thought*. Cambridge, MA: MIT Press.	☐
Further	Hale, M., and C. Reiss. 2008. *The Phonological Enterprise*. Oxford: Oxford University Press.	☐
Further	Jackendoff, R. 1977. *X-bar-Syntax: A Study of Phrase Structure*. Cambridge, MA: MIT Press.	☐
Further	Wray, A. and A. Bloomer. 2012. *Projects in Linguistics and Language Studies.* Abingdon, Oxford: Taylor and Francis.	☐

Module Code	**HPEN7005**
Title	**English Language Teacher Education**
Date	**05/06/2019**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To explore approaches to English language teaching and the development of the study of language and literature in the UK.
- To consider the idea of the expert teacher and place this against global theories and practices of English language teaching and textual engagement.

LEARNING OUTCOMES

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

- demonstrate a systematic and comprehensive understanding of advanced theoretical and practical principles, in the content, methodology, materials, organisation and practice of second language teaching;
- critically explore the idea of the expert or excellent teacher and place this against global theories and practices of English (language) teaching and textual engagement;
- develop a systematic and comprehensive awareness of how language relates to (higher) education contexts, tasks and participants;
- demonstrate a systematic and comprehensive understanding of research on the learning and processing of second language, for learners from within a variety of contexts.

INDICATIVE CONTENT

- The history of language teaching (in the West) with emphasis on receptive and productive skills, morphology, syntax and lexis
- Methods of, and methodologies underpinning, language teaching: structural, humanistic communicative and lexical approaches
- Approaches to teaching materials and syllabus design: learning to critically assess theories and choosing appropriate and pragmatic methods for classroom use
- The concepts of reflective practice, visible and experiential learning in relation to student learning and development
- The concepts of sociolinguistics and discourse analysis with particular emphasis on ethnography of communication register-, genre-, and conversation – analysis
- The self-reflexive development of the working relationship between teacher and pupil

- The role of L2 teachers, especially English and the non-native English speaking teacher
- Language planning and language policy;
- Test design, marking and assessment.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	15%
Independent learning	255	85%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Portfolio	To the equivalent of 7500-9000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPEN7005**	
Module Title	**English Language Teacher Education**	
Classification	**Reading List entry**	**Electronic***
Essential	Brown, D. H. *Principles of Language Learning and Teaching*, New York, Longman, 2000.	☐
Essential	Harmer, J. *The Practice of English Language Teaching*, Harlow, Longman, 2015.	☒
Essential	McKay, S. *Teaching English as an international language*, Oxford, Oxford University Press, 2002.	☐
Essential	Richards, J. and Rodgers, T. *Approaches and Methods in Language Teaching,* Cambridge, Cambridge University Press, (3rd ed.) 2014.	☐
Essential	Scrivener, J. *Learning Teaching: A guidebook for English language teachers*, Basingstoke, McMillan, 2005	☐
Further	Bassot, B. The reflective practice guide: An interdisciplinary approach to critical reflection, London, Routledge, 2015.	☐

Further	Brumfit, C. and Johnson, K. (eds) *The Communicative Approach to Language Teaching,* Oxford, Oxford University Press.	☐
Further	Candlin, C. and Mercer, N. (eds) *English Language Teaching in its Social Context: A Reader*, London, Routledge, 2001.	☐
Further	Carter, R. and Nunan, D. *Cambridge Guide to TESOL*, Cambridge, Cambridge University Press, 2001.	☐
Further	De Chazal, *English for academic purposes*, Oxford, Oxford University Press, 2014.	☐
Further	Fulcher, G. *Practical Language Testing*, London, Hodder Education, 2010.	☐
	Hedge, T. *Teaching and Learning in the Language Classroom: A guide to current ideas about the theory and practice*, Oxford, Oxford University Press, 2000.	☐
Further	Hinkel, E. (ed.) *Handbook of research in second language teaching and learning*, New York and London, Routledge, 2005,	☐
Further	Jenkins, J. *World Englishes: A resource book for students*, London, Routledge, 2003.	☐
Further	Jenkins, J. *English as a lingua franca: Attitude and identity*, Oxford, Oxford University Press, 2007.	☐
Further	Joseph, J. *Language and identity: National, ethnic, religious*. Basingstoke, Macmillan, 2004.	☐
Further	Kolb, D.A. *Experiential learning: Experience as the source of learning and development*. FT press, 2014.	☐
Further	Larsen-Freeman, D. *Techniques and principles in language teaching*, Oxford, Oxford University Press, 2003.	☐
Further	Lewis, M. *The Lexical Approach,* Hove: Language Teaching Publications, 1993.	☐
Further	Melrose, R. *The Communicative Syllabus: A Systemic-Functional Approach to Language Teaching,* London: Pinter, 1995.	☐
Further	Mitchell, R. et al. eds. *Second Language Learning Theories*, London, Routledge, 2012.	☐
Further	Nation, I.S.P and Macalister, J. *Language Curriculum Design*, London, Routledge, 2010.	☐
Further	Stern, H. H. *Fundamental Concepts of Language Teaching*, Oxford, Oxford University Press, 1983.	☐

Module Code	HPEN7006
Title	Current Theories of Second Language Acquisition
Date	05/06/2019
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To develop advanced understanding of current issues in second language acquisition, thereby enabling students to conduct empirical research in an area related to their working context.

LEARNING OUTCOMES

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

- Conduct an independent second language acquisition project by critically reviewing literature, formulating productive research questions, justifying research methods, collecting data, analysing data and finally drawing conclusions;

- Critically analyse the learning needs and processes of different learner groups and design effective teaching strategies to meet these needs;

- Demonstrate critical awareness of research ethics as well as the ability to assess and manage risks related to the research process.

INDICATIVE CONTENT

- Basic concepts in second language acquisition

- Major theoretical perspectives in second language research and their critiques

- Critical review of studies on second language phonological, morpho-syntactic, lexicon and pragmatic properties

- Research designs and the validity and reliability of bilingual or multilingual development research

- Analysis and interpretation of research results

- Future directions for second language acquisition research

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Portfolio	To the equivalent of 7500-9000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPEN7006**	
Module Title	**Current Theories of Second Language Acquisition**	
Classification	**Reading List entry**	**Electronic***
Essential	Gass. S., J. Behney and L.Plonsky. 2013. *Second Language Acquisition and Introductory Course.* Routledge: New York and London.	☐
Essential	*Cook, V. & D. Singleton.* 2014. *Key Issues in Second Language Acquisition.* Bristol: Multilingual Matters.	☐
Essential	Blume, M., C. Barbara, etc. *Research Methods in Language Acquisition: Principles, Procedures, and Practices*. Boston: De Gruyter Mouton.	
Further	L. White. 2003. *Second language acquisition and universal grammar*. Cambridge: Cambridge University Press.	☐
Further	Herschensohn, J & M. Young-Scholten *(eds.). 2013. Cambridge Handbook of Second Language Acquisition.* Cambridge: Cambridge University Press.	☐
Further	N. V.Smith. 1973. *The acquisition of phonology: A case study.* Cambridge: The Cambridge University Press.	☐
Further	J. R. Herschensohn. 2007. Language development and age. Cambridge: Cambridge University Press. 2007	☐
Further	Corder, P. 1967. The Significance of learners' errors. *International Review of Applied Linguistics*, 5(4): 161-70.	☐
Further	Geeslin, K. L. & A. Gudmestad. 2008. Comparing interview and written tasks in native and non-native data: Do speakers do what we think they do?	☐

	In J. Bruhn de Garavito & E. Valenzuela (Eds), *Selected Proceedings of the 10th Hispanic Linguistics Symposium* 64-77. Someville, MA: Cascadilla Proceeding Project.	
Further	Xie Yan. 2014. *Second Language Self of Chinese Heritage and Nonheritage Learners.* 2014. Scholars' Press.	□

Module Code	**HPEN7007**
Title	**Language Variation and Change**
Date	**05/06/2019**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To examine small variations which occur in language and which are determined by external, social factors.
- To develop an in-depth understanding of the interaction of language, culture and society.

LEARNING OUTCOMES

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

- Demonstrate advanced understanding how language and society interacts, how social attitudes, ambitions and social bonding affect the manner in which people speak;
- Critically analyse using concrete examples how the internal structure of language interacts with external social factors;
- Use empirical data to critique general sociolinguistic principles.

INDICATIVE CONTENT

- Gathering sociolinguistic data
- Types of language variation
- Linguistic variables
- Indicators and markers
- Class and style, gender
- Geographical variation and language contact
- Dissociation and language change
- Types of speech communities
- Sociolinguistics and gender
- Sociolinguistics and education

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Portfolio	To the equivalent of 7500-9000 words	100%

Assessment Summary

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

READING LIST

Module Code	**HPEN7007**	
Module Title	**Language Variation and Change**	
Classification	**Reading List entry**	**Electronic***
Essential	Britain, David (ed.) *Language in the British Isles*. 2nd edition. Cambridge: University Press, 2007.	☐
Essential	Chambers, J. K. and Natalie Schilling-Estes (eds). *The Handbook of Language Variation and Change*. Malden / Malden, MA: Wiley-Blackwell, 2013.	☐
Essential	Heller, M., Pietikäinen, S. and Joan Pujolar (eds.). *Critical Sociolinguistic Research Methods: Studying Language Issues That Matter*. London: Routledge, 2017.	☒
Essential	*Language Variation and Change* (journal)	☒
	McMahon, April M. S. *Understanding Language Change*. Cambridge: Cambridge University Press, 1994.	
Further	Eckert, Penelope and John R. Rickford (eds) 2002. *Style and Sociolinguistic Variation*. Cambridge: University Press, 2002.	☐
Further	Holmes, Janet. *An introduction to sociolinguistics*. London: Longman, 1992.	☐
Further	Lippi-Green, Rosina. *English with an Accent. Language, Ideology and Discrimination in the United States*. London: Routledge, 1997.	☐
Further	Mesthrie, Rajend et al. (eds). *Introducing sociolinguistics*. Edinburgh: University Press, 2000.	☐

Further	Mugglestone, Lynda. *'Talking Proper'. The Rise of Accent as Social Symbol*. 2nd ed. Oxford: University Press, 2003.	☐
Further	Romaine, Suzanne. *Language in society: An introduction to sociolinguistics*. 2nd ed. Oxford: University Press, 2000.	☐

Module Code	**HPEN7010**
Title	**Bodily Distempers and Passions of the Mind: Shakespeare and Donne**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To enable students to demonstrate a detailed critical understanding of the representation of bodily and mental disorders and related phenomena primarily in the work of William Shakespeare and John Donne, and secondarily in a range of relevant and contemporaneously influential prose non-fiction and non-literary works of the period, by the use of appropriate, highly developed historical, scholarly and theoretically informed approaches.

- By fostering skills of historicist critical interpretation and evaluation, research, and reflection, to encourage inquiry into the generation of knowledge, concepts, and values within the interdisciplinary study of English Literature, and within Renaissance and early modern studies in particular.

LEARNING OUTCOMES

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

- demonstrate detailed and critical understanding of a wide range of works by Shakespeare, Donne, and their contemporaries;

- demonstrate a high level of awareness and appreciation of the cultural and historical nature and significance of the literary responses to ideas of bodily and mental health and disorder, of the exercise of temperance as a defence against disorder ("distempers"), and of the passions – ideas which were generated within early modern medicine, anatomy, psychology, theology, ethics, philosophy, and political thought;

- demonstrate a critically and historically informed understanding of a selection of texts of early modern medicine, psychology, philosophy, ethics, and literary and non-literary anatomy;

- demonstrate a judicious and independent critical assessment of published scholarship in the history of medicine, anatomy, psychology, philosophy, politics and ethics, as well as bibliography and literary criticism and theory.

INDICATIVE CONTENT

- The module will guide students in the scholarly exploration of the Renaissance and early modern representation of bodily, mental, ethical, and political disorder, by focusing the literary work William Shakespeare (1564-1616) and John Donne (1572-1631). Students will engage with writing in a variety of genres, including dramatic tragedy, the sermon, meditation, erotic love sonnet, religious sonnet, and other kinds of lyric. Additional literary and

non-literary works by these and other contemporary writers will provide context and scope for comparison.

- The module is likely to be structured around eight interrelated themes, each of which will be explored by focusing on one or more literary work of dramatic or non-dramatic poetry or prose by either Shakespeare or Donne. These are likely to be as follows:

    - Bodily sickness and convalescence (meditation, expostulation, and prayer): theology and metaphysics; the progress of illness and the bodily life as a book in Donne's *Devotions upon Emergent Occasions*

    - Choler, madness, and tragedy as surgery, or the anatomical dissection of ideology: distempers of the familial body; nature and the ideological construction of kingship, family, and society in Shakespeare's *King Lear*

    - Satirical contemplation of the mortality of the body and the soul (of the world): anatomy, parody, and microcosmic analogy in Donne's *An Anatomy of the World* (reissued as *The First Anniversarie* with *The Second Anniversarie: Of the Progres of the Soule*)

    - Narcissism and militant asceticism as defence against 'a sick man's appetite': distempers of the body politic and the physical, political, military, and psychological discourses of feeding in Shakespeare's *Coriolanus*

    - Mourning, melancholy and the delay of revenge: disease or hidden infectious corruption in the state; reason and passions of the mind in Shakespeare's *Hamlet*

    - Murmurs of passion, sexual appetite and erotic melancholy: distempers of the elemental microcosm and psychophysiological inwardness in Shakespeare's *Sonnets*

    - Religious melancholy, solitude and despair: repentance, redemption and the 'stubborn temper' of sin in Donne's *Holy Sonnets*

    - Sickness, dying and the well-tempered death: mortality, faith and the assurance of salvation in Donne's 'Hymn to God my God, in my Sicknesse' and 'Death's Duel'

- Students will consider the variety of literary expression of these themes and how they relate to relevant ideas in Renaissance anatomy, medicine, and psychology, as well as aspects of philosophy, theology, ethics and politics, in order to build an understanding of the imaginative responses to these ideas that we find in some of the most sophisticated literary achievements of the English Renaissance. This will involve engagement with historical, as well as literary-critical, scholarship and research. The set texts of Shakespeare and Donne will serve as centre-pieces for discussion in seminars. In order to facilitate theoretically informed *and* historical interdisciplinary understanding of the chosen themes, the related reading should be wide ranging and will include influential and seminal prose non-fiction and non-literary works of the period from relevant disciplines.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPEN7010**	
Module Title	**Bodily Distempers and Passions of the Mind: Shakespeare and Donne**	
Classification	**Reading List entry**	**Electronic***
Essential	Carey, John, ed., *John Donne: The Major Works* (Oxford: Oxford University Press, 2000)	☐
Essential	Donne, John, *Devotions upon Emergent Occasions* (Oxford: Oxford University Press, 1987)	☐
Essential	Shakespeare, William, *The Oxford Shakespeare: The Complete Works* (Oxford: Oxford University Press, 2005)	☐
Further	Banister, John, *The Historie of Man, Sucked from the Sappe of the Most Approved Anathomistes* (London: Printed by Iohn Day, 1578)	☒
Further	Bright, Timothie, *A Treatise of Melancholie* (London: Printed by Thomas Vautrollier, 1586)	☒
Further	Burton, Robert, *The Anatomy of Melancholy* (Oxford: Printed by Iohn Lichfield and Iames Short, 1621)	☒
Further	Ferrand, Jacques, *La Maladie d'Amour, ou mélancholie érotique* (1623), trans. as *Erōtomania: or, A Treatise Discoursing of the Essence, Causes,*	☒

	Symptomes, Prognosticks, and Cure of Love, or Erotique Melancholy (Oxford: Printed by L. Lichfield, 1640)	
Further	Gregory, Edmund, *An Historical Anatomy of Christian Melancholy* (London: Printed for Humphrey Moseley, 1646)	☒
Further	Jorden, Edward, *A Brief Discourse of a Disease called the Suffocation of the Mother* (London: Printed by Iohn Windet, 1603)	☒
Further	Wright, Thomas, *The Passions of the Minde* (London: Printed by V[alentine] S[immes], 1601)	☒
Further	Adelman, Janet, *Suffocating Mothers: Fantasies of Maternal Origin in Shakespeare's Plays, 'Hamlet' to 'The Tempest'* (London: Routledge, 1992)	☐
Further	Barker, Francis. *The Tremulous Private Body: Essays on Subjection* (London: Methuen, 1984)	☐
Further	Booth, Stephen, ed., *Shakespeare's Sonnets* (New Haven: Yale University Press, 2000)	☐
Further	Carey, John, *John Donne: Life, Mind and Art* (London: Faber and Faber, 1981)	☐
Further	Cavell, Stanley, *Disowning Knowledge in Six Plays of Shakespeare* (Cambridge: Cambridge University Press, 1987)	☐
Further	Dollimore, Jonathan, *Radical Tragedy: Religion, Ideology and Power in the Drama of Shakespeare and his Contemporaries* (Basingstoke: Palgrave Macmillan, 2004)	☐
Further	Harris, J.G. *Foreign Bodies and the Body Politic: Discourses of Social Pathology in Early Modern England* (Cambridge: Cambridge University Press, 1998)	☐
Further	Healy, Margaret J., *Fictions of Disease in Early Modern England: Bodies, Plagues and Politics* (Basingstoke: Palgrave, 2001)	☐
Further	Lund, Mary Ann, *Melancholy, Medicine and Religion in Early Modern England: Reading 'The Anatomy of Melancholy'* (Cambridge: Cambridge University Press, 2010)	☐
Further	MacDonald, Michael, ed., *Witchcraft and Hysteria in Elizabethan London: Edward Jorden and the Mary Glover Case* (London: Routledge, 2005)	☐
Further	Mazzio, C. and Trevor, D., eds., *Historicism, Psychoanalysis, and Early Modern Culture* (London: Routledge, 2000)	☐
Further	Sawday, Jonathan, *The Body Emblazoned: Dissection and the Human Body in Renaissance Culture* (London: Routledge, 1996)	☐
Further	Stachniewski, J., *The Persecutory Imagination: English Puritanism and the Literature of Religious Despair* (Oxford: Clarendon Press, 1991)	☐
Further	Targoff, R., *John Donne: Body and Soul* (Chicago and London: University of Chicago Press, 2008)	☐

Further	Trevor, D., *The Poetics of Melancholy in Early Modern England* (Cambridge: Cambridge University Press, 2004)	☐
Further	Vendler, Helen, *The Art of Shakespeare's Sonnets* (Cambridge, Mass.: Belknap Press, 1999)	☐

Module Code	**HPEN7011**
Title	**Critical Theory and Bibliography**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To develop to a high degree students' competence in aspects of literary scholarship and research, such as the consultation of bibliographical resources and the evaluation of editorial methods used in the preparation of scholarly editions of literary texts.

- To provide a detailed overview of the development of critical theories since Structuralism, thereby developing to a high degree students' awareness of the implications and possibilities of textual scholarship and a wide range of theoretically informed methodologies for their own critical practice.

LEARNING OUTCOMES

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

- reflect productively on and justify the methods used to establish critical awareness of developments within one's field of scholarship and research;

- show advanced understanding of the roles of scholarly editing and textual bibliography and criticism and their relevance to one's own research;

- demonstrate detailed knowledge and understanding of developments in critical theory since Structuralism;

- demonstrate sophisticated awareness of the ways in which (the authority of) theory may be interrogated and challenged by considering, for example, its literary or historical origins, its internal debates, its ongoing formation, its development and re-interpretation;

- apply critical theory and bibliography in the analysis of literary texts;

INDICATIVE CONTENT

- This module will offer guidance to higher level students in aspects of the process of scholarly research, from the consultation of printed and electronic bibliographical resources in libraries and elsewhere, to the scrutiny of the editorial methods used in the preparation of modern scholarly editions of literary texts, and the issues of scholarly integrity and conscientiousness that are relevant to the presentation of academic work.

- The module will contain instruction in methods used to establish critical awareness of developments within one's field of scholarship and research. The instruction will aim to render more effective and directed students' use of libraries and consultation of printed and electronic bibliographical

resources. It will likely aim to build understanding of the development of these resources in relation to the discipline of bibliography. In specific relation to the annotated bibliography, which is undertaken as part of the first component of the assessed work for this module, students will be given direction in the skills of research project planning and management as well as information management.

- The module also contains information about the production and transmission of literary texts, which is constructively aligned with the other part of the first component of assessment. By thus building understanding of what we call textual history, students will be better able to appreciate editorial problems in texts that they research, and better equipped to make judgements about the roles and decisions of editors, in making accessible to a readership scholarly editions of literary texts. Students are encouraged to think about textual issues in literary criticism and research, and to evaluate literary evidence and issues of derivation and attribution.

- Part of the syllabus will involve focused study of seminal publications in the development of critical theory to enable students to build detailed knowledge and understanding of theoretical developments beginning with the Structural theory of linguistics and Structural poetics. Representative publications will be selected from areas such as: theory of metaphor; Structural analysis of narratives; narrative and (personal) history; psychoanalysis and subjectivity; desire, love, sexuality and sexual difference; Poststructuralism and deconstruction; Marxism; New Historicism and Cultural Materialism.

- The module is designed to encourage an appreciation of the relationship between literature and modern critical theory not as one in which literature is seen as a mere body of language that needs to be explained through the authority of theory, which is by contrast considered as a body of knowledge whose masterly competence is called upon to interpret, but rather as a relationship in which neither discipline need dominate the other, and in which the subjects traverse each other's boundaries and interrogate and criticise each other in a real dialogue, as between two different bodies of language and between different modes of knowledge.

- The module will also encourage students to examine the historical and sometimes literary origins of modern critical theory, its internal debates and ongoing formation, development and re-interpretation. In this connection the module may examine historical and other objections to the application of modern theoretical formulations to pre- or early-modern literature.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay on Editing a Text with Annotated Bibliography	4,500 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay on Critical Theory	4,500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPEN7011**	
Module Title	**Critical Theory and Bibliography**	
Classification	**Reading List entry**	**Electronic***
Essential	McKerrow, Ronald B., *An Introduction to Bibliography for Literary Students* (Winchester: St Paul's Bibliographies; New Castle, Delaware: Oak Knoll Press, 1994)	☐
Essential	Greg, W.W. 'The Rationale of Copy-Text', *Studies in Bibliography* 3 (1950), 19-36, available online via http://www2.lib.virginia.edu/scholarslab/	☒
Essential	Tanselle, G. *Textual Criticism and Scholarly Editing* (London: Published for the Bibliographical Society of the University of Virginia by the University Press of Virginia, 1990)	☐
Essential	Lodge, David and Nigel Wood, eds, *Modern Criticism and Theory: A Reader*, 3rd edn, ed. by David Lodge and Nigel Wood (London and New York: Routledge, 2008)	☒
Essential	de Man, Paul, 'Semiology and Rhetoric', *Diacritics*, Vol. 3, No. 3 (Autumn, 1973), pp. 27-33; repr. in *Textual Strategies: Perspectives in Post-Structuralist Criticism*, ed. and with an Introduction by Josué V. Harari (London: Methuen, 1980), pp. 121-40	☐
Essential	Derrida, Jacques, 'Signature Event Context', in *Margins of Philosophy*, trans., with additional notes, by Alan Bass (Chicago: University of Chicago Press, 1982), pp. 307-30	☐
Essential	Lakoff, George and Mark Johnson, 'Conceptual Metaphor in Everyday Language', *The Journal of Philosophy*, 77 (1980), 453-86	☒

Essential	Ricoeur, Paul, 'Metaphor and the Main Problem of Hermeneutics', *New Literary History*, 6 (1974), 95-110	☒
Essential	Barthes, Roland, 'An Introduction to the Structural Analysis of Narrative', trans. By Lionel Duisit, *New Literary History*, Vol. 6, No. 2, On Narrative and Narratives (Winter, 1975), pp. 237-272. Republished as 'Introduction to the Structural Analysis of Narratives', *Image, Music, Text* (Fontana: 1977)	☐
Essential	Rimmon-Kenan, Shlomith, *Narrative Fiction: Contemporary Poetics*, New Accents series, 2nd edn (London: Routledge, 2002; repr. 2005)	☐
Essential	Hardy, Barbara, 'Towards a Poetics of Fiction: 3) An Approach through Narrative', *NOVEL: A Forum on Fiction*, Vol. 2, No. 1 (Autumn, 1968), pp. 5-14	☒
Essential	Mink, Louis, 'History and Fiction as Modes of Comprehension', *New Literary History*, Vol. 1, No. 3, History and Fiction (Spring, 1970), pp. 541-558	☒
Essential	Lacan, 'The Insistence of the Letter in the Unconscious', first published in *La Psychoanalyse et sciences de l'homme*, 3 (1957), trans. Jan Miel, in *Yale French Studies* (1966), repr. in *Modern Criticism and Theory: A Reader*, 3rd edn, ed. by David Lodge and Nigel Wood (London and New York: Routledge, 2008)	☒
Essential	Cixous, Hélène, 'The Laugh of the Medusa', *Signs*, 1 (1976), 875-93; repr. in *New French Feminisms: An Anthology*, ed. by Elaine Marks and Isabelle de Courtivron (London: Harvester Wheatsheaf, 1981)	☐
Essential	Gallop, Jane, 'Reading the Mother Tongue: Psychoanalytic Feminist Criticism', *Critical Inquiry*, 13, *The Trial(s) of Psychoanalysis*, ed. by Françoise Meltzer (1987), pp. 314-29; repr. (Chicago and London: University of Chicago Press, in 1988), pp. 125-40	☐
Further	Stokes, Roy. *The Function of Bibliography*, 2nd edn. (Aldershot, Hants: Gower, 1982)	☐
Further	Finkelstein, D. and McCleery, A., eds, *The Book History Reader* (London and New York: Routledge, 2006)	☐
Further	*MHRA Style Guide: A Handbook for Authors, Editors, and Writers of Theses* (London: Modern Humanities Research Association, [the most recent edition])	☒
Further	McGann, J. *The Textual Condition* (Princeton, N.J.; Oxford: Princeton University Press, 1991)	☐
Further	*British National Bibliography* (London: British Library, Bibliographic Services Division)	☒
Further	Joseph, John E., *Saussure* (Oxford: Oxford University Press, 2012)	☐
Further	Lakoff, George and Mark Johnson, *Metaphors We Live By* (Chicago and London: Chicago University Press, 1980)	☐

Further	Punter, David, *Metaphor*, New Critical Idiom series (London: Routledge, 2007)	☒
Further	Belsey, Catherine, *Critical Practice*, New Accents series (London: Routledge, 2002)	☐
Further	Eagleton, Terry, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008)	☐
Further	White, Hayden, 'The Historical Text as Literary Artifact', in Robert H. Canary & Henry Kozicki, eds., *The Writing of History: Literary Form and Historical Understanding* (London & Madison, Wisconsin: University of Wisconsin Press, 1978)	☐
Further	Lacan, Jacques, 'The Meaning of the Phallus', in *Feminine Sexuality: Jacques Lacan and the École Freudienne*, ed. by Juliet Mitchell and Jacqueline Rose, trans. by Jacqueline Rose (London: Macmillan, 1982; repr. 1983)	☐
Further	Eagleton, Terry, 'The Ideology of the Aesthetic', *Poetics Today*, Vol. 9, No. 2, The Rhetoric of Interpretation and the Interpretation of Rhetoric (1988), pp. 327-338	☒
Further	Greenblatt, Stephen, *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*, New Historicism: Studies in Cultural Poetics, Ch.1 'The Circulation of Social Energy' (Berkeley and Los Angeles: University of California Press, 1988), pp. 1-20	☒
Further	Dollimore, Jonathan, 'Shakespeare, Cultural Materialism, Feminism and Marxist Humanism', *New Literary History*, Vol. 21, No. 3, New Historicisms, New Histories, and Others (Spring, 1990), pp. 471-493	☒
Further	Herman, David, Manfred Jahn and Marie-Laure Ryan, eds, *Routledge Encyclopedia of Narrative Theory* (London: Routledge, 2005)	☒
Further	Malpas, Simon and Paul Wake, eds., *The Routledge Companion to Critical Theory* (London: Routledge, 2006)	☐

Module Code	HPEN7014
Title	Shifting Times & Worlds: Modernism & After
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To explore critically a wide range of literature written from the 1890s to the present day.
- To examine the connections and tensions between historical, cultural and political changes and the emergence of new aesthetic techniques related to 'Modernism', 'Post-modernism', 'postcolonialism' and to contemporary writings in a changing global world

LEARNING OUTCOMES

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

- demonstrate the ability to exhibit a detailed knowledge and understanding of the key concepts and philosophical assumptions underpinning literary movements such as Modernism or Post-Modernism, and writings associated with globalisation and the interconnection between these concepts;
- show a sophisticated and theoretically informed knowledge of a wide range of texts written within or after the Modernist movement;
- deploy a detailed knowledge and understanding of the characteristic formal and thematic features associated with writings from Modernism, Post-Modernism; and/ or globalization;
- exhibit a critically informed familiarity with the historical and socio-cultural contexts of modernism and Post-Modernism generally and in individual texts in particular;
- employ a sophisticated awareness of the ongoing critical and theoretical understandings of cultural movements from 'Modernism' to the present day, including their increasing concern with the nature of the human.

INDICATIVE CONTENT

- Focusing primarily (but not exclusively) upon writing in English from the period 1890 to the present day, this module will explore a range of 'experimental' texts which can be seen to grow out of and respond to the heterogeneous philosophical, artistic and cultural movements active first in European culture during this period, and then beyond. the quest for new voices will be framed by analyses of the formal characteristics of chosen texts and placed firmly within appropriate social and historical contexts.
- Modernism will be understood as an internally various and often contradictory phenomenon in which the demand to 'make it new' through radical experimentationis balanced against a deep-seated investment in tradition and continuity.
- PostModernism will be understood as both a development of and a reaction against the claims and practices of Modernism.

- Postcolonialism will be seen as registering the shifts of centre and periphery being (differently) shored up within both Modernism and Postmodernism.
- Students will be encouraged to explore the continuities, connections and tensions between the ideas and aesthetic techniques traditionally associated with these movements; and in the light of much Post Modern thought to question the very idea of such continuity.
- Some of all of the following will be considered:
  - Social technological, geopolitical changes and their impact on modes of perception, reading and writing,
  - the fragmentation of the text and the self;
  - Narrative voice & narrative time;
  - Place & identity
  - responses to the World Wars and the Cold War, history and the 'end of history';
  - responses to, uses of, and the idea of the rejection grand narratives;
  - rethinking reality: stream of consciousness and beyond;
  - the impact of globalisation;
  - Childhood & identity
  - the dominance of, and reactions to secular humanism;
  - the role of playfulness in literary production.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	**Volume**	**Weighting**
Essay	4000 word	50%

Assessment Component 2

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

Mode of assessment	**Volume**	**Weighting**
Essay	4000 word	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPEN7014		
Module Title	**Shifting Times & Worlds: Modernism & After**		
Classification	**Reading List entry**		**Electronic***
Essential:	*Either choice A*	*Or choice B*	
Essential	Joseph Conrad, *Heart of Darkness,* London*:* Penguin Classics, 1994	Gertrude Stein 'Melanctha', *Three Lives* London*:* Penguin Classics, 1990	☒
Essential	Katharine Mansfield, *The Garden Party.* London: Penguin, 1997	James Joyce, *Dubliners*, Wordsworth Classics, 1993	☒
Essential	Ezra Pound, *Cathay*, London: Elkin Mathews, 1915	Rainer Maria Rilke, *Duino Elegies* trans. Leishman & Spender, London: Chatto & Windus; 1975	☒
Further	T.S. Eliot, *The Waste Land and Other Poems*. London: Penguin Classics, 2003	Virginia Woolf, *To the Lighthouse.* Ware: Wordsworth Classics, 1994	☒
Further	Timberlake Wertenbaker, *Our Country's Good* London: Methuen Drama, 2015	Adrienne Rich, *An Atlas of the Difficult World*, London: W.W.Norton & Company 1991	☐
Further	Ian McEwan, *The Child in Time*, London: Vintage, 1997	Ian Banks, *The Wasp Factory,* London: Abacus, 2013	☒
Further	Arundhati Roy, *The God of Small Things*, London: Harper Perennial; 2004	Margaret Atwood, *The Handmaid's Tale* London: Vintage; 1996	☒
Further	Karen Joy Fowler, *We Are All Completely Beside Ourselves* London*:* Serpent's Tail*;* 2014	Hamid Mohsin, *The Reluctant Fundamentalist* Wadsworth, 2008	☐
Further	Acheson, J, and Ross, S. eds. *The Contemporary British Novel,* Edinburgh: Edinburgh University Press, 2005.		☐
Further	Ayers, D. *Modernism: A Short Introduction*, Oxford: Blackwell, 2004.		☐
Further	Berman, M. *All that is Solid Melts into Air: The Experience of Modernity*, London: Verso, 1983.		☐
Further	Bradbury, M. and McFarlane, J. eds. *Modernism 1890-1930*, Harmondsworth: Penguin, 2000.		☐
Further	Broom, S. *Contemporary British and Irish Poetry: An Introduction,* Basingstoke: Palgrave, 2005.		☐
Further	Butler, C. *Early Modernism: Literature, Music and Painting in Europe 1900-1916,* Oxford: Clarendon, 1994.		☐
Further	Cahoone, L. ed. *From Modernism to Postmodernism: An Anthology*, Oxford: Blackwell, 2006.		☐
Further	Childs, P, *Contemporary Novelists: British Fiction Since 1970*, Basingstoke: Palgrave, 2005.		☐

Further	Childs, P. *Modernism*, London and New York: Routledge, 2000.	☐
Further	Connor, S, ed., *The Cambridge Companion to Postmodernism,* Cambridge: Cambridge University Press, 2004.	☐
Further	Emig, R. *Modernism in Poetry: Motivations, Structures and Limits*, London and New York: Longman, 1995.	☐
Further	Goldman, J. *Modernism 1910-1945: Image to Apocalypse*, Basingstoke: Palgrave, 2004.	☐
Further	Gregson, I, *Postmodern Literature*, London: Arnold, 2004.	☐
Further	Head, D, *The Cambridge Introduction to Modern British Fiction 1950-2000,* Cambridge: Cambridge University Press, 2002.	☐
Further	Kolocotroni, V. et al eds. *Modernism: An Anthology of Sources and Documents,* Edinburgh: Edinburgh University Press, 1998.	☐
Further	Krauss, R. *The Originality of the Avant-Garde and Other Modernist Myths*, Cambridge MA: MIT Press, 2002.	☐
Further	Lane, R. J. et al, eds. *Contemporary British Fiction*, Cambridge: Polity, 2003.	☐
Further	Levenson, M. ed., *The Cambridge Companion to Modernism*, Cambridge: Cambridge University Press, 2011.	☐
Further	Lucy, N, ed. *Postmodern Literary Theory: An Anthology*, Oxford: Blackwell, 2008.	☐
Further	Miller, T. L*ate Modernism: Politics, Fiction, and the Arts between the World Wars*, Berkeley: University of California Press, 1999.	☐
Further	Nicholls, P. *Modernisms: A Literary Guide*, Basingstoke: Macmillan, 1995.	☐
Further	Rainey, L. ed., *Modernism: An Anthology*, Oxford: Blackwell, 2005.	☐
Further	Smith, S, ed., *Globalisation and its Discontents*. Woodbridge: D.S. Brewer, 2006.	☐
Further	Trotter, D. *The English Novel in History 1895-1920*, London and New York: Routledge, 1993.	☐
Further	Zeifman, H, and Zimmerman, C. eds .*Contemporary British Drama 1970-90: Essays from Modern Drama,* Basingstoke: Macmillan, 1992.	☐
Further	Ahmad, A. *In Theory: Classes, Nations, Literatures*, London: Verso, 1992.	☐
Further	Logan, W.'Pound's China/Pound's "Cathay"' New Criterion , April 2019 https://newcriterion.com/issues/2019/4/pounds-chinapounds-cathay	☒

Robert Adams on *The Reluctant Fundamentalist*
https://www.youtube.com/watch?v=5PQRLS6RnnQ

The Reluctant Fundamentalist: Mohsin Hamid in Conversation with Akhil Sharma
https://www.youtube.com/watch?v=IYfxlqN7c60

Module Code	**HPEN7015**
Title	**Utopias, Dystopias and the functions of fictions**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To gain a detailed, theorised understanding of the narration of utopia and its relation to its dystopian alter ego
- To understand the growth and significance of utopian and dystopian fictions in the context of the changing political and cultural contexts of 19th and 20th century Anglophone literature.

LEARNING OUTCOMES

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

- demonstrate advanced and sustained knowledge and understanding of the cultural responses to the utopian impulse;
- demonstrate a detailed and theorised understanding of a wide range of utopian and/ or dystopian texts from the nineteenth and twentieth centuries;
- show a sophisticated understanding of the emergence of the utopian and dystopian genres in their historical and cultural contexts;
- explore and account for the relationship of utopian and dystopian fictions to developments within the novel as a form.

INDICATIVE CONTENT

- As the novel changes in form and focus under the influence of first, postmodern ideas of self, narrative and society, and the relativizing impact of globalisation, there has been increasing critical and popular interest in utopian fiction and its dystopian alter ago.
- This module will encourage students to engage with the contention that the utopian impulse for a better world as a narrative mode concerned not with the individual but the construction and organisation of society.
- It will locate this impulse in a range of historical, philosophical and literary contexts; and focus this broader enquiry in a theoretically informed exploration of the (re)emergence of the utopia as a specific literary mode during its heyday in the 19th century, tracing its relation to the dystopia that dominates the 20th century, and examining its relation to the novel in both periods.
- Topics we will consider will include some or all of the following:
    - Philosophical debate and social engineering;
    - Relation of place and narrative voice in the construction of the utopia/dystopia
    - Philosophical debate: the ideal and the practical political state;

- Questions of perspective: outside looking in/inside looking out;
- Reason and the dissipation of desire
- Exploration, colonisation and the question of gender;
- Science, Anti-science and technology
- Linguistic degeneration and the loss of reason;
- Questions of perspective: outside looking in or inside looking out;
- The significance of stories

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	4000 word	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	4000 word	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPEN7015**	
Module Title	**Utopias, Dystopias and the functions of fictions**	
Classification	**Reading List entry**	**Electronic***
Essential	Atwood, M. *The Handmaid's Tale*, London: Vintage, 2008	☒
Essential	Burgess, A. *A Clockwork Orange*, Harmondsworth: Penguin, 2010	☒
Essential	Gilman, C.P. *The Yellow Wallpaper*, Herland and Selected Writings, Harmondsworth: Penguin, 2010.	☒
Essential	Hoban, R. (1980), *Riddley Walker*, London: Bloomsbury 2012	☒

Essential	Huxley, A. *Brave New World*, London: Vintage, 2008.	☒
Essential	Johnson, S. (1759), *The History of Rasselas, Prince of Abissinia,*	☒
Essential	Le Guin, U. (1974) *The Dispossessed: An Ambiguous Utopia* London: Harper 1994	☒
Essential	More, T. (1518), *Utopia*	☒
Essential	Orwell, G. *Nineteen Eighty-Four*, Harmondsworth: Penguin, 2007.	☒
Essential	Sargent, L.T. *Utopianism: A Very Short Introduction,* Oxford: OUP, 2010	☐
Essential	Shakespeare , W. *The Tempest*: The Oxford Shakespeare, Oxford: Oxford World's Classics, 2008	☐
Further	Baccolini, R. *Dark Horizons: Science Fiction and the Dystopian Imagination* London: Routledge, 2003	a
Further	Booker, M. K. *Dystopian literature : a theory and research guide*, Westport, Conn.; London: Greenwood Press 1994	☐
Further	Booker, M. K. *The dystopian impulse in modern literature: fiction as social criticism*, Westport, Conn.;London: Greenwood Press 1994	☐
Further	Booker, M. K., *Dystopian Literature: A Theory and Research Guide,* London: Greenwood Press, 1994	☐
Further	Claeys, G. ed., *The Cambridge Companion to Utopian Literature*, Cambridge: Cambridge University Press, 2010.	☐
Further	Donawerth J.& Kolmerten C.A, *Utopian and science fiction by women : worlds of difference,* Liverpool :Liverpool University Press 1994	☐
Further	Ferns, C. S. *Narrating utopia : ideology, gender, form in utopian literature*, Liverpool: Liverpool University Press 1999	☐
Further	Firchow, P. E. *Modern Utopian Fictions from H.G. Wells to Iris Murdoch,* Washington, D.C: Catholic University of America Press, 2009.	☐
Further	Gordin, M. Tilley, H., Prakash, G. eds. *Utopia/ Dystopia: Conditions of Historical Possibility*, Princeton N.J: Princeton University Press, 2010.	☐
Further	Jameson, F. *Archaeologies of the Future: The Desire Called Utopia and Other Science Fictions* London: Verso, 2007	☐
Further	Kumar, K. *Utopia and anti-Utopia in modern times,* Oxford : Blackwell 1987	☐
Further	Moylan, T. *Scraps Of The Untainted Sky: Science Fiction, Utopia Dystopia* New York: Perseus Books, 2000	☐
Further	Rees, C. *Utopian imagination and eighteenth-century fiction.* London : Longman 1995	☐
Further	Levitas, R. *The Concept of Utopia:* Student edition Peter Lang, 2011	☐

Further	Schaer, R. Claeys, G. and Sargent. L, eds. *Utopia: The Search for the Ideal Society in the Western World, Oxford: Oxford University Press, 2001*	☐
Further	Wegner, P. *Imaginary Communities: Utopia, the Nation, and the Spatial Histories of Modernity,* Berkeley: University of California Press, 2002.	☐

Module Code	**HPEN7016**
Title	**MA Dissertation (Modern Literature)**
Date	**04/03/2020**
Level	**7**
Credits	**60**
Pre-Requisites	

AIM(S)

- To enable students to research and complete a substantial and high level piece of academic work informed by relevant current scholarship

LEARNING OUTCOMES

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

- demonstrate an advanced and sustained level of knowledge of a defined area of literary, language or related study;
- present a systematic and comprehensive piece of research work according to accepted scholarly conventions;
- demonstrate systematic use the resources of libraries and the Internet in order to further independent research;
- devise and adopt an appropriate and coherent structure for an extended piece of advanced research work;
- develop to a high level an extended piece of research from an initial proposal, through an outline, to the finished project.

INDICATIVE CONTENT

- In this module the individual student will choose to develop a topic both of interest to him/her and related to their Masters programme.
- The student will research his or her topic to an academic level appropriate to a Masters qualification and employ an explicit theoretical approach. The dissertation will be presented in a meticulously scholarly fashion.
- The student will work under the guidance of a supervisor. Regular meetings will be held between student and supervisor at mutually agreed intervals and as determined by current University guidelines.
- The student will be required to submit drafts of chapters to deadlines set by the tutor. The finished dissertation will then be submitted to a deadline established at the start of the module.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	5%
Independent learning	570	95%
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Dissertation	15,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPEN7016**	
Module Title	**MA Dissertation (Modern Literature)**	
Classification	**Reading List entry**	**Electronic***
Essential	Primary texts relating to the research topic	☐
Essential	Critical texts relating to the research topic	☐
Further	Hampson, L. *How's Your Dissertation Going?* Lancaster: IHE, 1994.	☐
Further	Preece, R. *Starting Research: An Introduction to Academic Research and Dissertation Writing*, London: Pinter, 1994.	☐
Further	Rudestam, K. E. *Surviving Your Dissertation*, London: SAGE, 1992.	☐
Further	Wallace, M. and A. Wray Critical reading and writing for postgraduates, Los Angeles : SAGE 2016	☐
Further	Wisker, G. *The postgraduate research handbook : succeed with your MA, MPhil, EdD and PhD* , Basingstoke : Palgrave Macmillan 2008	☐

Module Code	HPEN7017
Title	The Craft of Writing: Exploring Voice, Form, and Practice
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	N/A

AIM(S)

- To heighten and develop a sophisticated understanding of form, voice and narrative in different kinds of writing;
- To nurture the student's technical abilities across a range of different writing practices.

LEARNING OUTCOMES

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

- demonstrate a systematic and comprehensive knowledge and understanding of the distinctive features of some of the major forms of creative writing;
- exhibit a clear and nuanced understanding of the roots of narrative, form, and genre;
- employ a high degree of craftsmanship to heighten originality and structure across a range of forms.

INDICATIVE CONTENT

- critical reflection and advanced analysis and discussion of texts,
- writing activities designed to facilitate and embed an understanding of formal or technical elements those elements
- methods of narration;
- creation and control of narrative, poetic, or rhetorical voice;
- control of points of view/focalisation;
- advanced methods of characterisation;
- mood creation; tension release;
- deployment of figurative language;
- control of rhythm;
- audience construction;
- deployment and control of dialogue.
- A typical session will concentrate on a specific formal feature (or features) of a particular kind of writing and will be divided roughly into three parts:
    - an introduction to the topic by the tutor, followed by group discussion and analysis of textual examples of the generic/formal feature(s) under

consideration (with examples taken from the works of a range of established writers);

- a writing activity (or activities) devised by the tutor to provide insights into the generic/structural feature(s) under consideration, as well as practice in manipulating those features for specific writing purposes;

- feedback and discussion of the results of the writing activity.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio to include a series of creative tasks	6000 word	75%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Reflective journal	2000 word	25%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPEN7017**	
Module Title	**The Craft of Writing: Exploring Voice, Form, and Practice**	
Classification	**Reading List entry**	**Electronic***
Essential	Hughes. T. *Poetry in the Making: A Handbook for Writing and Teaching*, London: Faber & Faber, 2008	☒
Essential	Newman, J. Cusick, E. and La Tourette, A. eds. *The Writer's Workbook*, London: Arnold, 2004.	☐
Essential	Sansom, P. *Writing Poems, (*Bloodaxe Poetry Handbooks), Hexham: Bloodaxe Books, 1993	☐

Essential	Storr, W. *The Science of Storytelling*, London: William Collins , 2019	☒
Essential	Yorke, J. *Into The Woods: How Stories Work and Why We Tell Them,* London: Penguin, 2014	☒
Further	Abbs, P. and Richardson, J. *The Forms of Poetry*, Cambridge: Cambridge University Press, 1990.	☐
Further	Anderson, L. *Creative Writing: A Workbook*, London: Routledge, 2006.	☒
Further	Blyth, R.H. *The Genius of Haiku*, London: British Haiku Society, 1994.	☐
Further	Cole, T. ed. *Playwrights On Playwriting*, London: Hill and Wang, 1982.	☒
Further	Cox, A. *Writing Short Stories*, London: Routledge, 2005.	☒
Further	Doubtfire, D. *The Craft of Novel Writing*, London: Allison and Bushby, 1996.	☐
Further	Gooch, S. *Writing a Play*, London: A and C Black Ltd, 1988.	☐
Further	McKee, R. *Story: Substance, Structure, Style and the Principles of Screenwriting* London: Methuen, 1999.	☐
Further	Morley, D. *The Cambridge Introduction to Creative Writing*, Cambridge: Cambridge University Press, 2007.	☒
Further	Morley, D. *The Cambridge Companion to Creative Writing*, Cambridge: Cambridge University Press, 2012.	☒
Further	Nowottny, W. *The Language Poets Use*, London: Continuum, 2000.	☐
Further	Pope, R. *Textual Intervention: Critical and Creative Strategies for Literary Studies*, London: Routledge, 1994.	☐
Further	Rabiger, M. *Developing Story Ideas,* London: Routledge, 2016.	☒
Further	Roorbach, B. *Contemporary Creative Non-Fiction: The Art of Truth*, Oxford: Oxford University Press, 2001.	☐
Further	Singleton, J. & Luckhurst, M. *The Creative Writing Handbook*, Basingstoke: Red Globe Press, 1999.	☐

Module Code	**HPEN7018**
Title	**Writing Workshop: Researching and writing to a single focus**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To expand high level research skills by developing an understanding of and facility for the resources available to the creative writer.

- To enable students to produce a focused piece of writing in a genre of their own choosing by researching a single subject

LEARNING OUTCOMES

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

- demonstrate a systematic knowledge and awareness of the creative possibilities of the genre within which they have chosen to work
- employ focused research to enhance originality in the conception, design, and execution of their finished creative work;
- exhibit a comprehensive level of general craftsmanship in the production of the project, and especially in the use of language and structure;

INDICATIVE CONTENT

- In any given year the module will support the student in researching a single focus loosely framed by one or two themes. For example, the module may concentrate upon Biography / Autobiography.
- Written work will be submitted to discussion for a and then workshopped in class to develop critical pactice and creative dialogue with others about their own research and writing
- Particular attention may be paid to the following:
  - Genealogy;
  - Library and Web Resources;
  - Archives and Journals;
  - Representing History;
  - Fictionalising personal experience;
  - The meaning and appropriateness of genre;
  - The use of notebooks and journals.
  - Incorporating research to enhance rather than overload creative work

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Creative Writing Assignment	to the equivalent of 6000 words	80%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Reflective essay	2000 words	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPEN7018**	
Module Title	**Writing Workshop: Researching and writing to a single focus**	
Classification	**Reading List entry**	**Electronic***
Essential	Ackroyd, P. *London: A Biography*, London: Vintage, 2011.	☒
Essential	Duffy, C.A. *Rapture*, London: Picador, 2010.	☒
Essential	Edmund de Waal, *The Hare with Amber Eyes,* London: Chatto & Windus, 2010.	☒
Essential	Tomalin, C. *Dickens: A Life*, London: Vintage, 2011.	☒
Essential	Winterson, J. *Why Be Happy When You Could Be Normal,* London: Vintage, 2012	☒
Essential	*Additional primary texts, appropriate to individual theme and interests will be selected by students in conjunction with their tutors.*	☐
Further	Anderson, L. A*utobiography* (The New Critical Idiom) London: Routledge, 2010	☒
Further	Bell, J. *Doing Your Research Project*, Buckingham: Open University Press, 2005	☒
Further	Blaxter, L. et al. *How to Research,* Buckingham: Open University Press, 2010.	☐

Further	Butcher, J. *Copy-Editing: The Cambridge Handbook for Editors, Authors and Publishers*, Cambridge: Cambridge University Press, 2010.	☒
Further	Cline, S. *The Arvon Book of Life Writing*, London: Methuen, 2010.	☒
Further	Dorner, J. *The Internet: A Writer's Guide,* London: A&C Black, 2001	☐
Further	Gilles, M. *Writing Lives*, Cambridge: Cambridge University Press, 2009.	☐
Further	Hamilton, N. *How to do Biography*, Cambridge MA: Harvard University Press, 2008.	☐
Further	Hoffmann, A. *Research for Writers*, London: A&C Black, 2003.	☐
Further	Lee, H. *Body Parts: essays on life-writing*, London: Pimlico, 2008.	☒
Further	Marcus, L. *Autobiographical Discourses: Criticism, Theory, Practice,* Manchester: Manchester University Press, 1998.	☒
Further	Osbourne, D. *Writing Biography and Autobiography*, London: A&C Black, 2004.	☐

Module Code	**HPEN7019**
Title	**The Writer's World**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To enhance the student's understanding of the ways in which creative writers work, publish, and make a living.

- To develop a grasp of the mechanisms by which writers can enter the professional world of writing

LEARNING OUTCOMES

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

- demonstrate detailed knowledge and understanding of the commercial possibilities for creative writers;

- show a systematic understanding of the complexity and variety of work and funding opportunities open to creative writers;

- a sophisticated critical awareness of current practices and developments in achieving publication, whether self publication and promotion or working with professional agents and publishers

INDICATIVE CONTENT

- The module will be delivered through seminar and workshop which will address the broad commercial possibilities open to creative writers. A typical session will be divided into two halves, the first presenting and the second exploring in depth key issues and opportunities associated with a particular aspect of the writers' world .

- Areas of focus will include the following
    - Book publishing;
    - Periodical publishing;
    - Marketing creative writing; literary agents and their role in publishing;
    - Grants, bursaries, residencies (including Arts Council support, , cross-disciplinary collaborations for social , community and well-being projects)
    - The functioning of writers' organizations; the Welsh Academy, the Writers' Guild of Great Britain, Society of Authors, Royal Literary Fund and comparable organizations in the UK and further afield, organizations such as the Poetry Society, PEN. etc;
    - The relation of the writer to the academic world; the possibilities of employment at various levels; academic residencies for writers;
    - Writing for the media.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	To the equivalent of 8000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPEN7019**	
Module Title	**The Writer's World**	
Classification	**Reading List entry**	**Electronic***
Essential	*Writers' and Artists' Yearbook* London: A&C Black, latest edition.	☒
Essential	*Additional primary texts, appropriate to individual theme and interests will be selected by students in conjunction with their tutors.*	☐
Further	Clark, G. *Inside Book Publishing*, London: Routledge, 2019.	☒
Further	Danson, P. *Creative Writing and the New Humanities*, London: Routledge, 2004	☒
Further	Davies, G. *The Professionals' Guide to Publishing*, London: Kogan Page, 2011.	☒
Further	Finch, P. *How to Publish your Poetry*, London: Allison and Bushby, 1998.	☐
Further	Finch, P. *The Poetry Business*, Bridgend: Seren, 1994.	☐
Further	Harper, G. *Teaching Creative Writing*, London: Continuum, 2006	☐
Further	Jones, H. and C. Benson, *Publishing Law*, London: Routledge,2016.	☒
Further	Penn, J. *Business for Authors: How to be an Author Entrepreneur* (Books for Writers) London: CreateSpace, 2014	☒
Further	Penn, J. *Successful Self-Publishing: How to self-publish and market your book in ebook and print* (Books for Writers) London: Curl Up Press, 2017	☒

Further	Smith, K. and M. Ramdarshan Bold, *The Publishing Business: A Guide to Starting Out and Getting On* (Creative Careers), London: Bloomsbury, 2018	☒
Further	*The New Oxford Writers' Dictionary*, Oxford: Oxford University Press, 2005	☒
Further	Wade, S. and K. Walker, *Being a Professional Writer,* London: Emerald, 2020	☐

Module Code	**HPEN7020**
Title	**Writing Workshop: Researching and writing place and context**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To expand high level research skills by developing an understanding of and facility for the resources available to the creative writer.

- To enable students to develop a focused piece of writing in a genre of their own choosing by researching context and setting to frame and enhance their own writing

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:
- employ focused research to enhance originality in the conception, design, and execution of their finished creative work;
- exhibit a comprehensive level of general craftsmanship in the production of the project, and especially in the use of language and structure;
- a sophisticated ability to reflect critically on the coherence of their own work;
- a systematic understanding of the way(s) in which their own writing relates to recently published examples within a particular genre, or on a particular theme.

INDICATIVE CONTENT

- In any given year the module will support student writers in developing a critical awareness of the way(s) in which their writing might relate to recently published work within their chosen theme and genre;
- In any given year the module will be focussed upon one or two themes. For example, the module may concentrate upon issues of place;
- Students will submit written work to discussion fora and this will then be workshopped in class to develop critical pactice and creative dialogue with others about their own research and writing
- Particular attention may be paid to the following:
    - exploring the students' own relation to a particular place,
    - considering the importance of place in creative work generally, and the way(s) in which place figures in recently published work.
    - students will be expected to read widely from recently published works from a range of genres which engage with the chosen theme or themes.
    - students will be required to consolidate their material into a piece of creative writing in a genre of their own choosing;
    - demonstrating an understanding of the relationship of this piece to published work by producing a series of targeted critical reviews of relevant recently published material.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Creative Writing Assignment	to the equivalent of 6000 words	80%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Reviews	to the equivalent of 2000 words	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPEN7020**	
Module Title	**Writing Workshop: Researching and writing place and context**	
Classification	**Reading List entry**	**Electronic***
Essential	Gwyn, R. *The vagabond's breakfast.* Talybont: Alcemi. 2011.	☐
Essential	McEwan, I. *On Chesil Beach*, London: Vintage, 2008.	☐
Essential	Macfarlane, R. *Underland*, London: Penguin, 2019	☒
Essential	Price, M. *Aberystwyth Mon Amour*, London: Bloomsbury, 2009.	☐
Essential	Solnit, R. *A Field Guide To Getting Lost*, Edinburgh: Canongate Canons, 2010	☒
Essential	*Additional primary texts, appropriate to individual theme and interests will be selected by students in conjunction with their tutors.*	☐
Essential	*Students are expected to familiarize themselves with reviews from a range of literary/arts journals, for example,* Drama Review, London Review of Books, New Welsh Review.	☐
Further	Bell, J. *Doing Your Research Project*, Buckingham: Open University Press, 2005	☒
Further	Blaxter, L. et al. *How to Research,* Buckingham: Open University Press, 2010.	☐

Further	Butcher, J. *Copy-Editing: The Cambridge Handbook for Editors, Authors and Publishers*, Cambridge: Cambridge University Press, 2010.	☐
Further	Chisolm, A. *The Craft of Writing Poetry*, London: Allison and Bushby, 2001.	☐
Further	Dobyns, S. *Next Word Better Word*, Basingstoke: Macmillan, 2011.	☐
Further	Gooch, S. *Writing a Play*, London: A&C Black Ltd, 1988.	☐
Further	Hooker, J. *Poetry of Place,* Manchester: Carcanet, 1982.	☐
Further	Kaplan, D. *Rewriting*, London: A&C Black, 1998.	☐
Further	McKee, R. Story Structure, London: Methuen, 1988.	☐
Further	Nowottny, W. *The Language Poets Use*, London: Athlone Press, 1996.	☐
Further	Pope, R. *Textual Intervention: Critical and Creative Strategies for Literary Studies,* London: Routledge, 2000	☐
Further	Wells, G. *The Magazine Writer's Handbook,* London: Allison and Bushby, 1997.	☐

Module Code	**HPEN7021**
Title	**Creative Writing Project (Dissertation)**
Date	**04/03/2020**
Level	**7**
Credits	**60**
Pre-Requisites	

AIM(S)

- To enable students to develop and complete a substantial, publishable writing project recognised as a Master's level dissertation

- To develop students' ability to reflect critically on their project and develop writing strategies for their future practice

LEARNING OUTCOMES

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

- a deep understanding of the field in which they are working in both creative and critical practice;

- a high degree of originality and imagination in the conception, design and execution of their project;

- precise control over the techniques and conventions specific to that field (which may be demonstrated by purposeful flouting of such techniques and conventions);

- an ability to reflect critically on their own work and that of others.

INDICATIVE CONTENT

- Under the guidance of a creative writing tutor, students will be expected to complete a sophisticated creative writing project, equivalent to a Master's level dissertation.

- The project will be agreed with the project supervisor, but in most cases will be:
  - a collection of poetry;
  - a collection of short stories;
  - a novella or part of a novel;
  - a play;
  - a film or television script;
  - a work of prose non-fiction, (e.g., a biography or extended piece of travel writing or journalism.

Each student will be required to present an initial 1000-word outline of their project at the start of the module which will form the focus of preliminary tutorial discussions. Subsequently, students will be encouraged to develop their projects in a systematic, scholarly and professional manner with regular contact with their supervisor.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	10%
Independent learning	540	90%
Placement learning		
TOTAL	**600**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Final Master's level, dissertation equivalent Creative Writing Project	to the equivalent of 13,000 words*	80%

(* Clearly it is not possible to specify an exact word limit for such a project, so it will be up to the project supervisor to agree with the student what will be accepted as representing an appropriate amount of work for the particular field and topic chosen)

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Research essay	2000 words	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPEN7021**	
Module Title	**Creative Writing Project (Dissertation)**	
Classification	**Reading List entry**	**Electronic***
Essential	*Primary texts, appropriate to individual theme and interests will be selected by students in conjunction with their tutors.*	☐
Further	Becker, H. *Tricks of the Trade: how to think about our research while you're doing it*, University of Chicago Press, 2003.	☐
Further	Blaxter, L. et al. *How to Research*, Buckingham: Open University Press, 2010	☒
Further	Butcher, J. *Copy-Editing: The Cambridge Handbook for Editors, Authors and Publishers*, Cambridge: Cambridge University Press, 2010.	☒
Further	Dorner, J. *The Internet: A Writer's Guide,* London: A&C Black, 2009.	☐
Further	Hoffman, A. *Research for Writers*, London: A&C Black, 2003.	☐

Further	Kaplan, D. Rewriting, London: A&C Black, 1998.	☐
Further	Manser, M.H. *The Penguin Writer's Manual*, Harmondsworth: Penguin, 2002.	☐
Further	Writers' and Artists' Yearbook (Latest edition).	☐

Module Code	**HPEN7022**
Title	**Building Small Worlds: The Short Story in English**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**N/A**

AIM(S)

- To approach developments in Anglophone literature through the study of the cultural significance of a key literary form
- To understand the dissemination of the short story form into global English contexts

LEARNING OUTCOMES

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

- To examine the provenance and meaning of the short story in English
- To understand the significance of the short story as a vehicle of cultural expression in minority cultures within the UK and former colonies
- To explore the proliferation of short stories in translation
- To demonstrate this understanding of meaning and technique in the translation of a short story from the students home language into English or from close readings of translated short stories

INDICATIVE CONTENT

- The short story form and function
- Historical and cultural provenance
- Short stories from outside the centre - comparison with the novel
- Short stories from 19 C America
- Short stories from 20 C Ireland
- Womens short stories
- Short stories from former British colonies
- Contemporary short stories
- Short stories in translation –
- Literary translation.

- Contemporary short stories from India
- Contemporary short stories from China.
- Discussion and debate re translations

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Portfolio	4,000 words or, in the case of a translation, the equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPEN7022**	
Module Title	**Building Small Worlds: The Short Story in English**	
Classification	**Reading List entry**	**Electronic***
Essential	Selections of short stories will change from year to year	☐
Essential	Hunter, A. *The Cambridge introduction to the short story in English,* Cambridge : Cambridge University Press 2007	☐
Essential	O'Connor, F. *The Lonely Voice: A Study of the Short Story* , London: Melville House 2004	☐
Essential	Reid, I. *The Short Story* (The critical idiom 37), London : Routledge, 1994	☐

Further	*A companion to the British and Irish short story*, ed C.A. Malcolm & D. Malcolm, Chichester, U.K. : Wiley-Blackwell 2008	☐
Further	*British women short story writers : the new woman to now* ed. E. Young, J. Bailey, Edinburgh : Edinburgh University Press, 2015	☐
Further	Clarey, J.E. & S. Lohafer *Short story theory at the crossroads*, London : Louisiana University Press, 1989	☐
Further	Cox, A. *Writing short stories*, London ; New York : Routledge 2005	☐
Further	Iftekharuddin; F. *The postmodern short story : forms and issues,* (Society for the Study of the Short Story) Westport, Conn. ; London : Praeger 2003	☐
Further	*Katherine Mansfield and the (post)colonial,* ed. Wilson, J.; et al , Edinburgh : Edinburgh University Press 2013	☐
Further	Kuttainen, V. 'Settler Stories: Postcolonial Short Fiction'. In D. Head (Ed.), *The Cambridge History of the English Short Story* (pp. 358-376). Cambridge: Cambridge University Press, 2016	☐
Further	Landers, C.E., *Literary translation : a practical guide*, (Topics in translation ; 22).Clevedon : Multilingual Matters, 2001	☐
Further	Laughlin, C. The New Translators and Contemporary Chinese Literature in English: A Review of the Journals "Chinese Literature Today, Pathlight", and "Chutzpah!/Peregrine" *Chinese Literature: Essays, Articles, Reviews* Vol. 35 (December 2013), pp. 209-214	☐
Further	Liggins, E., A. Maunder & R. Robbins *The British short story*, Houndmills Basingstoke : Palgrave Macmillan 2011	☐
Further	Lothe, J., H.H.Skei & Winther, P. *The art of brevity : excursions in short fiction theory and analysis*, Columbia : University of South Carolina Press, 2004	☐
Further	May, C.E. *The short story : the reality of artifice* (Genres in context), New York ; London : Routledge, 2002	☐
Further	*Narratives of community: women's short story sequences* ed. R. Harde, Newcastle, UK: Cambridge Scholars Publishing 2007	☐
Further	Shaw, V. *The short story : a critical introduction*, London : Longman 1983	☐
Further	Srinivasa Iyengar, K. R. 'Contemporary Indian Short Story', *Indian Literature,* Vol. 13, No. 3 (September 1970), pp. 36-44	☐
Further	*The Cambridge History of the English Short Story* ed. D. Head, Cambridge: Cambridge University Press, 2016	☐

Further	*The Postcolonial Short Story: Contemporary Essays,* ed M.Awadalla, P.March-Russell, Palgrave Macmillan 2013	☒
Further	*Tropes and Territories: Short Fiction, Postcolonial Readings*, (Canadian Writings in Context) ed M.Dvořák, & W.H. New, Montreal ; Kingston ; London ; Chicago McGill-Queen's University Press, 2007	☒
Further	Valdeón, R.A., 'Topics and concepts in literary translation'*, Routledge Perspectives: Studies in Translatology.* Volume 26: Number 4 (2018); pp 459-462	☐
Further	Wright,C. *Literary translation*, London : Routledge, 2016	☒

Module Code	**HPEN7023**
Title	**MA Dissertation (TESOL)**
Date	**04/03/2020**
Level	**7**
Credits	**60**
Pre-Requisites	

AIM(S)

- To enable students to research and complete a substantial and high level piece of academic work informed by relevant current scholarship

LEARNING OUTCOMES

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

- demonstrate an advanced and sustained level of knowledge of a defined area of literary, language or related study;
- present a systematic and comprehensive piece of research work according to accepted scholarly conventions;
- demonstrate systematic use the resources of libraries and the Internet in order to further independent research;
- devise and adopt an appropriate and coherent structure for an extended piece of advanced research work;
- develop to a high level an extended piece of research from an initial proposal, through an outline, to the finished project.

INDICATIVE CONTENT

- In this module the individual student will choose to develop a topic both of interest to him/her and related to their Masters programme.
- The student will research his or her topic to an academic level appropriate to a Masters qualification and employ an explicit theoretical approach. The dissertation will be presented in a meticulously scholarly fashion.
- The student will work under the guidance of a supervisor. Regular meetings will be held between student and supervisor at mutually agreed intervals and as determined by current University guidelines.
- The student will be required to submit drafts of chapters to deadlines set by the tutor. The finished dissertation will then be submitted to a deadline established at the start of the module.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	600	100%
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Dissertation	15,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

N/A

Module Code	**HPGR7013**
Title	**Intensive Greek I**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**none**

AIM(S)

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

LEARNING OUTCOMES

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

- the ability to translate complex adapted passages;
- a thorough knowledge of grammar and syntax;
- the ability to acquire a basic vocabulary of approximately 500 words;
- dictionary skills.

INDICATIVE CONTENT

- 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.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	10	3%
Independent learning	290	97%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2500 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Examination	2 hours	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPGR7013**	
Module Title	**Intensive Greek I**	
Classification	**Reading List entry**	**Electronic***
Essential	The Joint Association of Classical Teachers (2016). Reading Greek: Grammar and Exercises. Cambridge: Cambridge University Press	☐
Essential	The Joint Association of Classical Teachers (2016). Reading Greek: Text and Vocabulary. Cambridge: Cambridge University Press.	☐
Further	Morwood, J. 2001. Oxford Grammar of Classical Greek, Oxford	☐
Further	Liddell & Scott, 1963. An Intermediate Greek-English Lexicon, Oxford. (ISBN 0199102066).	☐

Module Code	**HPGR7014**
Title	**Intensive Greek II**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**Intensive Greek I or equivalent**

AIM(S)

- To further enhance their level of knowledge of the Greek language (grammar, syntax, vocabulary) to the point where they can read more complex adapted and easier un-adapted Greek texts.

- To acquire greater reading, translation, and comprehension skills while developing skills of literary analysis and appreciation through acquiring knowledge of literary techniques.

LEARNING OUTCOMES

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

- a knowledge of all the major grammatical and syntactical constructions of the Greek language, and of a wide range of vocabulary;

- an appreciation of some more common literary techniques and devices and an ability to analyse a prepared passage in terms of literary features;

- the ability to translate and demonstrate an understanding of more complex adapted and easier un-adapted Greek texts independently, with the use of a reference grammar and a dictionary.

INDICATIVE CONTENT

- This module also introduces students to un-adapted Greek literature.

- In addition, students will read selections of extracts from Greek authors which will gradually be integrated into the grammar-based learning.

- The module will focus primarily on translation techniques and on understanding the grammar and syntax of the Greek.

- Students will, however, also be strongly encouraged to begin to develop their skills of literary criticism, through discussion of the literary style and content of the Greek, and of the techniques the authors employ.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	10	3%
Independent learning	290	97%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2500 words	50%

Assessment Component 2
(Tick one)

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

Mode of assessment	Volume	Weighting
Examination	2 hours	50%

Assessment Summary

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

Module Code	**HPGR7014**	
Module Title	**Intensive Greek II**	
Classification	**Reading List entry**	**Electronic***
Essential	The Joint Association of classical Teachers (2016). Reading Greek: Grammar and Exercises. Cambridge: Cambridge University Press	☐
Essential	The Joint Association of Classical Teachers (2016). Reading Greek: Text and Vocabulary. Cambridge: Cambridge University Press	☐
Further	Morwood, J. 2001. Oxford Grammar of Classical Greek, Oxford.	☐

Module Code	HPGR7017
Title	Short Poetic Forms (Advanced Greek)
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	Intensive Greek 2 or equivalent

AIM(S)

To enable students:

- to translate accurately the Greek language of a selection of poetical texts at an advanced level;
- to develop further knowledge of Greek grammar and syntax through translation of the verse text(s) studied and unseen translation work;
- further develop skills of literary analysis and interpretation, gain an understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

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

- demonstrate advanced knowledge of Greek grammar and syntax through translation of the text studied and unseen translation work;
- demonstrate sound knowledge of the text studied and modern scholarship on this text in literary and linguistic analysis.

INDICATIVE CONTENT

- Students will study a selection of Greek short poetic forms, such as lyric and epigram. Distance learners will submit set sections of translation and commentary for tutor comments. Detailed language work will be combined with the development of skills of literary criticism and attention to the historical and literary context of the works studied. In order to help students translate with greater skill and accuracy the module contains an unseen translation component to continue linguistic teaching at an advanced level. Students in this module are taught in the same group as students in Short poetic forms (further advanced).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	300	100
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting

Portfolio	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPGR7017	
Module Title	**Short Poetic Forms (Advanced Greek)**	
Classification	**Reading List entry**	**Electronic***
Essential	*The Cambridge companion to Greek lyric*, ed. by Felix Budelmann, Cambridge Companions to Literature (Cambridge ; New York: Cambridge University Pr., 2009).	☐
Essential	Gregory O. Hutchinson, *Greek lyric poetry: a commentary on selected larger pieces : Alcman, Stesichorus, Sappho, Alcaeus, Ibycus, Anacreon, Simonides, Bacchylides, Pindar, Sophocles, Euripides* (Oxford ; New York: Oxford University Pr., 2001).	☐
Further	Further set text depending on the selection read in any given year. Normally the set text is chosen either from the Oxford Classical Texts or the Cambridge Greek and Latin Classics series, e.g.	☐
Further	Hopkinson, N. (2021). A Hellenistic Anthology (Cambridge Greek and Latin Classics). Cambridge: Cambridge University Press.	☐
Further	Budelmann, F. (2018). Greek Lyric: A Selection (Cambridge Greek and Latin Classics). Cambridge: Cambridge University Press. doi:10.1017/9781139049085	☐
Further	*The look of lyric : Greek song and the visual*, ed. by Vanessa Cazzato, André Lardinois and Anastasia-Erasmia Peponi, Mnemosyne. Supplements, 391 - Studies in Archaic and Classical Greek Song, 1 (Leiden ; Boston (Mass.): Brill, 2016).	☒
Further	Pauline A. LeVen, *The many-headed muse: tradition and innovation in late classical Greek lyric poetry* (Cambridge ; New York: Cambridge University Pr., 2014).	☒
Further	Douglas E. Gerber, *A companion to the Greek lyric poets*, Mnemosyne. Supplements, 173 (Leiden: Brill, 1997).	☐
Further	Dialect, diction, and style in Greek literary and inscribed epigram, ed. by Evina Sistakou and Antonios Rengakos, Trends in Classics. Supplementary Volumes, 43 (Berlin: De Gruyter, 2016).	☐
Further	Archaic and classical Greek epigram, ed. by Manuel Baumbach, Andrej Petrović and Ivana	☐

	Petrović (Cambridge; New York: Cambridge University Pr., 2010).	

Module Code	**HPGR7018**
Title	**Short Poetic Forms (Further Advanced Greek)**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**Advanced Greek or equivalent**

AIM(S)

To enable students:

- to translate accurately the Greek language of a selection of poetic texts at an advanced level;
- to develop further knowledge of Greek syntax through translation of the texts studied and unseen translation work;
- to develop knowledge of textual transmission and textual criticism in relation to the set text(s);
- further develop skills of literary analysis and interpretation, gain an understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

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

- demonstrate advanced knowledge of Greek syntax through translation of the text studied and unseen translation work;
- demonstrate sound knowledge of the text studied and modern scholarship on this text in literary and linguistic analysis.

INDICATIVE CONTENT

- Students will study a selection of Greek short poetic forms, such as lyric and epigram. Complementary set text for Short Poetic Forms (further advanced) includes more challenging passages than read in the module Short poetic Forms (advanced), either in terms of language, textual criticism, or literary contextualisation. Distance learners will submit set sections of translation and commentary for tutor comments. Detailed language work will be combined with the continued development of skills of literary and textual criticism and attention to the historical context of the works studied. In order to reach a more nuanced translation, the module contains an unseen translation component to continue linguistic teaching at a further advanced level. Students in this module are taught in the same group as students in Short Poetic Forms (advanced).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	300	100
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPGR7018**	
Module Title	**Short Poetic Forms (Further Advanced Greek)**	
Classification	**Reading List entry**	**Electronic***
Essential	*The Cambridge companion to Greek lyric*, ed. by Felix Budelmann, Cambridge Companions to Literature (Cambridge ; New York: Cambridge University Pr., 2009).	☐
Essential	Gregory O. Hutchinson, *Greek lyric poetry: a commentary on selected larger pieces : Alcman, Stesichorus, Sappho, Alcaeus, Ibycus, Anacreon, Simonides, Bacchylides, Pindar, Sophocles, Euripides* (Oxford ; New York: Oxford University Pr., 2001).	☐
Further	Set text depending on the selection read in any given year. Normally the set text is chosen either from the Oxford Classical Texts or the Cambridge Greek and Latin Classics series, e.g.	☐
Further	Hopkinson, N. (2021). A Hellenistic Anthology (Cambridge Greek and Latin Classics). Cambridge: Cambridge University Press.	☐
Further	Budelmann, F. (2018). Greek Lyric: A Selection (Cambridge Greek and Latin Classics). Cambridge: Cambridge University Press. doi:10.1017/9781139049085	☐
Further	*The look of lyric : Greek song and the visual*, ed. by Vanessa Cazzato, André Lardinois and Anastasia-Erasmia Peponi, Mnemosyne. Supplements, 391 - Studies in Archaic and Classical Greek Song, 1 (Leiden ; Boston (Mass.): Brill, 2016).	☒
Further	Pauline A. LeVen, *The many-headed muse: tradition and innovation in late classical Greek lyric poetry* (Cambridge ; New York: Cambridge University Pr., 2014).	☒
Further	Douglas E. Gerber, *A companion to the Greek lyric poets*, Mnemosyne. Supplements, 173 (Leiden: Brill, 1997).	☐
Further	Dialect, diction, and style in Greek literary and inscribed epigram, ed. by Evina Sistakou and	☐

	Antonios Rengakos, Trends in Classics. Supplementary Volumes, 43 (Berlin: De Gruyter, 2016).	
Further	Archaic and classical Greek epigram, ed. by Manuel Baumbach, Andrej Petrović and Ivana Petrović (Cambridge ; New York: Cambridge University Pr., 2010).	□

Module Code	**HPGR7019**
Title	**Greek historiography (Advanced Greek)**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**Intensive Greek 2 or equivalent**

AIM(S)

To enable students:

- to translate accurately the Greek language of a selection of historiographical texts at an advanced level;
- to develop further knowledge of Greek grammar and syntax through translation of the verse text(s) studied and unseen translation work;
- further develop skills of literary analysis and interpretation, gain an understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

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

- demonstrate advanced knowledge of Greek grammar and syntax through translation of the text studied and unseen translation work;
- demonstrate sound knowledge of the text studied and modern scholarship on this text in literary and linguistic analysis.

INDICATIVE CONTENT

- Students will study selection Greek historiographical texts, such as Herodotus, Thucydides, Xenophon, Diodorus Siculus, Polybius, and fragmentary historians. Distance learners will submit set sections of translation and commentary for tutor comments. Detailed language work will be combined with the development of skills of literary criticism and attention to the historical and literary context of the works studied. In order to help students translate with greater skill and accuracy the module contains an unseen translation component to continue linguistic teaching at an advanced level. Students in this module are taught in the same group as students in Greek historiography (further advanced).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	300	100
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPGR7019**	
Module Title	**Greek historiography (Advanced Greek)**	
Classification	**Reading List entry**	**Electronic***
Essential	Hornblower, Simon. A Commentary on Thucydides. Volumes 1-3. Oxford ; New York: Oxford University Press.	☒
Essential	*A commentary on Herodotus. 1,: Books I-IV*, ed. by David Asheri, Alan B. Lloyd, Aldo Corcella, Oswyn Murray, Alfonso Moreno, Maria Brosius and Barbara Graziosi (Oxford ; New York: Oxford University Pr., 2007).	☒
Essential	*The Cambridge companion to Xenophon*, ed. by Michael A. Flower, Cambridge Companions to Literature (Cambridge: Cambridge University Pr., 2017).	☒
Further	Set text depending on the selection read in any given year. Normally the set text is chosen either from the Oxford Classical Texts or the Cambridge Greek and Latin Classics series, e.g.	☐
Further	Hornblower, S., & Pelling, C. (2017). Herodotus: Histories Book VI (Cambridge Greek and Latin Classics). Cambridge: Cambridge University Press. doi:10.1017/9781139299725	☐
Further	Jones, and Jones, Henry Stuart. Thucydidis Historiae. Scriptorum Classicorum Bibliotheca Oxoniensis. Oxonii: E Typographeo Clarendoniano, 1898.	☐
Further	Marincola, John. A Companion to Greek and Roman Historiography. Blackwell Companions to the Ancient World. Literature and Culture. Malden, Mass. ; Oxford: Blackwell, 2007.	☒
Further	Rengakos, Tsakmakis, Rengakos, Antonios, and Tsakmakis, Antonis. Brill's Companion to Thucydides. Brill's Companions to Classical Studies. Leiden: Brill, 2006.	☒
Further	Connor, Walter Robert. Thucydides. Princeton: Princeton University Press, 2013.	☐
Further	Dewald, Carolyn., and John. Marincola. The Cambridge Companion to Herodotus. Cambridge Companions to Literature. Cambridge: Cambridge University Press, 2006.	☐

Further	Bakker, Jong, Wees, Bakker, Egbert J, Jong, Irene J. F. De, and Wees, Hans Van. Brill's Companion to Herodotus. Leiden: Brill, 2002.	□

Module Code	**HPGR7020**
Title	**Greek historiography (Further Advanced Greek)**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**Advanced Greek or equivalent**

AIM(S)

To enable students:

- to translate accurately the Greek language of a selection of prose texts at an advanced level;
- to develop further knowledge of Greek syntax through translation of the texts studied and unseen translation work;
- to develop knowledge of textual transmission and textual criticism in relation to the set text(s);
- further develop skills of literary analysis and interpretation, gain an understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

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

- demonstrate advanced knowledge of Greek syntax through translation of the text studied and unseen translation work;
- demonstrate sound knowledge of the text studied and modern scholarship on this text in literary and linguistic analysis.

INDICATIVE CONTENT

- Students will study selection Greek historiographical texts, such as Herodotus, Thucydides, Xenophon, Diodorus Siculus, Polybius, and fragmentary historians. Complementary set text for Greek historiography (further advanced) includes more challenging passages than read in the module Greek historiography (advanced), either in terms of language, textual criticism, or literary contextualisation. Distance learners will submit set sections of translation and commentary for tutor comments. Detailed language work will be combined with the continued development of skills of literary and textual criticism and attention to the historical context of the works studied. In order to reach a more nuanced translation, the module contains an unseen translation component to continue linguistic teaching at a further advanced level. Students in this module are taught in the same group as students in Greek historiography (advanced).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	300	100
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPGR7020**	
Module Title	**Greek historiography (Further Advanced Greek)**	
Classification	**Reading List entry**	**Electronic***
Essential	Hornblower, Simon. A Commentary on Thucydides. Volumes 1-3. Oxford ; New York: Oxford University Press.	☒
Essential	*A commentary on Herodotus. 1,: Books I-IV*, ed. by David Asheri, Alan B. Lloyd, Aldo Corcella, Oswyn Murray, Alfonso Moreno, Maria Brosius and Barbara Graziosi (Oxford ; New York: Oxford University Pr., 2007).	☒
Essential	*The Cambridge companion to Xenophon*, ed. by Michael A. Flower, Cambridge Companions to Literature (Cambridge: Cambridge University Pr., 2017).	☒
Further	Set text depending on the selection read in any given year. Normally the set text is chosen either from the Oxford Classical Texts or the Cambridge Greek and Latin Classics series, e.g.	☐
Further	Hornblower, S., & Pelling, C. (2017). Herodotus: Histories Book VI (Cambridge Greek and Latin Classics). Cambridge: Cambridge University Press. doi:10.1017/9781139299725	☐
Further	Jones, and Jones, Henry Stuart. Thucydidis Historiae. Scriptorum Classicorum Bibliotheca Oxoniensis. Oxonii: E Typographeo Clarendoniano, 1898	☐

Further	Marincola, John. A Companion to Greek and Roman Historiography. Blackwell Companions to the Ancient World. Literature and Culture. Malden, Mass. ; Oxford: Blackwell, 2007.	☒
Further	Rengakos, Tsakmakis, Rengakos, Antonios, and Tsakmakis, Antonis. Brill's Companion to Thucydides. Brill's Companions to Classical Studies. Leiden: Brill, 2006.	☒
Further	Connor, Walter Robert. Thucydides. Princeton: Princeton University Press, 2013.	☐
Further	Dewald, Carolyn., and John. Marincola. The Cambridge Companion to Herodotus. Cambridge Companions to Literature. Cambridge: Cambridge University Press, 2006.	☐
Further	Bakker, Jong, Wees, Bakker, Egbert J, Jong, Irene J. F. De, and Wees, Hans Van. Brill's Companion to Herodotus. Leiden: Brill, 2002.	☐

Module Code	**HPHE7001**
Title	**Heritage in the Political World: Communities and Comparative Aspects**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To explore the connections between heritage activity and the socio-political contexts in which it is undertaken;
- To interrogate how the past is conceived, created and represented in (and by) different social agents (individuals, communities, heritage organisations)

LEARNING OUTCOMES

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

- a sophisticated knowledge of the social and political contexts within which heritage is conceived and practised;
- a critical understanding of concepts and theories relating to the nature of the past and its relationship to heritage;
- a sophisticated awareness of the various issues involved in the creation, representation and preservation of tangible and intangible heritages and public engagement with these;
- a critical awareness of the problematic nature of the provenance, survival, meaning and significance of heritage materials.

INDICATIVE CONTENT

- This module explores the political aspect of heritage (preservation, presentation and management) in both a local and a global context, adopting the approach that heritage is a form of cultural practice. It focuses on the relationship between local communities and their past and how/why this is manipulated to create a sense of belonging, identity, or equally to exclude. To understand and interrogate the use and value of tangible and intangible heritages these are examined within the wider political, economic and institutional setting within which they are interpreted. The module explores the role that heritage plays in the construction of identities at the individual, community, ethnic and/or national level and at a global (world heritage) level, as well as its place as an agent of social action.

- These issues are explored using a variety of case studies relating to the research interests of staff teaching on the module. These might include: the processes and criteria involved in assigning World Heritage status to sites and monuments (Turkey and Liverpool), community archaeology in Cyprus, dark tourism, political/ideological destruction of cultural heritage in the Near East, museums and identity, 21st century reception of the slave trade.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500-words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPHE7001**	
Module Title	**Heritage in the Political World: Communities and Comparative Aspects**	
Classification	**Reading List entry**	**Electronic***
Essential	Anaheir, H.K. and Y.R. Isar 2011. Cultures and Globalization: Heritage, Memory and Identity. London: Sage	☐
Further	Benton, R. (ed.) 2010. Understanding Heritage and Memory (Understanding Global Heritage). Manchester: Manchester University Press	☐
Essential	Harrison, R. 2010. Understanding the Politics of Heritage (Understanding Global Heritage). Manchester: Manchester University Press	☐
	Joyce, R. and Gillespie, S. (eds) 2015. Things in Motion: Object Itinieraries in Anthropological Practice. Santa Fe: School for Advanced Research.	☐
Essential	Meskell, L. 2015. *Global Heritage: A Reader*. Malden: Wiley Blackwell.	☒
Essential	Sørensen, M.-L., John Carman, J. 2009. *Heritage Studies: Methods and Approaches*. Abingdon: Routledge.	☒
Essential	Stylianou-Lambert and Bounia, A. 2016. The Political Museum: Power Conflict and Identity in Cyprus. London: Routledge	☐
Further	Carmen, J. 2005 Against Cultural Property: archaeology, heritage and ownership London: Duckworth	☐

Further	Fairlough, G. et al 2008. The Heritage Reader. London: Routledge	☐
Further	Harmanşah, Ö. 2015. ISIS, Heritage, and the Spectacles of Destruction in the Global Media. Near Eastern Archaeology 78(3): 170-7.	☒
Further	Hu, J. Feng, X. and Zhang, M. 2015. Study on the Authenticity of Intangible Cultural Heritage —Take Guangdong Nanhai Boluodan Temple Fair as an Example. Open Journal of Social Sciences. 3: 277-84	☒
Further	Labadi, S and C. Lang 2010. Heritage and Globalisation, London: Routledge	☐
Further	Lowenthal, D. 1998 The Heritage Crusade and the Spoils of History CUP	☐
Further	Lowenthal, D. 1985 The Past is a Foreign Country. Cambridge: CUP	☐
Further	Hu, J. Feng, X. and Zhang, M. 2015. Study on the Authenticity of Intangible Cultural Heritage —Take Guangdong Nanhai Boluodan Temple Fair as an Example. Open Journal of Social Sciences, 3: 277-284	☒
Further	Magee, R. & Gilmore, A. 2015. Heritage site management: from dark tourism to transformative service experience? The Service Industries Journal 35: 898-917	☐
Further	Pendlebury, J., Short, M. and White, 2009. Urban World Heritage Sites and the Problem of Authenticity. *Cities* 26: 349-58.	☒
Further	West, S. (ed) 2010. Understanding Heritage in Practice (Understanding Global Heritage). Manchester: Manchester University Press.	☐

Module Code	**HPHE7002**
Title	**Unravelling Heritage: History, Theory, Methods**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To enable students to explore the connections between Heritage activity and the political, legal and institutional contexts in which it is undertaken and to investigate how the past is conceived and represented in (and by) various Heritage agencies and providers.

- Enable students to select and apply appropriate methodologies for different types of research questions and to make informed judgements in the absence of complete data or evidence

LEARNING OUTCOMES

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

- Demonstrate a comprehensive and sophisticated knowledge of various methodologies, approaches and ethical issues faced in Heritage Studies as well as a critical understanding of the political, legal and institutional frameworks within which Heritage is conceived and practised;

- Show a sophisticated awareness of the various issues involved with the public display of, and engagement with, the material culture of the past as well as a critical grasp of the problematic nature of the provenance, survival, meaning and significance of artefacts and source materials.

INDICATIVE CONTENT

- Defining Heritage
- Cultural Heritage & Memory
- Tangible & Intangible Heritage
- Heritage Methodologies
- Heritage, Identity & Migration
- Museums and Heritage
- Heritage Education
- Heritage Ecologies including Heritage Tourism
- Heritage and Decay
- Conflict & Post-Conflict Heritage

- Case Study: Museums – local, regional, global

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Review of an newspaper article or documentary	1500 words	20%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	3500 words	40%

Assessment Component 3

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

Mode of assessment	Volume	Weighting
Discussion Paper	2500 words	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPHE7002**	
Module Title	**Unravelling Heritage: History, Theory, Methods**	
Classification	**Reading List entry**	**Electronic***
Essential	Ambrose, T., Paine, C. 2018. Museum Basics: The International Handbook. London: Routledge**.**	☒
Essential	Meskell, L. 2015. *Global Heritage: A Reader*. Malden: Wiley Blackwell.	☒
Essential	Sørensen, M.-L., John Carman, J. 2009. *Heritage Studies: Methods and Approaches*. Abingdon: Routledge.	☒
Further	Bakshi, A. 2017. *Topographies of Memories: A New Poetics of Commemoration.* Cham: Palgrave.	☐

Further	Corsane, G. 2005. *Heritage, Museums & Galleries: An Introductory Reader*. London: Routledge.	☐
Further	DeSilvey, C. 2017. *Curated Decay: Heritage beyond Saving*. Minneapolis: University of Minnesota Press.	☐
Further	Graham, B., Howard, P. 2008. *The Ashgate Research Companion to Heritage and Identity*. Aldershot: Ashgate.	☐
Further	Hillerdal, C., Karlström, A., Ojala, G.-G. 2017. *Archaeologies of "Us" and "Them": Debating History, Heritage and Indigeneity*. London: Routledge.	☐
Further	Howard, P. 2003. *Heritage: Management, Interpretation, Identity*. London: Continuum.	☐
Further	Kila, J.D. 2012. *Heritage under Siege: Military Implementation of Cultural Property Protection Following the 1954 Hague Convention.* Leiden: Brill.	☐
Further	Koerner, S., Russell, I. 2016. *Unquiet Pasts: Risk Society, Lived Curlutral Heritage, Re-designing Reflexivity.* London: Routledge.	☐
Further	Makuvaza, S. 2018. *Aspects of Management Planning for Cultural World Heritage Sites Principles, Approaches and Practices*. Cham: Springer.	☐
Further	Silverman, H., Waterton, E., Watson, S. 2017. *Heritage in Action: Making the Past in the Present*. Cham: Springer.	☐
Further	Smith, L. 2006. Uses of Heritage. Abingdon: Routledge.	☐
Further	Smith, L.J and Waterton, E. 2009. *Heritage, Communities and Archaeology*. Duckworth.	☐
Further	West, S. 2010. *Understanding Heritage in Practice*. Manchester: Manchester University Press.	☐

Module Code	**HPHE7003**
Title	**Welsh History and Heritage**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To develop students' critical understandings of key issues surrounding Welsh history and national identity, and to harness skills requisite for applied independent research.

LEARNING OUTCOMES

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

- Evaluate key issues surrounding Welsh history and national identity, and how these are manifested in contemporary culture and in heritage sites/institutions/practices.

- Carry out independent research accessing specialist materials from local heritage sites, museums, archives, libraries, websites and databases.

INDICATIVE CONTENT

- The module combines: a) an overview of key aspects of Welsh history; b) analyses of Welsh national identities as manifested in heritage sites/institutions/practice; c) introductions to key research skills. The thematic aspects of the module focus on modern Welsh history from the late 18thcentury onwards, plus the influence that medieval history of Wales has had on national identity and the Welsh national 'revival' of the 19th century. Alongside this, students will be introduced both to important local heritage sites and to key repositories, libraries and archives that can be used to research Welsh history and heritage.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Annotated Bibliography: Primary Sources	2000 words	20%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Critical Analysis of a Heritage Site	2000 words	20%

Assessment Component 3

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

Mode of assessment	Volume	Weighting
Essay based on original research	5000 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPHE7003**	
Module Title	**Welsh History and Heritage**	
Classification	**Reading List entry**	**Electronic***
Essential	John Davies, *A History of Wales* (London: Penguin Books, 1994)	☒
Essential	Kenneth O. Morgan, *Rebirth of a Nation: Wales 1880–1980* (Oxford: Univeristy of Wales Press, 1981).	☐
Essential	Huw Pryce, *J.E. Lloyd and the Creation of Welsh History: Renewing a Nation's Past* (Cardiff: University of Wales Press, 2011).	☐
Essential	*A New History of Wales: Myths and Realities in Welsh history*, ed. by H.V. Bowen (Llandysul: Gomer, 2011).	☐
Essential	*History Beyond the Text: A Student's Guide to Approaching Alternative Sources* ed. by C.M. Peniston-Bird, CM and Sarah Barber (Abington, Oxon: Routledge, 2009).	☐

Essential	*Debating New Approaches to History* ed. by Marek Tammb and Peter Burke (London: Bloomsbury, 2018)	☐
Essential	K. Harvey, *History and Material Culture: A Student's Guide to Approaching Alternative Sources* (Abington, Oxon: Routledge, 2009).	☐
Further	Chris Evans, *Slave Wales: The Welsh and Atlantic Slavery, 1660–1850* (Cardiff: University of Wales Press, 2010).	☐
Further	Dai Smith, *A People and a Proletariat: Essays in the History of Wales, 1780-1980* (Pluto Press in association with Llafur, the Society for the Study of Welsh Labour History, 1980.)	☐
Further	Gwyn Alf Williams, *When Was Wales?* (London: Penguin 1985)	☐
Further	John L. Williams, *Was Wales Industrialised? Essays in Modern Welsh History* (Gomer Press, 1995).	☐
Further	Russell Davies. *Peoples, Places, Passions in Wales, 1870-1945* (Cardiff: UWP, 2015)	☐
Further	D. Gareth Evans, *A History of Wales, 1815-1906* (Cardiff:. University of Wales Press, 1989).	☐
Further	H.V. Bowen, *Heroes and Villains in Welsh History: A New History of Wales* (Llandysul, Ceredigion: Gomer, 2012).	☐
Further	Raymond Williams, *Who Speaks for Wales? Nation, Culture, Identity* (Cardiff: University of Wales Press, 2003).	☐
Further	*Monastic Wales: New Approaches* ed. by Janet E. Burton and Karen Stöber (Cardiff: University of Wales Press, 2013).	☐
Further	J. Geraint Jenkins, *Getting Yesterday Right: Interpreting the Heritage of Wales* (Cardiff: University of Wales Press, 1992).	☐
Further	Rhiannon Mason *Museums, Nations, Identities: Wales and its National Museums* (Cardiff : University of Wales Press 2007).	☐
Further	Daniel G. Williams, *Black Skin, Blue Books: African Americans and Wales, 1845-1945* (Cardiff: University of Wales Press, 2012).	☐
Further	Mike Benbough-Jackson, *Cardiganshire and the Cardi, c.1760-c.2000: Locating a Place and its People* (Cardiff : University of Wales Press, 2011).	☐
Further	Martin Johnes. *Wales since 1939* (Manchester: Manchester University Press, 2012).	☐

Module Code	**HPHE7004**
Title	**Work Placement**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To engage with and develop a critical understanding of work related issues and an awareness of professional standards
- To embed students in a formal work-based setting and environment or practioner for up to four weeks with the aim of making a valid contribution to the aims, objectives or of the organisation or practioner concerned.

LEARNING OUTCOMES

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

- understand how the host organisation operates within the context of the archaeological, heritage or wider working community
- gain valuable directly transferable work-place skills which may relate to implementation of practice through to development of practical or technological skills.
- disseminate this experience reflexively through a range of platforms demonstrating excellent communication skills

INDICATIVE CONTENT

Presenting the research findings in line with academic conventions.

- A mutually agreed placement engaging a programme of work within a work-based setting.
- Making an effective contribution to the day to day running, management, or development of the host organisation, within their aims and objectives
- Critically engage with the work environment and its placement within a broader archaeological or heritage sector, gaining an awareness of limitations and aspirations within these limits
- Identifying key issues that affect the organisation and how this is understood within the academic as well as the work-based context

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	6	2
Independent learning		
Placement learning	294	98
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500 words equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPHE7004**	
Module Title	**Work Placement**	
Classification	**Reading List entry**	**Electronic***
Essential	Blockley, M.R., 2006. *Heritage interpretation*, London ; New York: Routledge.	☐
Essential	Mann, R., 2003. *On the trail of the industrial revolution : UK guide to industrial heritage sites & museums*, Bournemouth?]: Gateway Books International.	☐
Essential	Poulios, Ioannis, 2014. *The Past in the Present*, Ubiquity Press	☒
Further	McCabe, M. 2014 How to get an Internship or Work Placement. Create Space Independent Publishing Platform	☐
Further	Museums Association, 2002. *Code of ethics for museums : ethical principles for all who work for or govern museums in the UK*, London: Museums Association.	☐
Further	Labadi, S., 2011. *Evaluating the Socio-Economic Impacts of Selected Regenerated Heritage Sites in Europe. European Cultural Foundation*, European cultural foundation.	☒
Further	Shackley, M., 1998. *Visitor management : case studies from World Heritage Sites*, Oxford: Butterworth-Heinemann.	☐
Further	Ramenofsky, A.F. & Steffen, A., 1998. *Unit issues in archaeology: measuring time space and material*, Salt Lake City: Utah U.P.	☐

Module Code	HPHI7008
Title	Fact or Fiction? Literature and History
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To explore the relationship between historical 'fact' and the fictions of the past, and the problems and potentialities of literary approaches to history

LEARNING OUTCOMES

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

- Critically engage with the literature produced in various historical periods
- Consider the potential usefulness of historical narratives produced by writers during other time periods
- Understand the different theoretical models and methodologies used to explore these concepts

INDICATIVE CONTENT

- Introduction to theories and methodologies: e.g. historicism, new historicism, historical criticism, postmodernism and literary theories
- Part One: Narratives from the past – examining fictional works from the past which shed light on the society and culture of the period that produced them.
    - Works might include Shakespeare's *The Taming of the Shrew*, 'The Lais of Marie de France', Voltaire's *Candide*, Conrad's *Heart of Darkness* and Stoker's *Dracula*
- Part Two: Narratives of the past – we will then shift focus to look at works set in a particular historical period, and reflect on their manipulation of the past for particular social or political purposes.
    - Works might include 'The Song of Roland', Shakespeare's *Richard III,* Walter Scott's *Ivanhoe*, T.H. White's *The Once and Future King*, and Julian Rathbone's *The Last English King*.
- Part Three: Narrative and memory – we will examine the relationship between literature, memory and history, reflecting on the potentialities and problems associated with memory studies and literature.
    - Works might include Art Spiegelmann's *Maus*, Primo Levi's *The Drowned and the Saved*, Tim O'Brien's *The Things They Carried*, Orhan Pamuk's *Istanbul*.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7000–9000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPHI7008**	
Module Title	**Fact or Fiction? Literature and History**	
Classification	**Reading List entry**	**Electronic***
Essential	Paul Hamilton, *Historicism* (London, 1996)	☐
Essential	H. Aram Veeser *The new historicism* (London, 1994)	☐
Essential	D. Chandler and R. Munday, *Historicism* (Oxford, 2011)	☐
Further	Stefan Eich and Adam Tooze, 'The Allure of Dark Times: Max Weber, Politics and the Crisis of Historicism', *History and Theory* Vol.56 (2017) pp.197-215	☒
Further	Richard Dutton and Richard Wilson, *New Historicism and Renaissance drama* (London, 1992)	☐
Further	Ryan Kiernan, *New historicism and cultural materialism : a reader* (London, 1996)	☐
Further	Vladimir Propp, *Morphology of the folk tale*, trans. Laurence Scott and Louis A. Wagner (Austin, 1968)	☐
Further	Claude Lévi-Strauss, *Structural anthropology*, Vol.1&2 (Harmondsworth, 1972)	☐
Further	Stanley Eugene Fish*, Is There a Text in this Class?: The Authority of Interpretive Communities* (Harvard, 1980)	☐
Further	Gérard Genette, *Narrative Discourse: An Essay in Method* (New York, 1972)	☐

Module Code	HPHI7009
Title	History and Historians
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To provide students with a systematic understanding of the content, context, cultural and historical importance of a selection of medieval historical texts, and 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 historical narratives;
- critically analyse, interpret and evaluate specific examples of primary medieval sources and the hypotheses proposed about these texts in a range of secondary sources;
- transmit their understanding and knowledge of key aspects of these medieval texts orally in class and textually in written coursework.

INDICATIVE CONTENT

This module explores the way in which people in the Middle Ages conceptualised the world and their past. We will examine different types of historical writing and the different approaches they took in, for example, Chronicles, Histories, Annals, Biographies, and Gestae (Deeds). For example, what were the models for writing history? Did the future have a place in the writing of history? Why did some people write world chronicles and others national chronicles? What was the place of biography? We will explore these and other questions focused on material mostly from Western Europe to c. 1300.

On successful completion of this unit students will have developed: (1) a broad understanding of the development of history writing in the Middle Ages; (2) the ability to analyse and generalise about how and why approaches to the writing of history evolved in the way they did; (3) the ability to select pertinent evidence/data in order to illustrate/demonstrate more general issues and arguments; (4) the ability to identify a particular academic interpretation, evaluate it critically, and form an individual viewpoint.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Oral presentation with PowerPoint or visual aids	10–15 minutes	20%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
portfolio	Equivalent to 6,000 words	80%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPHI7009**	
Module Title	**History and Historians**	
Classification	**Reading List entry**	**Electronic***
Essential	Chris Given-Wilson, *Chronicles. The writing of history in medieval England* (2004)	☐
Essential	William R.Leckie, *The passage of dominion. Geoffrey of Monmouth and the periodization of insular history in the twelfth century* (1981)	☐
Essential	Monika Otter, *Inventiones: fiction and referentiality in twelfth-century English historical writing* (1996)	☐
Essential	Gabrielle M. Spiegel, 'History, Historicism and The Social Logic of the Text in the Middle Ages', *Speculum* 65 (1990), 59-86	☒
Essential	N. Partner, *Serious Entertainments: The Writing of History in Twelfth-century England* (1977)	☐
Essential	Elizabeth Freeman, *Narratives of a New Order: Cistercian Historical Writing in England, 1150–1220* (2002)	☐

Essential	Antonia Gransden, *Historical Writing in England: c. 500 to c. 1307* (1996)	

Module Code	**HPHI7010**
Title	**Introduction to Digital Humanities**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To explore new forms of historical enquiry supported by emerging digital humanities

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

- Critically engage with a range of digital outputs
- Consider the potential usefulness and limitations of such research outputs
- Acquire basic skills in programming, web design, database construction and XML

INDICATIVE CONTENT

- Digital Resources in the Humanities - Introducing a range of issues involved in the design, creation, management and use of digital resources in the humanities.
- Internet Technologies - Exploring the basic concepts of markup, website structuring and design, and issues involved in generating, evaluating and delivering online content effectively.
- Introduction to Programming and Scripting - Introducing the fundamental principles of computer programming and scripting languages through practical application in the context of automated web browser and document manipulation.
- Structured Data – Thinking through the issues, techniques, technologies and underlying principles associated with creating and maintaining database-driven websites.
- XML - Providing an overview of Extensible Markup language; giving students the opportunity to practice XML markup techniques,and demonstrating the use of XML.

Study Time Allocation
The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI7010	
Module Title	Introduction to Digital Humanities	
Classification	Reading List entry	Electronic*
ssential	Julianne Nyhan, Melissa M. Terras, Claire Warwick, *Digital humanities in practice* (London, 2012)	☐
Essential	Daniel J. Cohen Joseph and Thomas Scheinfeldt, *Hacking the Academy: New Approaches to Scholarship and Teaching from Digital Humanities* (Ann Arbor, 2014)	☒
Essential	Willow F. Dressel, 'Research Data Management Instruction for Digital Humanities', *Journal of eScience Librarianship*, Vol.6 (2017)	☐
Further	Simon Mahony, 'Cultural Diversity and the Digital Humanities', *Fudan Journal of the Humanities and Social Sciences*, Vol.11 (2018) pp.371-388	☐
Further	Danielle Mihram and Curtis Fletcher, 'USC Digital Voltaire: Centering Digital Humanities in the Traditions of Library and Archival Science', *Libraries and the Academy*, Vol.19 (2019) pp.7-17	☐
Further	Roberto Samanowski, *Digital humanities and digital media: conversations on politics, culture, aesthetics and literacy* (London, 2016)	☒
Further	David M. Berry, *Understanding digital humanities* (Basingstoke, 2012)	☐
Further	Matthew K. Gold, *Debates in the digital humanities* (Minneapolis, 2012)	☐
Further	S. Janicke, G. Franzini, and M.F. Cheema, and G. Scheuermann, 'Visual Text Analysis in Digital Humanities', *Computer Graphics Forum*, Vol.36 (2017) pp.226-250	☐
Further	Tanya E. Clement and Daniel Carter, 'Connecting theory and practice in digital humanities information work', *Journal of the Association for Information Science and Technology*, Vol.68 (2017) pp.1385-1396	☐

Module Code	**HPHI7011**
Title	**Screening the Past: Film and History – Ancient, Medieval, Modern**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To explore the history of cinema and the manner in which history has been represented in film

LEARNING OUTCOMES

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

- Critically analyse films from different time periods and which depict different historical eras.
- Consider the problems and potentialities of using historians film as a medium to understand, represent and interpret the past.
- Understand aspects of film theory and literature on the techniques used by filmmakers to depict the past.

INDICATIVE CONTENT

- Introduction to Film
- Ancient History on the Big Screen
- Medieval History on the Big Screen
- Modern History on the Big Screen

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Critical Analysis: Applying Specialist Film Terminology	1500–2000 words	20%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Critical Analysis: Film Theory	1500–2000 words	20%

Assessment Component 3

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

Mode of assessment	Volume	Weighting
Essay	4500–5000 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPHI7011**	
Module Title	**Screening the Past: Film and History – Ancient, Medieval, Modern**	
Classification	**Reading List entry**	**Electronic***
Essential	Rosenstone, Robert A. *History on Film/Film on History* 2nd ed. (Abingdon, Oxon: Routledge, 2013).	☐
Essential	Rosenstone, Robert A. and Constantin Parvulescu eds. *A Companion to the Historical Film* (Wiley Blackwell: Oxford, 2013).	☐
Essential	Corrigan, Timothy. *A Short Guide to Writing about Film* (London: Pearson Longman, 2007	☐
Essential	Nelmes, Jill. *Introduction to Film Studies* (London: Routledge, 2012).	☐
Essential	Kracauer, Siegfried *From Caligari to Hitler: A Psychological History of the German Film*. (Princeton: Princeton University Press, 1947).	☐
Essential	Aberth, John. *A Knight at the Movies: Medieval History on Film* (London: Routledge, 2003).	☐
Essential	Bernau, Anke and Bettina Bildhauer eds. *Medieval Film* (Manchester: Manchester University Press, 2011)	☐
Essential	Elliot, Andrew R.B. *Remaking the Middle Ages: The Methods of Cinema and History in Portraying the Medieval World* (Jefferson, NC: McFarland, 2011).	☐
Essential	Elliot, Andrew R.B. *Medievalism, Politics and Mass Media: Appropriating the Middle Ages in the Twenty-First Century* (Woodbridge, Suffolk: Boydell & Brewer, 2017).	☐
Further	Elliot, Andrew R.B ed. *The Return of the Epic Film: Genre, Aesthetics and History in the 21st Century* (Edinburgh: Edinburgh University Press, 2014)	☐
Further	Elsaesser, Thomas *Weimar Cinema and After: Germany's Historical Imaginary* (London: Routledge, 2000).	☐

Further	Braudy, Leo and Marshall Cohen eds. *Film Theory and Criticism: Introductory Readings* 8th ed. (Oxford: Oxford University Press, 2016),	☐
Further	Virilio, Paul. *War and Cinema: The Logistics of Perception* (London: Verosn, 2000 [1984]).	☐
Further	Nowell-Smith, Geoffrey. 'On History and the Cinema,' *Screen,* Vol. 31, No. 2 (Summer 1990), pp. 160–171.	☐
Further	Winkler, Martin M. *Classical Myth and Culture in the Cinema* (Oxford: Oxford University Press 2001).	☐
Further	De Groot, Jerome. *Consuming History: Historians and Heritage in Contemporary Popular Culture* 2nd ed. (London: Routledge, 2016).	☐
Further	Cook, Pam ed. *The Cinema Book* (London: British Film Institute, 2007)	
Further	Monaco, James. *How to Read a Film: Movies, Media, Multimedia; Language, History, Theory* (New York: Oxford University Press, 2000).	
Further	Richards, Jeffrey. 'Film and Television: The Moving Image,' in *History Beyond the Text: A Student's Guide to Approaching Alternative Sources* ed. by Sarah Barber and C.M. Peniston-Bird (Abington, Oxon: Routledge, 2009).	
Further	Berliner, Todd, and Berliner, T. *Hollywood Aesthetic: Pleasure in American Cinema* (Oxford: Oxford University Press, 2017).	

Module Code	**HPHI7012**
Title	**MA Dissertation (History and Heritage)**
Date	**04/03/2020**
Level	**7**
Credits	**60**
Pre-Requisites	

AIM(S)

- To formulate and complete a 15,000-word dissertation, based on original, independent research of primary and secondary sources, which uses appropriate theoretical, methodological and historiographical approaches.

LEARNING OUTCOMES

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

- the ability to pursue an independent research project, which critically evaluates a range of primary and secondary sources of information;
- the ability to display a sophisticated awareness of the relevant theoretical considerations, and to construct an original hypothesis based on a critical analysis of the evidence

INDICATIVE CONTENT

- Not applicable.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	600	100%
Placement learning		
TOTAL	**600**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Dissertation	15,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Reading is specific to students' research projects and will vary according to the chosen dissertation topic. Appropriate reading will be agreed following initial discussions between tutor and student. Below are some generic dissertation guides.

Module Code	**HPHI7012**	
Module Title	**MA Dissertation (History and Heritage)**	
Classification	**Reading List entry**	**Electronic***
Essential	Crème, Phyllis and Mary R. Lea *Writing at university: a guide for students* (Buckingham [England] ; Philadelphia: Open University Press, 1997).	☐
Essential	Zerubavel, Eviatar *The clockwork muse: a practical guide to writing theses, dissertations, and books* (Cambridge, Mass.: Harvard University Press, 1999).	☐
Essential	Murray, Neil and Geraldine Hughes *Writing up your university assignments and research projects: a practical handbook* (Maidenhead: McGraw-Hill/Open University Press, 2008).	☒
Further	Hart, Chris *Doing a literature review: releasing the social science research imagination* (London: Sage Publications, 1998).	☐
Further	Barrass, Robert *Students Must Write: a Guide to Better Writing in Coursework and Examinations* (Hoboken: Taylor & Francis Ltd., 2005).	☒
Further	Chivers, Barbara Michael Shoolbred *A student's guide to presentations: making your presentation count* (Los Angeles: SAGE Publications, 2007).	☒
Further	Turabian, Kate L., *A manual for writers of term papers, theses, and dissertations* (Chicago, University of Chicago Press, 1960).	☐

Module Code	**HPHI7013**
Title	**MRes Dissertation (History and Heritage)**
Date	**04/03/2020**
Level	**7**
Credits	**120**
Pre-Requisites	

AIM(S)

- To pursue an extended, independent research project of up to 30,000 words upon a relevant and appropriate academic topic of interest to the student and within the subject range and specialism of the teaching staff across the Institute.

LEARNING OUTCOMES

By the end of this module successful students should be able to:

- demonstrate an ability to pursue an independent research project at postgraduate level;
- demonstrate a deep and sophisticated knowledge of their particular chosen topic for research;
- critically evaluate a breadth of accumulated information and interpretations, drawn from a wide range of textual sources, of both a primary and secondary character;
- demonstrate a sophisticated and critical awareness of relevant theoretical and conceptual considerations underpinning the research project;
- construct and sustained a hypothesis based on a critical evaluation of the various source materials as they relate to the research topic.

INDICATIVE CONTENT

- Students have the opportunity to undertake an extended research project upon a topic of their own choice, within the individual subject strand of the Masters by Research and in consultation with both the subject tutor and the programme coordinator. The subject will need to come within the broad research areas of academic staff within the Institute.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	1200	100%
Placement learning		
TOTAL	**1200**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Dissertation	30,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

N/A

Module Code	**HPHI7015**
Title	***Past Peoples, Present Societies: Research Methods and Skills***
Date	***04/03/2020***
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To equip students with suitable research knowledge, skills and competencies required to undertake and present independent historical research at postgraduate level.

LEARNING OUTCOMES

By the end of this module students should be able to:

- Access, evaluate and present different forms of historical evidence, using physical archives and electronic resources;
- Demonstrate a sophisticated understanding of research methodologies and scholarly theories, and apply these in independent research;
- Present a coherent academic paper and help organise a research seminar;
- Present a coherent proposal for a dissertation based on original independent research.

INDICATIVE CONTENT

- This module acts an introduction to historical research at postgraduate level, and aims to smooth students' transition from BA to MA study. It combines a focus on key research skills with an emphasis on presentation of research. The module syllabus is structured to run alongside UWTSD's humanities research seminar series Past Peoples, Present Societies, with students expected to attend each of these.

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio of Research Exercises	3000 words total	30%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Analysis of research seminar paper	1000 words	20%

Assessment Component 3

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

Mode of assessment	Volume	Weighting
Presentation	10-minute	20%

Assessment Component 4

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

Mode of assessment	Volume	Weighting
Transcription and Analysis	Equivalent to 2000 words	30%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPHI7015**	
Module Title	***Past Peoples, Present Societies: Research Methods and Skills***	
Classification	**Reading List entry**	**Electronic***
Essential	Peniston-Bird, CM and Sarah Barber eds. *History Beyond the Text: A Student's Guide to Approaching Alternative Sources* (Abington, Oxon: Routledge, 2009).	☐
Essential	Backhouse, Janet, *The Illuminated Manuscript* (Oxford: Phaidon, 1979; rpt., 1998)	☐
Essential	Harvey, K, *History and Material Culture: A Student's Guide to Approaching Alternative Sources* (Abington, Oxon: Routledge, 2009).	☐
Further	Tamm, Marek and Peter Burke eds. *Debating New Approaches to History* (London: Bloomsbury, 2018)	☐
Further	Arnold, John H. *What is Medieval History?* (Cambridge: Polity Press, 2008).	☒

Further	Rose, Sonya O. *What is Gender History?* (Cambridge: Polity Press, 2010).	☒
Further	Rosenwein, Barbara H and Riccardo Cristianin. *What is the History of Emotions?* (Cambridge: Polity Press, 2018).	☒
Further	Burke, P., *Eyewitnessing: The Uses of Images as Historical Evidence* (London: Riakton Books, 2001).	☐
Further	Riden, P., *Record Sources for Local History* (London: Batsford, 1987)	☐
Further	Pearce, Susan M. *Interpreting Objects and Collections* (London: Routledge, 1994)	☒
Further	Stephens, W. B. *Sources for English Local History* (Cambridge: Cambridge University Press, 1981)	☐
Further	Newhauser, Richard G, ed. *A Cultural History of the Senses in the Middle Ages, 500–1450* (London: Bloomsbury, 2014).	☒
Further	Burke, Peter. *What is Cultural History?* (Cambridge: Polity Press, 2018).	☒
Further	Downes, Stephanie, Sally Holloway and Sarah Randles, eds. *Feeling Things: Objects and Emotions through History* (Oxford: Oxford University Press, 2018)	☒
Further	Highmore, Ben. *Everyday Life and Cultural Theory: An Introduction* (London: Routledge, 2002).	☒

Module Code	**HPLA7013**
Title	**Intensive Latin I**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To enable students to complete their basic introduction to Latin grammar and syntax and read adapted texts of increased difficulty.

LEARNING OUTCOMES

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

- the ability to translate more complex adapted passages;
- a thorough knowledge of more advanced, basic grammar and syntax;
- the ability to acquire a basic vocabulary of approximately 500 words.

INDICATIVE CONTENT

- Basic grounding in the basics of Latin grammar, vocabulary and syntax.
- A variety of grammatical exercises and on the reading and translation of adapted texts (e.g. from Plautus and Cicero).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	10	3%
Independent learning	290	97%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2500 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Examination	2 hours	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPLA7013**	
Module Title	**Intensive Latin I**	
Classification	**Reading List entry**	**Electronic***
Essential	Jones, P. V. and Sidwell, K. C. *Reading Latin: Grammar, Vocabulary and Exercises.* Cambridge, 1986.	☐
Essential	Jones, P. V. and Sidwell, K. C. *Reading Latin: Text.* Cambridge, 1986	☐
Further	Morwood, J. *A Latin Grammar*. Oxford, 1999	☐

Module Code	**HPLA7014**
Title	**Intensive Latin II**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**Intensive Latin I or equivalent**

AIM(S)

- To further enhance their level of knowledge of the Latin language (grammar, syntax, vocabulary) to the point where they can read more complex adapted and easier un-adapted Latin texts.
- To acquire greater reading, translation, and comprehension skills while developing skills of literary analysis and appreciation through acquiring knowledge of literary techniques.

LEARNING OUTCOMES

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

- a knowledge of all the major grammatical and syntactical constructions of the Latin language, and of a wide range of vocabulary;
- an appreciation of some more common literary techniques and devices, and an ability to analyse a prepared passage in terms of literary features;
- the ability to translate and demonstrate an understanding of more complex adapted and easier un-adapted Latin texts independently, with the use of a reference grammar and a dictionary.

INDICATIVE CONTENT

- This module enables students to consolidate and deepen their knowledge and extend their awareness of the language.
- This module also introduces students to un-adapted Latin literature.
- Students will read a selection of extracts from Latin authors which will gradually be integrated into the grammar-based learning.
- The module will focus primarily on translation techniques and on understanding the grammar and syntax of the Latin.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	10	3%
Independent learning	290	97%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2500 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Examination	2 hours	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPLA7014	
Module Title	Intensive Latin II	
Classification	**Reading List entry**	**Electronic***
Essential	Jones, P. V. & Sidwell, K. C. *Reading Latin*, *Grammar, vocabulary and exercises* volume. Cambridge, 1986.	☐
Essential	Morwood, J. *The Pocket Oxford Latin Dictionary*, Oxford, 2000.	☐
Further	Smith, W. and J. Lockwood, *Latin-English Dictionary.* Chambers, 1992.	☐
Further	Lewis, C. T. *Elementary Latin Dictionary.* Oxford, 1962.	☐

Module Code	**HPLA7019**
Title	**Republican Prose (Advanced Latin)**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**Intensive Latin 2 or equivalent**

AIM(S)

To enable students:

- to translate accurately the Latin language of a selection of prose texts at an advanced level;
- to develop further knowledge of Latin grammar and syntax through translation of the prose text studied and unseen translation work;
- further develop skills of literary analysis and interpretation, gain an understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

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

- demonstrate advanced knowledge of Latin grammar and syntax through translation of the text studied and unseen translation work;
- demonstrate sound knowledge of the text studied and modern scholarship on this text in literary and linguistic analysis.

INDICATIVE CONTENT

- Students will study selection of Latin prose texts from the late Republic (e.g. Caesar, Cicero, or Sallust). Distance learners will submit set sections of translation and commentary for tutor comments. Detailed language work will be combined with the development of skills of literary criticism and attention to the historical context of the works studied. In order to help students translate with greater skill and accuracy the module contains an unseen translation component to continue linguistic teaching at an advanced level. Students in this module are taught in the same group as students in Republican Prose (further advanced).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	300	100
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Oral examination	20 minutes	40%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	5,000 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPLA7019	
Module Title	**Republican Prose (Advanced Latin)**	
Classification	**Reading List entry**	**Electronic***
Essential	Griffin, & Griffin, Miriam T. (2009). *A companion to Julius Caesar* (Blackwell companions to the ancient world). Malden, MA ; Chichester, West Sussex: Wiley-Blackwell.	☒
Essential	*Brills Companion to Cicero oratory and rhetoric*. (2013). Leiden ; Boston: Brill.	☒
Essential	Harrison, & Harrison, S. J. (2005). *A companion to Latin literature* (Blackwell companions to the ancient world. Literature and culture). Malden, MA: Blackwell Pub.	☒
Further	Set text depending on the selection read in any given year. Normally the set text is chosen either from the Oxford Classical Texts or the Cambridge Greek and Latin Classics series, e.g.	☐
Further	Sallust, C. (1991) C. Sallusti Crispi. Catilina, Iughurtha, Historiarum Fragmenta Selecta Appendix Sallustiana. (OCT) (L.D. Reynolds, Ed.). Oxford: Oxford University Press.	☐
Further	Cicero, M. (2013). Cicero: Pro Marco Caelio (Cambridge Greek and Latin Classics) (A. Dyck, Ed.). Cambridge: Cambridge University Press.	☐

Module Code	**HPLA7020**
Title	**Republican Prose (Further Advanced Latin)**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**Advanced Latin or equivalent**

AIM(S)

To enable students:

- to translate accurately the Latin language of a selection of prose texts at an advanced level;
- to develop further knowledge of Latin syntax through translation of the prose text studied and unseen translation work;
- to develop knowledge of textual transmission and textual criticism in relation to the set text(s);
- further develop skills of literary analysis and interpretation, gain an understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

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

- demonstrate advanced knowledge of Latin syntax through translation of the text studied and unseen translation work;
- demonstrate sound knowledge of the text studied and modern scholarship on this text in literary and linguistic analysis.

INDICATIVE CONTENT

- Students will study selection of Latin prose texts from the late Republic (e.g. Caesar, Cicero, or Sallust). Complementary set text for Further Republican Prose includes more challenging passages than read in the module Republican Prose, either in terms of language, textual criticism, or literary contextualisation. Distance learners will submit set sections of translation and commentary for tutor comments. Detailed language work will be combined with the continued development of skills of literary and textual criticism and attention to the historical context of the works studied. In order to reach a more nuanced translation, the module contains an unseen translation component to continue linguistic teaching at a further advanced level. Students in this module are taught in the same group as students in Republican Prose.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	300	100
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Oral examination	20 minutes	40%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	5,000 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPLA7020**	
Module Title	**Republican Prose (Further Advanced Latin)**	
Classification	**Reading List entry**	**Electronic***
Essential	Griffin, & Griffin, Miriam T. (2009). *A companion to Julius Caesar* (Blackwell companions to the ancient world). Malden, MA ; Chichester, West Sussex: Wiley-Blackwell.	☒
Essential	*Brills Companion to Cicero oratory and rhetoric*. (2013). Leiden ; Boston: Brill.	☒
Essential	Harrison, & Harrison, S. J. (2005). *A companion to Latin literature* (Blackwell companions to the ancient world. Literature and culture). Malden, MA: Blackwell Pub.	☒
Further	Set text depending on the selection read in any given year. Students at Further Republican Prose level may read selections from multiple authors in any given year. Normally the set text is chosen either from the Oxford Classical Texts or the Cambridge Greek and Latin Classics series, e.g.	☐
Further	Sallust, C. (1991) C. Sallusti Crispi. Catilina, Iughurtha, Historiarum Fragmenta Selecta	☐

	Appendix Sallustiana. (OCT) (L.D. Reynolds, Ed.). Oxford: Oxford University Press.	
Further	Cicero, M. (2013). Cicero: Pro Marco Caelio (Cambridge Greek and Latin Classics) (A. Dyck, Ed.). Cambridge: Cambridge University Press.	□

Module Code	**HPLA7021**
Title	**Latin Epic (Advanced Latin)**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**Intensive Latin 2 or equivalent**

AIM(S)

To enable students:

- to translate accurately the Latin language of a selection of verse texts at an advanced level;
- to develop further knowledge of Latin grammar and syntax through translation of the verse text(s) studied and unseen translation work;
- further develop skills of literary analysis and interpretation, gain an understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

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

- demonstrate advanced knowledge of Latin grammar and syntax through translation of the text studied and unseen translation work;
- demonstrate sound knowledge of the text studied and modern scholarship on this text in literary and linguistic analysis.

INDICATIVE CONTENT

- Students will study selection of Latin epic poetry, primarily Vergil but with comparison passages from other authors. Distance learners will submit set sections of translation and commentary for tutor comments. Detailed language work will be combined with the development of skills of literary criticism and attention to the historical context of the works studied. In order to help students translate with greater skill and accuracy the module contains an unseen translation component to continue linguistic teaching at an advanced level. Students in this module are taught in the same group as students in Further Latin Epic.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	300	100
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Online examination	2 hours	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	3,750 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPLA7021	
Module Title	**Latin Epic (Advanced Latin)**	
Classification	**Reading List entry**	**Electronic***
Essential	Farrell, Putnam, Farrell, Joseph, & Putnam, Michael C. J. (2010). A companion to Vergil's Aeneid and its tradition (Blackwell companions to the ancient world). Chichester, West Sussex, United Kingdom; Malden: Wiley-Blackwell.	☒
Essential	White, P. (1993). *Promised verse: Poets in the society of Augustan Rome*. Cambridge, Mass: Harvard University Press.	☒
Further	Set text depending on the selection read in any given year. Normally the set text is chosen either from the Oxford Classical Texts or the Cambridge Greek and Latin Classics series, e.g.	☐
Further	Mynors, R. (1969). Vergili Opera: Recognovit brevique adnotatione critica instruxit R.A.B. Mynors. (Scriptorum classicorum bibliotheca Oxoniensis). Oxonii: E Typographeo Clarendoniano.	☐
Further	Austin, & Austin, R. G. (1982). P. Vergili Maronis Aeneidos liber quartus. Oxford: Clarendon Press.	☐
Further	Gildenhard, I., & Open Book Publishers, publisher. (2012). Virgil, Aeneid, 4.1-299 Latin Text, Study Questions, Commentary and Interpretative Essays (Classics textbooks ; volume 2). Cambridge, England: Open Book.	☐
Further	Horsfall, N., & Virgil. (2013). Virgil, Aeneid 6: A commentary. Volume 1, Introduction, text and translation.	☐
Further	Tarrant, & Tarrant, R. J. (2012). Aeneid. Book XII (Cambridge Greek and Latin classics). Cambridge; New York: Cambridge University Press.	☐

Further	Horsfall, Nicholas, & Horsfall, N. (2016). The Epic Distilled: Studies in the Composition of the Aeneid. Oxford University Press.	☒
Further	Martindale, C. (1997). The Cambridge companion to Virgil (Cambridge companions to literature). Cambridge: Cambridge University Press.	☐
Further	Weeda, L., Grzegorek, K., Borowska, A., & Rocchi, M. (2015). Vergil's political commentary in the Eclogues, Georgics and Aeneid.	☒
Further	Farrell, Joseph, Farrell, J., Nelis, Damien P., & Nelis, D.P. (2013). Augustan Poetry and the Roman Republic. Oxford University Press.	☒
Further	Galinsky, & Galinsky, Karl. (2005). The Cambridge companion to the Age of Augustus (Cambridge companion to the classics). Cambridge, U.K. ; New York: Cambridge University Press.	☐
Further	Elena Giusti, « Did Somebody Say Augustan Totalitarianism? Duncan Kennedy's 'Reflections,' Hannah Arendt's Origins, and the Continental Divide over Virgil's Aeneid », Dictynna [En ligne], 13 | 2016, mis en ligne le 20 décembre 2016 URL : http://journals.openedition.org/dictynna/1282	☒

Module Code	HPLA7022
Title	Latin Epic (Further Advanced Latin)
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	Advanced Latin or equivalent

AIM(S)

To enable students:

- to translate accurately the Latin language of a selection of verse texts at an advanced level;
- to develop further knowledge of Latin grammar and syntax through translation of the verse text(s) studied and unseen translation work;
- further develop skills of literary analysis and interpretation, gain an understanding of the text's historical, cultural and literary context as reflected both in the text studied and relevant modern scholarship.

LEARNING OUTCOMES

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

- demonstrate advanced knowledge of Latin grammar and syntax through translation of the text studied and unseen translation work;
- demonstrate sound knowledge of the text studied and modern scholarship on this text in literary and linguistic analysis.

INDICATIVE CONTENT

- Students will study selection of Latin epic poetry, such as Vergil. The complementary set text for Further Latin poetry includes some more challenging poetry than that shared with the Advanced Latin epic, either in terms of language, textual criticism or literary cintextualisation (such as Catullus 64). Distance learners will submit set sections of translation and commentary for tutor comments. Detailed language work will be combined with the development of skills of literary criticism and attention to the historical context of the works studied. In order to help students translate with greater skill and accuracy the module contains an unseen translation component to continue linguistic teaching at a further advanced level. Students in this module are taught in the same group as students in Latin Epic (Advanced).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	300	100
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Online examination	2 hours	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	3750 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPLA7022**	
Module Title	**Latin Epic (Further Advanced Latin)**	
Classification	**Reading List entry**	**Electronic***
Essential	Farrell, Putnam, Farrell, Joseph, & Putnam, Michael C. J. (2010). A companion to Vergil's Aeneid and its tradition (Blackwell companions to the ancient world). Chichester, West Sussex, United Kingdom; Malden: Wiley-Blackwell.	☒
Essential	White, P. (1993). *Promised verse: Poets in the society of Augustan Rome*. Cambridge, Mass: Harvard University Press.	☒
Further	Set text depending on the selection read in any given year. Normally the set text is chosen either from the Oxford Classical Texts or the Cambridge Greek and Latin Classics series, e.g.	☐
Further	Mynors, R. (1969). Vergili Opera: Recognovit brevique adnotatione critica instruxit R.A.B. Mynors. (Scriptorum classicorum bibliotheca Oxoniensis). Oxonii: E Typographeo Clarendoniano.	☐
Further	Austin, & Austin, R. G. (1982). P. Vergili Maronis Aeneidos liber quartus. Oxford: Clarendon Press.	☐
Further	Gildenhard, I., & Open Book Publishers, publisher. (2012). Virgil, Aeneid, 4.1-299 Latin Text, Study Questions, Commentary and Interpretative Essays (Classics textbooks ; volume 2). Cambridge, England: Open Book.	☐
Further	Horsfall, Nicholas, & Horsfall, N. (2016). The Epic Distilled: Studies in the Composition of the Aeneid. Oxford University Press.	☒

Further	Martindale, C. (1997). The Cambridge companion to Virgil (Cambridge companions to literature). Cambridge: Cambridge University Press.	☐
Further	Elena Giusti, « Did Somebody Say Augustan Totalitarianism? Duncan Kennedy's 'Reflections,' Hannah Arendt's Origins, and the Continental Divide over Virgil's Aeneid », Dictynna [En ligne], 13 | 2016, mis en ligne le 20 décembre 2016 URL : http://journals.openedition.org/dictynna/1282	☒
Further	Farrell, Joseph, Farrell, J., Nelis, Damien P., & Nelis, D.P. (2013). Augustan Poetry and the Roman Republic. Oxford University Press.	☒
Further	Galinsky, & Galinsky, Karl. (2005). The Cambridge companion to the Age of Augustus (Cambridge companion to the classics). Cambridge, U.K. ; New York: Cambridge University Press.	☐
Further	Gaisser, J.H. (ed.) (2007), *Catullus: Oxford Readings* (Oxford: Oxford University Press)	☒
Further	O'Hara, J. J. (2007) *Inconsistency in Roman Epic: Studies in Catullus, Lucretius, Vergil, Ovid and Lucan.* (Cambridge University Press), 33-540	☒

Module Code	**HPMS7001**
Title	**MA Dissertation (Medieval Studies)**
Date	**04/03/2020**
Level	**7**
Credits	**60**
Pre-Requisites	

AIM(S)

- To formulate and complete a 15,000-word dissertation, based on original, independent research of primary and secondary sources, which uses appropriate theoretical, methodological and historiographical approaches.

LEARNING OUTCOMES

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

- the ability to pursue an independent research project, which critically evaluates a range of primary and secondary sources of information;
- the ability to display a sophisticated awareness of the relevant theoretical considerations, and to construct an original hypothesis based on a critical analysis of the evidence

INDICATIVE CONTENT

- Not applicable.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	600	100%
Placement learning		
TOTAL	**600**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Dissertation	15,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Reading is specific to students' research projects and will vary according to the chosen dissertation topic. Appropriate reading will be agreed following initial discussions between tutor and student. Below are some generic dissertation guides.

Module Code	**HPMS7001**	
Module Title	**MA Dissertation (Medieval Studies)**	
Classification	**Reading List entry**	**Electronic***
Essential	Crème, Phyllis and Mary R. Lea *Writing at university: a guide for students* (Buckingham [England] ; Philadelphia: Open University Press, 1997).	☐
Essential	Zerubavel, Eviatar *The clockwork muse: a practical guide to writing theses, dissertations, and books* (Cambridge, Mass.: Harvard University Press, 1999).	☐
Essential	Murray, Neil and Geraldine Hughes *Writing up your university assignments and research projects: a practical handbook* (Maidenhead: McGraw-Hill/Open University Press, 2008).	☒
Further	Hart, Chris *Doing a literature review: releasing the social science research imagination* (London: Sage Publications, 1998).	☐
Further	Barrass, Robert *Students Must Write: a Guide to Better Writing in Coursework and Examinations* (Hoboken: Taylor & Francis Ltd., 2005).	☒
Further	Chivers, Barbara Michael Shoolbred *A student's guide to presentations: making your presentation count* (Los Angeles: SAGE Publications, 2007).	☒
Further	Turabian, Kate L., *A manual for writers of term papers, theses, and dissertations* (Chicago, University of Chicago Press, 1960).	☐

Module Code	**HPMS7002**
Title	**MRes Dissertation (Medieval Studies)**
Date	**04/03/2020**
Level	**7**
Credits	**120**
Pre-Requisites	

AIM(S)

- To pursue an extended, independent research project of up to 30,000 words upon a relevant and appropriate academic topic of interest to the student and within the subject range and specialism of the teaching staff across the Institute.

LEARNING OUTCOMES

By the end of this module successful students should be able to:

- demonstrate an ability to pursue an independent research project at postgraduate level;
- demonstrate a deep and sophisticated knowledge of their particular chosen topic for research;
- critically evaluate a breadth of accumulated information and interpretations, drawn from a wide range of textual sources, of both a primary and secondary character;
- demonstrate a sophisticated and critical awareness of relevant theoretical and conceptual considerations underpinning the research project;
- construct and sustained a hypothesis based on a critical evaluation of the various source materials as they relate to the research topic.

INDICATIVE CONTENT

- Students have the opportunity to undertake an extended research project upon a topic of their own choice, within the individual subject strand of the Masters by Research and in consultation with both the subject tutor and the programme coordinator. The subject will need to come within the broad research areas of academic staff within the Institute.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	1200	100%
Placement learning		
TOTAL	**1200**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Dissertation	30,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

N/A

Module Code	HPMS7003
Title	Medieval Conference
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- Participate in the annual staff-student colloquium in Medieval Studies at Gregynog Hall; attend papers and take a leading role in discussion groups, chairing sessions, and organization.
- To enable a student to become a much more involved and active participant in academic conferences with a fuller understanding of the opportunities they offer in terms of developing academic knowledge and confidence.

LEARNING OUTCOMES

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

- Demonstrate a comprehensive knowledge and critical understanding of the different approaches that may be taken in the delivery of the various conference papers;
- Show a comprehensive knowledge and critical understanding of the specific themes, problems, developments of the broad area covered by the conference;
- Show a critical awareness of the relevant historiographical and documentary controversies and disputes underpinning the conference, drawing upon the themes of several conference papers;

INDICATIVE CONTENT

- The Staff-Student colloquium on Medieval History is an annual event at Gregynog Hall, and brings together staff and students (postgraduate and undergraduate) from Bangor, Aberyswyth, TSD, Swansea and Cardiff for an academic conference which lasts from late afternoon on Monday to midday on Wednesday. The colloquium generally takes place in the last week in February or the first week in March. The universities take it in turns to organize the conference, select the theme, and invite the visiting speaker. Examples of the themes selected in recent years are: ‘Justice and Injustice’, ‘Borders and Margins’, ‘Rich and Poor’, and ‘Signs and Symbols’. These topics are broad enough to admit a variety of interpretation and approaches. The module builds around the experience of attendance at an academic conference, offering experience in leadership and organization as well as allowing students to develop their own ideas for an independent essay.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	5	2
Independent learning	270	90
Placement learning	25	8
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

The bibliography will be based upon the student's own academic research paper and specialism.

Module Code	**HPMS7004**
Title	**Skills for medievalists**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To provide students with a range of methodological approaches for using the kind of Medieval documentary and manuscript sources of relevance to the course, both for essays, commentaries and dissertation.

LEARNING OUTCOMES

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

- show a critical awareness of the practical skills necessary to engage in research on the Medieval period, including the conservation policies of states, local government, business and other organizations;
- demonstrate an ability to fully understand and to evaluate questions of source provenance, survival, meaning and significance;
- a comprehensive knowledge of classes and types of medieval record sources and critically evaluate their research potential;
- a comprehensive understanding of and critically evaluate current arguments, interpretations and methodologies surrounding medieval records;
- an in-depth understanding of issues related to medieval manuscript illumination, iconography and typology.

INDICATIVE CONTENT

- The module instructs you in the basic techniques of palaeography (reading medieval handwriting) through familiarizing you with basic letter forms and standard abbreviations. It further deals with problems associated with dating medieval documents, and then considers key types of medieval records, such as records of land tenure, records of government, church records, court records, manorial records, and personal records, and explores the issues which you will need to take account of when using them. Using the manuscripts in the University's special collections housed in the Roderic Bowen Library and Archives as well as the reference collection of catalogues and facsimiles you will explore aspects of medieval manuscript illumination, and issues of iconography and typology.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPMS7004	
Module Title	Skills for medievalists	
Classification	Reading List entry	Electronic*
Essential	Alexander, J. J., Medieval Illuminators and their Methods of Work (New Haven and London:Yale University Press, 1992)	☐
Essential	Cheney, C. R., Handbook of Dates for Students of British History, Royal Historical Society Guides and Handbooks, 4 (1945, revised edn 2000)	☐
Essential	Clanchy, M. T., From Memory to Written Record: England 1066–1307 (London: Arnold, 1979)	☐
Essential	de Hamel, Christopher, A History of Illuminated Manuscripts (Oxford: Phaidon, 1986)	☐
Essential	_____, Scribes and Illuminators (London: British Library, 1992)	☐
Essential	Fryde, E, Greenway, D. E., Porter, S., and I. Roy, Handbook of British Chronology, Royal Historical Society Guides and Handbooks, 2 (1986)	☐
Essential	Harthan, John, An Introduction to Illuminated Manuscripts (London: HMSO, 1983)	☐
Further	Bailey, M., ed. and trans., The English Manor c. 1200–c.1500 (Manchester: University Press, 2002)	☐
Further	Brown, M., A Guide to Western Historical Scripts from Antiquity to 1600 (Toronto and London: British Library, 1990)	☐
Further	Bullough, D., and R. L. Storey, eds., The Study of Medieval Records: essays in honour of Kathleen Major (London: Oxford University Press, 1971)	☐

Further	Foulds, T., 'Medieval Cartularies', Archives 18 (1987), 3–35	☐
Further	Gervers, M., Dating Undated Medieval Charters (2000)	☐
Further	Given-Wilson, C., Chronicles: the writing of history in Medieval England (London: Hambledon and London, 2004)	☐
Further	Gransden, A., Historical Writing in England c. 550–1307 (London: Routledge, 1974)	☐
Further	Harvey, P. D. A., Manorial Records (London: British Records Association, 1984)	☐
Further	Hey, David. The Oxford Companion to Local and Family History (Oxford: University Press, 1996): a useful work of reference	☐
Further	Morris, W. A., The English Government at Work, 1327–1336 (Cambridge, Mass, 1940)	☐
Essential	Alexander, J. J., Medieval Illuminators and their Methods of Work (New Haven and London:Yale University Press, 1992)	☐
Essential	Cheney, C. R., Handbook of Dates for Students of British History, Royal Historical Society Guides and Handbooks, 4 (1945, revised edn 2000)	☐
Essential	Clanchy, M. T., From Memory to Written Record: England 1066–1307 (London: Arnold, 1979)	☐

Module Code	**HPMS7005**
Title	**Cistercian World I: Citeaux and the growth of the Cistercian Order**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To explore in detail the emergence of the Cistercian religious orders in Burgundy in the mid eleventh century.

LEARNING OUTCOMES

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

- a comprehensive knowledge and critical understanding of the foundation of Citeaux and the emergence of the Cistercian order, and of distinctive Cistercian monastic practice;

- a comprehensive knowledge and critical understanding of certain specific themes, problems, developments and aspects of the Cistercian order and Cistercian monasticism;

- a critical awareness of relevant documentary source materials, such as the *Exordium Parvau, Carta Caritatis* and Bernard's *Apologia;*

- a critical awareness of current scholarship and historiographical trends underpinning and shaping our knowledge of the Cistercian order and its significance in the medieval monastic tradition.

INDICATIVE CONTENT

- Far from being isolated, enclosed retreats from the world that as they are often portrayed monastic houses came to be an integral part of medieval society. This module focuses on the origins, emergence and development of the most revolutionary and influential monastic movement of the twelfth century. Beginning with the foundation of Cîteaux near Dijon in 1098 the Cistercian order spread from its centre in Burgundy to the whole of Western Europe and beyond, so that by the death of the most famous of all Cistercians, St Bernard, in 1153, the order numbered over 350 houses, which had either been founded 'de novo' or incorporated into the ranks of the Cistercians. Yet the narrative presented by the sources – both those emanating from Cîteaux and those written by non-Cistercians, tells a far from straightforward story, and the emergence of the Cistercian order, and its distinctive qualities remain the subject of controversy. This module looks at the evidence for the foundation of Cîteaux, which is set in the context of the emergence of similar monastic movements of the late eleventh and early twelfth centuries, and the growth of the order. This involves close study of the documentary evidence (which is provided in translation) and of the historiographical debate. It then goes on to consider, through a study of the

controversy between the Cistercians and the Cluniacs and of Cistercian legislation, the emergence of a Cistercian identity.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	300	100
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPMS7005**	
Module Title	**Cistercian World I: Citeaux and the growth of the Cistercian Order**	
Classification	**Reading List entry**	**Electronic***
Essential	Bernard, Apologia, in Bernard, Treatises I (Cistercian Publications, CF 1970)	☐
Essential	Burton, Janet, and Julie Kerr, The Cistercians in the Middle Ages (Woodbridge, 2011)	☐
Essential	Cawley, M., ed., The Ancient Usages of the Cistercian Order (Guadalupe Abbey, 1998)	☐
Essential	Waddell, Chrysogonus, ed., Narrative and Legislative Texts from early Citeaux, Citeaux: Commentaria Cistercienses, Studia et Documenta IX (1999)	☐
Essential	----------, ed., Cistercian Lay Brothers: twelfth-century usages with related texts, Citeaux: Commentaria Cistercienses, Studia et Documenta 10 (2000)	☐
Essential	----------, Twelfth-Century Statutes from the Cistercian General Chapter, Citeaux: Commentaria Cistercienses, Studia et Documenta 12 (2002)	☐
Essential	Casey, M., 'Bernard of Clairvaux: the face behind the persona', Cistercian Studies Quarterly 27(2) (1992), 133–51	☐

Essential	Knowles, David, 'The primitive documents of the Cistercian order', Great historical enterprises: problems in monastic history (London, 1963), pp.197–22	☐
Further	Berman, Constance The Cistercian Evolution: the invention of a religious order in twelfth-century Europe (Philadelphia: University of Pennsylvania Press, 2000)	☐
Further	Burton, Janet, 'Past Models and Current Concerns: the origins and growth of the Cistercian Order', in Revival and Resurgence on Christian History, ed. Kate Cooper and Jeremy Gregory, Studies in Church History, 44 (Woodbridge: Boydell, 2008), pp. 27–45.	☐
Further	Bredero, A, 'The early Cistercians and the new monasticism', in D. Loades (ed), The End of Strife (Edinburgh, 1984)	☐
Further	Elder, R., The New Monastery, Cistercian Fathers Series 60 (Kalamazoo, 1998)	☐
Further	Lackner, Bede K., The eleventh-century background of Citeaux (Kalamazoo, 1972)	☐
Further	Lekai, L. J., The White Monks (Okauchee, Wisconsin, 1953), translated and revised as Les Moines Blancs (Paris, 1957)	☐
Further	----------, The Cistercians: ideals and reality (Kent State, USA, 1977)	☐
Further	----------, 'The Rule and the early Cistercians', Cistercian Studies 5 1970), 243–51	☐
Further	Orderic Vitalis, Ecclesiastical History, ed M. Chibnall, vol 4, (Oxford Medieval Texts, 1973.) pp. 310–34	☐
Further	Pennington, M. Basil (ed.), The Cistercian Spirit: a symposium in memory of Thomas Merton (Kalamazoo, 1969)	☐
Further	Van Damme, J. B., and Bede K. Lackner, The Three Founders of Citeaux, Cistercian Studies Series 176 (Kalamazoo, 1998)	☐
Further	Ward, Benedicta, 'The desert myth: reflections on the desert ideal in early Cistercian monasticism', in M. Basil Pennington (ed). One yet two: monastic tradition east and west (CS 29 (1976), 183–99.	☐

Module Code	HPMS7006
Title	Thomas Becket: Archbishop, Martyr, Saint
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	

AIM(S)

- To enable students to acquire a comprehensive knowledge of the Becket dispute and their relationship to a variety of historical concepts, interpretations and approaches.

LEARNING OUTCOMES

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

- demonstrate a comprehensive knowledge and critical understanding of the dispute between Henry II and Thomas Becket, and of its consequences;

- show a comprehensive knowledge and critical understanding of certain specific themes, problems, developments and aspects of relations between church and state in England in the 1160s and 1170s;

- show a critical awareness of relevant documentary source materials, such as the contemporary and later 'lives' of Thomas Becket, and of artistic materials such as manuscripts and stained glass;

- demonstrate a critical awareness of current scholarship and historiographical trends underpinning and shaping our knowledge of the Becket dispute and the rise of Canterbury as a cult centre.

INDICATIVE CONTENT

- In December 1170 an archbishop of Canterbury was murdered in his own cathedral church in an act that shocked and stunned the whole of Western Christendom. In one way the dispute between Becket and his king, Henry II, was a continuation of a dilemma which was universal in the eleventh and twelfth centuries: the need to define and delineate the jurisdiction of the power of the church and the power of the state. In another way it was distinctive because Thomas Becket had been the trusted servant of the king, and when he died he became a saint. The module is divided into two sections. The first deals with the origin of the dispute between the king and the archbishop, tracks its course, and examines its violent outcome. The second part of the module looks of the emergence of the cult of St Thomas: the creation of a pilgrimage centre at Canterbury, which was to become one of the foremost shrines in Medieval Europe; the production of lives of St Thomas; the development of the representation of the martyr-saint over the centuries in art and literature; and at St Thomas of Canterbury in the twentieth century. The objectives of the module are to introduce you to the methodologies of studying the particular historical problems surrounding

church state–relations in the Middle Ages and the place of pilgrimage in medieval culture.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPMS7006**	
Module Title	**Thomas Becket: Archbishop, Martyr, Saint**	
Classification	**Reading List entry**	**Electronic***
Essential	The Lives of Thomas Becket: selected sources, translated and annotated by Michael Staunton (Manchester: Manchester University Press, 2001)	☐
Essential	Barlow, Frank, Thomas Becket , repr. as paperback (London: Phoenix Press, 2000)	☐
Essential	Duggan, Anne, Thomas Becket London: Arnold, 2004)	☐
Further	Knowles, David, Thomas Becket (London: Adam & Charles Black, 1970)	☐
Further	Warren, W. L., Henry II (London: Eyre Methuen, 1973, rep. 1977)	☐
Further	Finucane, R. C., Miracles and Pilgrims: popular belief in Medieval England (London: Macmillan, 1977)	☐
Further	Staunton, M., Thomas Becket and His Biographers (Woodbridge: Boydell, 2006)	☐
Further	Sumption, J., Pilgrimage (London: Faber,1975)	☐
Further	Alexander, J. W., 'The Becket Controversy in recent historiography', Journal of British Studies IX (1970), 1–26	☐

Further	Barlow, Frank, ‘The Constitutions of Clarendon’, Medieval History 1, 1 (1991), 39–52.	☒
Further	Brooke, Z. N., ‘Henry II and Thomas Becket’ in The English Church and the Papacy	☒
Further	Duggan, C.,‘The Becket Dispute and the criminous clerks’, Bulletin of the Institute of Historical Research 35 (1962), 1–28, repr. in C. Duggan, Canon Law in Medieval England: the Becket dispute and the decretal collections (Variorum, 1992)	☒
Further	Duggan. C., ‘The Significance of the Becket Dispute in the History of the English Church’, Ampleforth Journal 75 (1970), 365–75, repr. in C. Duggan, Canon Law in Medieval England: the Becket dispute and the decretal collections (Variorum, 1992)	☒
Further	Jones, Thomas M., ed., The Becket Controversy (New York: Wiley, 1970)	☒
Further	Brooke, Z. N., ‘Henry II and Thomas Becket’ in The English Church and the Papacy	☒
Further	Duggan, C.,‘The Becket Dispute and the criminous clerks’, Bulletin of the Institute of Historical Research 35 (1962), 1–28, repr. in C. Duggan, Canon Law in Medieval England: the Becket dispute and the decretal collections (Variorum, 1992)	☒
Further	Jones, Thomas M., ed., The Becket Controversy (New York: Wiley, 1970)	☒

Module Code	**HPPH7009**
Title	**Environmental Philosophy**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**NONE**

AIM(S)

- To provide students with a systematic and critically aware understanding of current problems and recent insights in environmental philosophy.

LEARNING OUTCOMES

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

- demonstrate an advanced level of knowledge of key themes, debates and thinking in environmental philosophy;
- display the ability to critically evaluate normative stances in environmental ethics;
- demonstrate a sophisticated critical awareness of competing models of environmental value;
- show a sophisticated critical awareness of rival models of environmental thought.

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;
- development ethics, population ethics, and ethical approaches to climate change;
- the concept of sustainable development;
- obligations to future generations;
- global citizenship and international co-operation;
- allegiances and divergences between animal ethics and environmental ethics.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Annotated Bibliography	4,000 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPPH7009**	
Module Title	**Environmental Philosophy**	
Classification	**Reading List entry**	**Electronic***
Essential	Attfield, *Environmental Ethics*, second edn. (Cambridge, UK, and Malden, MA: Polity, 2014).	☐
Essential	Goodpaster, Kenneth, 'On Being Morally Considerable', in *Journal of Philosophy*, 75, 1978.	☒
Essential	Callicott, J. Baird, 'Animal Liberation: A Triangular Affair', *Environmental Ethics*, Vol.2, 1980, pp.311-38.	☒
Essential	Parfit, Derek, *Reasons and Persons* (Oxford: Clarendon Press, 1984), Chs. 16 and 17.	☒
Essential	Beckerman, Wilfred, ''Sustainable Development': Is it a Useful Concept?', *Environmental Values*, Vol.3, No.3, 1994.	☒
Essential	Daly, Herman, 'On Wilfred Beckerman's Critique of Sustainable Development', in *Environmental Values*, Vol.4, No.1, 1995.	☒
Essential	Attfield, 'Global Warming, Equity and Future Generations', in *Human Ecology Review*, Vol.17, No.2, 2010, pp.102-105.	☒
Further	*Creation, Ethics and Environment*, eds. Rebekah Humphreys and Sophie Vlacos (Cambridge: Cambridge Scholars Publishing, 2010).	☐
Further	Schmidtz, David, 'When Preservationism Doesn't Preserve', *Environmental Values*, Vol. 6, No.3, 1997, pp.327-39.	☒
Further	Singer, Peter, 'All Animals are Equal', in *Environmental Philosophy: From Animal Rights to Radical Ecology*, eds. Michael E. Zimmerman et al	☒

	(Englewood Cliffs, New Jersey: Prentice Hall, 1998). Available in many other texts too.	

Module Code	HPPH7010
Title	Knowledge, Reason, And Reality
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	NONE

AIM(S)

- To provide students with a systematic and critical awareness of modern and contemporary epistemology.

LEARNING OUTCOMES

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

Demonstrate a sophisticated critical awareness of various views on truth, belief, knowledge, and the possibility of knowledge;

- Demonstrate an advanced understanding of the importance of epistemology in the development of the history of ideas;

- Demonstrate an advanced level of knowledge of the ideas and positions of ley philosophers central to epistemology.

INDICATIVE CONTENT

The module will undertake an in-depth exploration of knowledge of the main issues, positions and arguments in the theory of knowledge, and the relevant terminology. The topics to be studied include some or all of the following:

- The 'vocabulary' of modern philosophy (i.e. Descartes and after)
- The development of epistemology from the seventeenth and eighteenth centuries to the present day
- The definition of 'knowledge'
- The very possibility of knowledge, and our presumption that we are able to possess it.

The focus on such topics will also facilitate an appreciation of the epistemological implications or presuppositions of ideas and arguments in other areas of philosophy and and will enable the student to understand more fully the importance of epistemology in the development of the history of ideas.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Annotated Bibliography	4,000 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPPH7010**	
Module Title	**Knowledge, Reason, And Reality**	
Classification	**Reading List entry**	**Electronic***
Essential	C.C.W. Taylor (ed.), *From the Beginning to Plato: Routledge History of Philosophy*, Vol. 1 (London & New York: Routledge, 2003). (E-book copy available online via LRC's electronic resources. The link is as follows: http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780203027219)	☒
Essential	Plato, *The Republic*. Feel free to use any edition, but the Penguin edn. is recommended.	☒
Essential	Rene Descartes, *Meditations.*	☒
Essential	David Hume, 'Sceptical Doubts concerning the Operation of the Understanding', in *Enquiry Concerning Human Understanding* (1748), Part 1, Section 4.	☒
Essential	Hume, 'Of the Idea of Necessary Connexion', in *Enquiry Concerning Human Understanding* (1748), Part 1, Section 7.	☒
Essential	E. Gettier, 'Is Justified True Belief Knowledge', *Analysis*, Vol.23, 1963, pp.121-23.	☒
Essential	Peter Unger, 'In Defense of Skepticism', *The Philosophical Review*, Vol.80, No.2, 1971, pp.198-219. (Accessible via Jstor.)	☒

Further	L. Zagzebski, 'The Inescapability of Gettier Problems', in The *Philosophical Quarterly*, Vol. 44, No. 174, 1994, pp. 65–73. (Accessible via Jstor.)	☒
Further	Russell, *The Problems of Philosophy* (Oxford and NY: OUP, 1967). (Available as e-book, via LRC's electronic resources.)	☒
Further	Timothy Williamson, *Knowledge and its Limits* (Oxford: Oxford University Press, 2002). (Accessible as an e-book via LRC.)	☒

Module Code	**HPPH7011**
Title	**Mind and Body: Descartes and Wittgenstein**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**NONE**

AIM(S)

- To provide students with a systematic and critically aware understanding of the work of two of the major figures in philosophy: figures who, while normally located in different branches of philosophy, have close affinities in their philosophical concerns and approaches.

LEARNING OUTCOMES

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

- critically understand the thought of Descartes and Wittgenstein, and the relationship between the two in their treatment of particular issues;

- assess their contributions to philosophy, engaging critically with their most important lines of thought.

INDICATIVE CONTENT

- This module focuses on the treatment of the body in two Western philosophers: Descartes and Wittgenstein. Prior to Descartes, there had been a long tradition - in which the body is regarded as the seat of all that is base in human life: as the temporary prison of a divine, rational soul. Descartes is a key figure in the development of modern philosophy in part because of his attempt to give a firm, reasoned, structure to this distinction between mind (or soul) and body. The module will look at his arguments for the claim that: 'I am entirely and truly distinct from my body'. It will also consider the difficulties that Descartes sometimes seems to face in maintaining that sharp body/mind divide, at the significance of his view that the body should be regarded as a machine, at the way in which he divides the roles of body and mind in relation to emotion, and at the way in which a traditional negative evaluation of the body is reinforced by Descartes. Overall, Descartes' legacy generated an understanding of the body that still has an enormously powerful grip in Western thought.

- The work of Wittgenstein points to ways in which we may be able to resist the scientific conceptualisation of the human body; and so to allow that our bodies are not walls that separate us from each other, but the fundamental medium of our relations with others. Looking at the body from this perspective we may find ways of casting it in a more positive light: ways of resisting traditional equations of 'flesh', 'sex' and 'sin', and of acknowledging the human body, not as a temporary prison of the self, but, in Wittgenstein's phrase, as 'the best picture of the human soul'.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPPH7011**	
Module Title	**Mind and Body: Descartes and Wittgenstein**	
Classification	**Reading List entry**	**Electronic***
Essential	Ludwig Wittgenstein's, *Philosophical Investigations*	☐
Essential	Descartes, *Meditations*	☒
Essential	Descartes, *Discourse on the Method*	☒
Essential	Ludwig Wittgenstein, *The Blue and Brown Books*	☐
Further	Marie McGinn, *Wittgenstein and the Philosophical Investigations*	☐
Further	Fergus Kerr, *Theology after Wittgenstein*	☐
Further	O. Hanfling, *Wittgenstein's Later Philosophy*	☐
Further	Anthony Kenny, *Descartes: a study of his philosophy* (Bristol: Thoemmes Press, 1995).	☐
Further	Rene Descartes, *Objections and Replies* (objections to the Meditations, and Descartes' replies) (1642). Accessible via www.earlymoderntexts.com.	☒

Module Code	**HPPH7012**
Title	**Moral Philosophy**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**N/A**

AIM(S)

- To provide students with a systematic and critically aware understanding of current problems and recent insights in key areas of Moral Philosophy.

- To provide students with a comprehensive understanding of key texts in modern Moral Philosophy, and the various methodologies used in constructing and/or criticising ideas in Moral Philosophy.

LEARNING OUTCOMES

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

- demonstrate an advanced level of knowledge of various theoretical frameworks developed for addressing moral issues;

- demonstrate the ability to evaluate critically key philosophical notions such as “values,” “consequences,” “virtue,” “character” and “duty,” and their application within the aforementioned frameworks;

- demonstrate the ability to engage in theoretically sophisticated philosophical reflection upon their own moral ideas and practices.

INDICATIVE CONTENT

This module outlines and critically discusses a variety of theoretical frameworks that have been developed by moral philosophers for addressing moral issues. The topics to be addressed include some or all of the following:

- Philosophy and theory in ethics
- Consequences and moral mathematics
- Facts and values
- Kant and the nature of duty
- Virtue and character
- Double effect, and the distinction between acts and omissions

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	4000 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	4000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPPH7012**	
Module Title	**Moral Philosophy**	
Classification	**Reading List entry**	**Electronic***
Further	Hursthouse, Rosalind, *On Virtue Ethics,* (Oxford ; New York : Oxford University Press, 1999)	☒
Essential	Aristotle, Nicomachean Ethics (Oxford: Oxford University Press World's Classics, 1980)	☒
Further	H.B. Acton, Kant 's Moral Philosophy (London: Macmillan, 1970)	☐
Essential	Immanuel Kant, Groundwork of a Metaphysic of Morals	☒
Essential	John Finnis, Natural Law and Natural Rights (Oxford: Oxford University Press, 1980),	☐
Further	Jonathan Glover (editor), Utilitarianism and its Critics (London: Macmillan, 1990)	☐
Essential	J.J.C. Smart and Bernard Williams (editors), Utilitarianism: For and Against (Cambridge:Cambridge University Press, 1973)	☐
Further	Peter Singer (editor), A Companion to Ethics (Oxford: Blackwells 1991)	☒

Further	James Rachels (editor), Ethical Theory (Oxford: Oxford University Press 1998)	☐
Further	J.L. Mackie, Ethics Inventing Right and Wrong (Harmondsworth: Penguin Books 1977)	☐
Further	Bernard Williams, Morality, (Cambridge: Cambridge University Press 1976)	☐

Module Code	**HPPH7013**
Title	**The Self: East and West**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**N/A**

AIM(S)

- To provide the student with the study skills required for effective study at level 7.

- To enable students to reflect critically on the similarities and differences between the concept of 'self' in certain perspectives of western and eastern philosophy.

LEARNING OUTCOMES

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

- a sophisticated critical awareness of the concept of 'self' in certain perspectives of western and eastern philosophy;

- a theoretically sophisticated understanding of the various attitudes and beliefs of Western and Eastern philosophical traditions in their treatment of the 'self';

- a critically aware understanding of how to approach and execute an essay on a philosophical topic.

INDICATIVE CONTENT

In the first half of the module we will be looking at the notion of Personal Identity.

- The idea that this is the same person as one picked out at an earlier time is crucial to our thought about, among other things, life after death, punishment, personal relationships, and our special concern about our own future.

- What conditions must be satisfied if we are to say that this is the same person?

- These different views will have different implications for our thinking about the issues mentioned above.

- The more radical view - perhaps to be found in Buddhist teaching - that there is no such thing as a persisting self will have more radical implications.

- In the second part of this module we explore and investigate these ideas and the similarities and differences between concepts of 'self' and how each concept describes the relationship between 'self' and 'body in Eastern traditions of philosophy

- Guidance on the study skills required for level 7 study will also be embedded in the module. The skills addressed will include:
    - Research Skills
    - Essay structuring
    - Referencing
    - Critical Analysis

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	4000 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	4000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPPH7013**	
Module Title	**The Self: East and West**	
Classification	**Reading List entry**	**Electronic***
Essential	Thomas Nagel, "Death," in *Mortal Questions* (Cambridge University Press, 1979), 1-10. Online version: http://dbanach.com/death.htm	☒
Essential	John Locke, "Of Identity and Diversity," book II chapter 27 of *An Essay Concerning Human Understanding* (various editions)	☒
Essential	Rupert Gethin, *The foundations of Buddhism* (Oxford University Press: Oxford 1998.) Chpt 6	☐

Further	Critchley,S. *Continental Philosophy: A Very Short Introduction* (Oxford University Press :Oxford 2001)	☐
Further	John Perry (ed.), *Personal Identity* (University of California Press, 1975)	☐
Further	Derek Parfit, "Divided Minds and the Nature of Persons," in Colin Blakemore and Susan Greenfield (eds.), *Mindwaves* (Blackwell, 1984), 19-28	☐
Further	John Perry, *A Dialogue on Personal Identity and Immortality* (Hackett, 1978)	☐
Further	Amber Carpenter, *Indian Buddhist Philosophy* (Acumen Pub Ltd: Durham, 2013)	☐
Further	Steven Collins, *Selfless persons,* (Cambridge University Press, 1982.)	☐

Module Code	**HPPH7014**
Title	**MA Dissertation (Philosophy)**
Date	**04/03/2020**
Level	**7**
Credits	**60**
Pre-Requisites	

AIM(S)

- To enable students to reformulate and use relevant understanding, methodologies and theories to address a specific problematic issue that involve many interacting factors on a chosen topic related to their MA degree scheme.

LEARNING OUTCOMES

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

- construct an independent and methodologically informed argument, based on independent research, synthesizing relevant material;
- critically analyse and interpret the key problems, methodologies, and theories in their chosen topic, and produce and integrate a detailed analysis of the relevant primary sources;
- participate in the modern scholarly discussions on the proposed topic, and evaluate critically that scholarship with a sound understanding of the contexts in which it is located, so that developments and trends can be taken in account;
- plan and develop their own research and to exercise autonomy and sound judgement;
- present written work in a manner appropriate for a relevant/professional audience.

INDICATIVE CONTENT

- The dissertation provides an excellent opportunity to study in detail a specific aspect of the ancient world.
- Students decide on their own topic in close consultation with a member of staff.
- Those taking a language-focused programme may, as an alternative to a traditional dissertation essay, offer a lemmatic commentary on a Greek or Latin text in the original, to reflect their linguistic achievement.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	600	100%
Placement learning		
TOTAL	**600**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Dissertation	15000 words	100%

Assessment Summary

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

Module Code	**HPPH7015**
Title	**MRes Dissertation (Philosophy)**
Date	**04/03/2020**
Level	**7**
Credits	**120**
Pre-Requisites	

AIM(S)

- To pursue an extended, independent research project of up to 30,000 words upon a relevant and appropriate academic topic of interest to the student and within the subject range and specialism of the teaching staff.

LEARNING OUTCOMES

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

- demonstrate an ability to pursue an independent research project at postgraduate level;
- demonstrate a deep and sophisticated knowledge of their particular chosen topic for research;
- critically evaluate a breadth of accumulated information and interpretations, drawn from a wide range of textual sources, of both a primary and secondary character;
- demonstrate a sophisticated and critical awareness of relevant theoretical and conceptual considerations underpinning the research project;
- construct and sustained a hypothesis based on a critical evaluation of the various source materials as they relate to the research topic.

INDICATIVE CONTENT

Students have the opportunity to undertake an extended research project upon a topic of their own choice, within the individual subject strand of the Masters by Research and in consultation with both the subject tutor and the programme coordinator. The subject will need to come within the broad research areas of academic staff.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	1200	100%
Placement learning		
TOTAL	**1200**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting

Dissertation	30,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST
N/A

Module Code	**HPPH7016**
Title	**Applied Ethics**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**N/A**

AIM(S)

- To provide students with a systematic and critically aware understanding of problems and recent insights in Applied Ethics.

- To develop students' ability to apply moral theory to practical ethical dilemmas.

LEARNING OUTCOMES

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

- demonstrate an advanced level of knowledge of key themes, debates and thinking in Applied Ethics;
- demonstrate the ability to evaluate critically concepts, arguments and theories encountered in the ongoing debates over such moral dilemmas as abortion, euthanasia, and our treatment of animals;
- demonstrate a sophisticated understanding of the ways in which traditional moral theory might be applied to ethical dilemmas;
- demonstrate a theoretically sophisticated.

INDICATIVE CONTENT

This module will undertake an in-depth investigation of some of the central issues in contemporary applied ethics. The topics to be studied include some or all of the following:

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

The module will also provide a detailed examination of traditional moral theory through their application to issues in applied ethics.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	4000 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	4000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPPH7016**	
Module Title	**Applied Ethics**	
Classification	**Reading List entry**	**Electronic***
Further	Foot, Philippa, 'The Problem of Abortion and the Doctrine of the Double Effect', Virtues and Vices (Oxford: Basil Blackwell, 1978)	☒
Essential	Hursthoues, Rosalind, Beginning Lives, (Oxford: Blackwell, 1995)	☐
Further	Javis Thomson, Judith, 'A Defence of Abortion', Applied Ethics, edited by Peter Singer, (Oxford: Oxford University Press, 1986)	☒
Essential	Marquis, Don, 'Why Abortion is Immoral', The Journal of Philosophy, Vol. 86, No. 4 (Apr., 1989), pp. 183-202	☒
Essential	Singer, Peter, 'Taking Life: The Embryo and Fetus', Practical Ethics, (Cambridge: Cambridge University Press, 2011)	☒
Further	Tooley, Michael, 'Abortion and Infanticide', Philosophy & Public Affairs, Vol. 2, No. 1 (Autumn, 1972), pp. 37-65	☒
Further	Foot, Philippa, 'The Problem of Abortion and the Doctrine of the Double Effect', Virtues and Vices (Oxford: Basil Blackwell, 1978)	☒

Further	Glover, Jonathan, Causing Death and Saving Lives,(London: Penguin, 1990),	☐
Further	Hursthoues, Rosalind, Beginning Lives, (Oxford: Blackwell, 1995)	☐
Further	Javis Thomson, Judith, 'A Defence of Abortion', Applied Ethics, edited by Peter Singer, (Oxford: Oxford University Press, 1986)	☒
Essential	Singer, Peter, 'Taking Life: The Embryo and Fetus', Practical Ethics, (Cambridge: Cambridge University Press, 2011)	☒
Essential	Nagel, Thomas, 'War and Massacre', Philosophy & Public Affairs, Vol. 1, No. 2, (Winter, 1972)	☒
Further	Walzer's, Michael, Just and Unjust Wars, (Oxford: Clarendon Press, 2009)	☐
Further	Rachels, James, 'Active and Passive Euthanasia', Applied Ethics, edited by Peter Singer, (Oxford: Oxford University Press, 1986)	☐
Further	Singer, Peter, 'Taking Lives: Human', Practical Ethics, 3rd edition, (Cambridge: Cambridge University Press, 2011)	☒
Further	World Hunger and Moral Obligation, edited by William Aiken, Hugh La Follette (Englewood Cliffs, N.J.: Prentice-Hall, 1977)	☐
Essential	Singer, Peter, 'Rich and Poor', Practical Ethics, 3rd edition, (Cambridge: Cambridge University Press, 2011)	☒
Further	Campbell, Robert & Collinson, Diane, Ending Lives, (Oxford: Blackwell, 1995)	☐

Module Code	**HPPH7018**
Title	**Chinese Conceptions of the Self**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**N/A**

AIM(S)

- To examine Chinese conceptions of the self and how they evolved over time.
- To explore the implications of such understandings of the self for practical ethical and political problems.

LEARNING OUTCOMES

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

- explain different conceptions of the self in China with reference to their concrete historical and intellectual contexts;
- evaluate and critique claims concerning the nature of Chinese conceptions of the self;
- analyse the significance of self-conceptions for Chinese ways of approaching ethical, political or educational problems.

INDICATIVE CONTENT

- Definitions: Conceptions of person, self and individual
- The five human relationships and self-cultivation in the early Confucian tradition
- The uncertain self: Daoist views on the self
- The scholar's frustration: Power and the self in the early Chinese empires
- Hiding the self: Hermits, reclusion, and patterns of disengagement in China
- Individual fate and how to influence it in early medieval China
- Self and society in Neo-Confucianism
- Writing the self: Autobiographical writing in China
- Dreams, ghosts, and spirit journeys: Self and the supernatural
- The disturbed self: Mental illness in China
- Challenges to the Chinese self in the 20th and 21st century

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	4000 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	4000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPPH7018**	
Module Title	**Chinese Conceptions of the Self**	
Classification	**Reading List entry**	**Electronic***
Essential	Ames, Roger T., Thomas P. Kasulis and Wimal Dissanayake. *Self as Image in Asian Theory and Practice.* Albany, NY: State University of New York Press, 1998.	☒
Essential	Brindley, Erica. *Individualism in Early China: Human Agency and the Self in Thought and Politics.* Honolulu: University of Hawai'i Press, 2009.	☐
Essential	Carrithers, Michael, Steven Collins, and Steven Lukes, eds. *The Category of the Person: Anthropology, Philosophy, History*. Cambridge: Cambridge University Press, 1985.	☐
Essential	deBary, William Theodore, ed. *Self and Society in Ming Thought.* New York: Columbia University Press, 1970.	☐
Further	Ames, Roger T. *Confucian Role Ethics a Vocabulary*. Hong Kong: Chinese Univ. Press Honolulu University of Hawai'i Press, 2010.	☐
Further	Huang, Junjie. *Humanism in East Asian Confucian Contexts*. Bielefeld: transcript-Verl., 2010.	☐
Further	Rosemont Jr., Henry, and Roger T. Ames. *Confucian Role Ethics: A Moral Vision for the 21st Century?*. Göttingen: V&R unipress, 2016.	☒
Further	Rosemont, Henry. *Against Individualism a Confucian Rethinking of the Foundation of Morality, Politics, Family, and Religion*. Lanham Boulder New York London: Lexington Books, 2015.	☐

Further	Shun, Kwong-loi,, Wong,David B.,. *Confucian Ethics : A Comparative Study of Self, Autonomy, and Community*. New York: Cambridge, 2004.	☐
Further	Tu, Wei-ming. *Confucian Thought Selfhood as Creative Transformation*. Albany, NY: State Univ. of New York, 1985.	☐

Module Code	**HPRS7002**
Title	**The Gospel of John**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**The Bible: Text and Transmission**

AIM(S)

- To develop a critical awareness and appreciation of the interpretation of John's Gospel form a historical, theological and literary perspective.

- To evaluate the impact of contemporary biblical scholarship on the critical study of John's Gospel.

LEARNING OUTCOMES

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

- engage in a close reading of the text of John's Gospel with the aid of commentaries, reference works, journal articles, scholarly essays and monographs;
- comment critically on the nature of the relationship between John's Gospel and other texts, including the canonical gospels and other relevant Jewish and early Christian texts;
- display a thorough knowledge of scholarly approaches to key Johannine themes and issues;
- evaluate critically the historical, theological and literary significance of the Gospel of John, its place within the New Testament canon, and its contribution to the development of Christian theology.

INDICATIVE CONTENT

- A study of the various contexts and sources that led to the shaping of the Gospel of John.
- An analysis of key themes in John's Gospel, including dualism, 'the signs', eschatology, the Spirit, and the Gospel's distinctive interpretation of the identity and role of Jesus.
- The depiction of 'the Jews' and the Gospel's approach to Judaism.
- An examination of recent social-scientific, anthropological and narratological approaches to the study of John's Gospel.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Textual Analysis	3000 words	40%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	4500 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPRS7002**	
Module Title	**The Gospel of John**	
Classification	**Reading List entry**	**Electronic***
Essential	Edwards, R. B., *Discovering John* (2nd edition; London: SPCK, 2014).	☐
Essential	Koester, C. R., *The Word of Life: A Theology of John's Gospel* (Grand Rapids, MI/Cambridge: W.B. Eerdmans, 2008).	☐
Essential	Lincoln, A.T., *The Gospel according to St John* (Black's NT Commentaries; London: Continuum, 2005.	☐
Further	Ashton, J., *Understanding the Fourth Gospel* (2nd edition, Oxford: Oxford University Press, 2008).	☐
Further	Ashton, J. (ed.), *The Interpretation of John*, Studies in New Testament Interpretation (2nd ed., Edinburgh: T & T Clark, 1997).	☐
Further	Barrett, C. K., *The Gospel According to John* (2nd edition, London: SPCK, 1978).	☐
Further	Brown, R.E., *An Introduction to the Gospel of John* (New York: Doubleday, 2003).	☐
Further	Brown, R. E., *The Gospel According to John,* 2 volumes (New York: Anchor Bible, 1996).	☐

Further	Culpepper, R. A., *The Anatomy of the Fourth Gospel* (Minneapolis, MN: Augsburg Fortress, 1983).	☐
Further	Culpepper, R.A. and P.N. Anderson (eds.), *John and Judaism: A Contested Relationship in Context* (Atlanta: SBL Press, 2017).	☐
Further	Koester, C.R., *Portraits of Jesus in the Gospel of John: A Christological Spectrum* (London: Bloomsbury / T&T Clark, 2019)	☐
Further	Le Donne, A. and T. Thatcher (eds.), *The Fourth Gospel in First-Century Media Culture*, LNTS 426 (London; T & T Clark, 2011).	☐
Further	Lieu, J.M. and M.C. DeBoer (eds.), *The Oxford Companion of Johannine Studies* (Oxford: Oxford University Press, 2018).	☐
Further	Myers, A.D. and B.G. Schuchard (eds.), *Abiding Words: The Use of Scripture in the Gospel of John* (Atlanta: SBL Press, 2015).	☐
Further	Smith, D. M., *The Theology of the Gospel of John* (Cambridge: Cambridge University Press, 1995).	☐
Further	Smith, D. M., *The Fourth Gospel in Four Dimensions* (Columbia, SC: University of South Carolina Press, 2008).	☐
Further	Thatcher, T. (ed.), *What We Have Heard From the Beginning: The Past, Present and Future of Johannine Studies* (Waco, TX: Baylor University Press, 2007).	☐
Further	Thatcher, T. and S.D. Moore (eds), *Anatomies of Narrative Criticism: The Past, Present and Futures of the Fourth Gospel as Literature* (Atlanta, GA: SBL, 2008).	☐
Further	Williams, C.H. and C. Rowland (eds.), *John's Gospel and Intimations of Apocalyptic* (London: Bloomsbury, 2014).	☐

Module Code	**HPRS7004**
Title	**Chinese Religions at the Grassroots**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To develop a critical understanding of the role of Chinese religions and spirituality at the grassroots level.
- To examine the applicability of a range of theoretical approaches to the study of Chinese religions and spirituality.

LEARNING OUTCOMES

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

- Demonstrate a theoretically informed understanding of religious developments in modern and contemporary China.
- Analyse the role of religious and spiritual practices in their social, political and cultural contexts.
- Evaluate the appropriateness and limitations of current theoretical modules in the Chinese context.

INDICATIVE CONTENT

- Theoretical approaches to the study of religions in contemporary China
- The management of religious affairs in contemporary China
- The religious landscape of China's cities
- Spirituality in everyday life
- Religion/Spirituality and wellbeing
- Religious/spiritual pilgrimages
- Aspects of religious commercialisation
- Religious forms of resistance
- Globalization and localization of Chinese religions

Study Time Allocation

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7,500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPRS7004**	
Module Title	**Chinese Religions at the Grassroots**	
Classification	**Reading List entry**	**Electronic***
Essential	Chau, Adam Yuet. *Religion in China*. Cambridge: Polity Press, 2019.	☐
Essential	Johnson, Ian. *The Souls of China: The Return of Religion After Mao*. New York: Pantheon Books, 2017.	☐
Essential	Jones, Stephen. *Daoist Priests of the Li Family: Ritual Life in Village Chin*. St. Petersburg, FL: Three Pines Press, 2017.	☐
Essential	Peng, Mu. *Religion and Religious Practices in Rural China*. Abingdon, Oxon: Routledge, 2019.	☐
Essential	Topley, Marjorie, and Jean Elizabeth DeBernardi. *Cantonese Society in Hong Kong and Singapore : Gender, Religion, Medicine and Money*. Singapore: NUS Press, 2011.	☐
Essential	Vermander, Benoit, Liz Hingley, and Liang Zhang. *Shanghai Sacred: The Religious Landscape of a Global City*. Seattle, WA: University of Washington Press, 2018.	☐
Essential	Zhuo, Xinping. *Religious Faith of the Chinese*. Singapore: Springer, 2018.	☐
Further	Chau, Adam Yuet. *The Dragon King Valley: Popular Religion, Socialist State, and Agrarian Society in Shaanbei, North-Central China*. Stanford: Ph.d. dissertatition, Stanford University, 2001.	☐
Further	Chau, Adam Yuet. *Miraculous Response: Doing Popular Religion in Contemporary China*. Stanford: Stanford University Press, 2005.	☐
Further	Ng, Peter Tze Ming. *Chinese Christianity: An Interplay between Global and Local Perspectives.* Leiden: Brill, 2012.	☐
Further	Herrmann-Pillath, Carsten. "Religious Individualisation in China: A Two-Modal Approach." *Religious Individualisation: Historical*	☐

	Dimensions and Comparative Perspectives. Ed. Martin et al Fuchs. Berlin: De Gruyter, 2019. 643-668.	
Further	Pan Junliang. "Rethinking Mediumship in Contemporary Wenzhou." *Review of Religion and Chinese Society* 6.2 (2019): 229-52.	☐
Further	Weller, Robert P., and Keping Wu. "On the Boundaries between Good and Evil: Constructing Multiple Moralities in China." *Journal of Asian Studies* 76.1 (2017): 47-67.	☐
Further	Wielander, Gerda. *Christian Values in Communist China*. London: Routledge, 2013.	☐
Further	Lozada, Eriberto. *God Aboveground: Catholic Church, Postsocialist State, and Transnational Processes in a Chinese Village*. Stanford: Stanford University Press, 2001.	☐
Further	Gaenssbauer, Monika. *Popular Belief in Contemporary China.* Bochum/Freiburg: project verlag, 2015.	☐
Further	Steinmüller, Hans. *Communities of Complicity: Everyday Ethics in Rural China*. New York: Berghahn, 2013.	☐

Module Code	**HPRS7005**
Title	**Interfaith Encounters: Religious Interaction in a Complex World**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To deepen students' awareness of interfaith interactions in the contemporary world and their shared historical realities.

- To analyse and assess the ways in which interfaith interactions has an impact on the world around us, shapes our histories, and reflects concerns about the future.

LEARNING OUTCOMES

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

- Work creatively, respectfully and effectively with each other and with course content.

- Examine and explain motivating factors in points of interaction between differing religious traditions in a variety of situations.

- Demonstrate charitable and thoughtful reflection of values held by others and the implications of those values (cause and effect).

- Critically assess values held in our contemporary society, and explore links that these values have with the past (change and continuity).

- Engage in appropriate work in the advanced study of interfaith studies, and produce written work that conforms to standards that are established and upheld by the scholarly community, including the construction of a thoughtful claim that can be supported by evidence gathered.

INDICATIVE CONTENT

- An exploration of the contemporary world – modernity and post-modernity.

- Issues of Doctrine and Truth across Religions
    - Scripture and Truth
    - Hermeneutical Approaches – Herutva, Scriptural Reasoning

- Gender and Interfaith Interactions

- Interfaith Ecology
- Ritual Encounter
- Religious Conflict Resolution and Peacebuilding
- Religious Encounter and the Media

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPRS7005**	
Module Title	**Interfaith Encounters: Religious Interaction in a Complex World**	
Classification	**Reading List entry**	**Electronic***
Essential	Race, A, 2010, “Interfaith Encounter: The Twin Tracks of Theology and Dialogue”, London: SCM Press.	☒
Further	Cornille, C, 2013, “The Wiley-Blackwell Companion to Inter-Religious Dialogue”, London: Wiley-Blackwell	☐
Further	Harris E & O’Grady J, 2019, “Meditation in Buddhist-Christian Encounter”, Berlin: EoS	☐
Further	Demiri L, 2018, “The Future of Interfaith Dialogue”, Cambridge, CUP	☐

Further	Schmidt-Leukel, P, 2009 “Transformation by Integration”, London: SCM Press	☐
Further	Gregg R, 2015, “Shared Stories, Rival Tellings”, Oxford: OUP	☐
Further	McCarthy K, 2007, “Interfaith Encounters in America”, New Jersey: Rutgers University Press	☐
Further	Amaldoss, M, 2017 “Interreligious Encounters: Opportunities and Challenges”, London: Orbis Books	☐
Further	Hedges, P, 2017 “Contemporary Muslim-Christian Encounters”, London: Bloomsbury	☐
Further	Hosansky N, 2016, “The Abrahamic Encounter”, Loiusville: Wipf & Stock	☒

Module Code	**HPRS7006**
Title	**Islam Today**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To develop a comprehensive framework for developing understanding of the place and practice of Islam in the contemporary world, focusing on Muslims in 'western' contexts.
- To provide students with an opportunity to analyse and write about issues relating to Islam and Muslim societies in depth.

LEARNING OUTCOMES

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

- utilise in an analytical manner methodological and epistemological frameworks appropriate for the study of Islam;
- demonstrate acute multidisciplinary/interdisciplinary skills appropriate to the academic analysis of Islam;
- discuss contemporary issues associated with Islam and Muslim societies – especially in 'western' contexts – with critical knowledge, understanding and empathy;
- apply knowledge of key textual sources relevant for Islamic Studies in an appropriate and discriminating manner.

INDICATIVE CONTENT

- Islam and Muslims in Western contexts
- Islam in the UK
- Islam and diversity
- Education and Islam
- Medical Ethics
- Gender issues
- Orientalism and the representation of Islam
- Islam, the Internet & Religious Authority
- 9/11 and Islam Today

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7,500 words (5 elements x1,500 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPRS7006**	
Module Title	**Islam Today**	
Classification	**Reading List entry**	**Electronic***
Essential	*The Qur'an: a new translation by M. A. S. Abdel Haleem*, (Oxford & New York: Oxford University Press, 2004) [also online *via Oxford Islamic Studies Online*]	☒
Essential	Esposito, J.L. (ed), *Oxford Islamic Studies Online* (online resource)	☒
Further	Bunt, G. R*., Hashtag Islam* (UNC Press, 2018)	☒
Further	Bearman, P., Bianquis, Th., Bosworth, C.E., van Donzel, E. & Heinrichs, W.P. (editors),*Encyclopaedia of Islam* Vol. I-XII (Leiden: E.J. Brill, 1960-2005) (online resource)	☒
Further	Esposito, J.L., *Islam: The Straight Path* (New York & London: Oxford University Press, Revised updated 4th edition, 2010)	☐
Further	Newby, G.D., *A Concise Encyclopedia of Islam*, (Oxford: Oneworld Publications, 2002)	☐
Further	Gilliat-Rae, S., *Muslims in Britain: an Introduction* (Cambridge University Press, 2011)	☐
Further	Goddard, H., *A History of Christian-Muslim Relations*. (Edinburgh University Press, 2000)	☐
Further	Said, E.W., *Orientalism* (London: Random House, 1979)	☐
Further	Waines, D. *An Introduction to Islam*, (Cambridge University Press, 2003)	☐
Further	Bunt, G. R*., iMuslims: Rewiring the House of Islam* (London: C. Hurst & Co, 2009)	☒
Further	Nasr, S.H. *The Study Quran* (Harper Collins, 2015)	☐

Further	Nielsen, J. S. & Otterbeck, J. *Islam in Western Europe*. (Edinburgh: Edinburgh University Press, 2015, 4th ed.).	☐

Module Code	**HPRS7007**
Title	**MA Dissertation (Religion)**
Date	**04/03/2020**
Level	**7**
Credits	**60**
Pre-Requisites	

AIM(S)

- To formulate and complete a 15,000-word dissertation, based on original, independent research of primary and secondary sources, which uses appropriate theoretical, methodological and historiographical approaches.

LEARNING OUTCOMES

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

- the ability to pursue an independent research project, which critically evaluates a range of primary and secondary sources of information;
- the ability to display a sophisticated awareness of the relevant theoretical considerations, and to construct an original hypothesis based on a critical analysis of the evidence

INDICATIVE CONTENT

- Not applicable.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	600	100%
Placement learning		
TOTAL	**600**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Dissertation	15,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

N/A

Module Code	**HPRS7008**
Title	**Religion and the Environment**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To examine critically the ecological legacy of a variety of religious traditions.
- To assess the extent to which 'religion' can be a useful resource for the formulation of a positive 21st century environmental ethic.

LEARNING OUTCOMES

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

- Engage critically with the hermeneutical and exegetical challenges of approaching religion, and interpreting ancient texts, from an ecological perspective.
- Analyse a range of themes pertaining to the environment that arise from engagement with major and lesser known religious traditions.
- Evaluate the message/s of religion in light of the modern environmental crisis and the need to encourage positive attitudes towards issues of environmental sustainability and care.

INDICATIVE CONTENT

- The 'greening' of religion.
- The ecological legacy of the biblical texts (especially, the biblical creation stories and the Bible's eschatological traditions).
- The contribution of Islamic theology to a discussion of 'green' issues.
- The extent to which the major Eastern traditions (e.g., Hinduism and Buddhism) may be considered as 'ecologically ideal'.
- The ecological potential of 'Indigenous' religions (with a particular emphasis on Native American perspectives on environmental justice).
- Neo-Pagan and New Age approaches to environmental ethics.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Book Review	2500 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	5000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPRS7008**	
Module Title	**Religion and the Environment**	
Classification	**Reading List entry**	**Electronic***
Essential	Gottlieb, R. S., *A Greener Faith: Religious Environmentalism and Our Planet's Future* (Oxford: Oxford University Press, 2006)	☒
Essential	Gottlieb, R. S., *The Oxford Handbook of Religion and Ecology* (Oxford: Oxford University Press, 2010)	☒
Essential	Grim, J., and M. E. Tucker, *Ecology and Religion*, Foundations of Contemporary Environmental Study Series (Washington: Island Press, 2014)	☐
Essential	Jenkins, W. J., M. E. Tucker, and J. Grim (eds.), *Routledge Handbook of Religion and Ecology* (Abingdon: Routledge, 2017)	☐
Further	Bauckham, R., *Living with Other Creatures: Green Exegesis and Theology* (Milton Keynes: Paternoster, 2012)	☐
Further	Bauman, W. A., R. R. Bohannon II, and K. J. O'Brien (eds.), *Grounding Religion: A Field Guide to the Study of Religion and Ecology* (Abingdon: Routledge, 2011)	☐

Further	Chapple, C., and M. E. Tucker (eds.), *Hinduism and Ecology: The Intersection of Earth, Sky, and Water*, Religions of the World and Ecology (Massachusetts: Harvard University Press, 2000)	☐
Further	De Angeles, L., E. R. Orr, and T. van Dooren (eds.), *Pagan Visions for a Sustainable Future* (Minnesota: Llewellyn Publications, 2005)	☐
Further	Dien, M. I., *The Environmental Dimensions of Islam* (Cambridge: The Lutterworth Press, 2000)	☐
Further	Gosling, D. L., *Religion and Ecology in India and Southeast Asia* (London: Routledge, 2001).	☐
Further	Greer, J. M., *Mystery Teachings from the Living Earth: An Introduction to Spiritual Ecology* (California: Weiser Books, 2012)	☐
Further	Grim, J. A., *Indigenous Tradition and Ecology: The Interbeing of Cosmology and Community*, Religions of the World and Ecology (Massachusetts: Harvard University Press, 2001)	☐
Further	Habel, N. C., and P. Trudinger, *Exploring Ecological Hermeneutics* (Atlanta: Society of Biblical Literature, 2008)	☐
Further	Habel, N. C., *An Inconvenient Text* (Adelaide: ATF Press, 2009)	☐
Further	Horrell, D. G., *The Bible and the Environment* (London: Equinox, 2010)	☐
Further	Jain, P., D*harma and Ecology of Hindu Communities: Sustenance and Sustainability* (Abingdon: Routledge, 2011)	☐
Further	Kaza, S., and K. Kraft (eds.), *Dharma Rain: Sources of Buddhist Environmentalism* (Boston and London: Shambhala, 2000)	☐
Further	Kaza, S., *Green Buddhism: Practice and Compassionate Action in Uncertain Times* (Boulder, Colorado: Shambhala, 2019)	☐
Further	Khalid, F., and O'Brien J., *Islam and Ecology*, World Religions and Ecology (London: Cassell, 1992)	☐
Further	Nelson, L. E. (ed.), *Purifying the Earthly Body of God: Religion and Ecology in Hindu India* (New York: SUNY Press, 1998)	☐
Further	Porter, J., *Native American Environmentalism: Land, Spirit and the Idea of Wilderness* (Nebraska: Nebraska University Press, 2014)	☐
Further	Santmire, H. P., *The Travail of Nature: The Ambiguous Ecological Promise of Christian Theology* (Minneapolis, Fortress Press, 1985)	☐
Further	Schaffer, F. A., *Pollution and the Death of Man* (Illinois: Tyndale House, 1970)	☐
Further	Tucker, M. E., and D. R. Williams, D. R., *Buddhism and Ecology: The Interconnection of Dharma and Deeds*, Religions of the World and Ecology (Massachusetts: Harvard University Press, 1998)	☐

Module Code	HPRS7009
Title	Religious Experience Today
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To provide students with an in-depth understanding of religious experience from a number of perspectives, examining both the phenomenology of such experiences and explanations for them
- To develop a critical understanding of the significance of the theoretical approaches to the study of religious experience

LEARNING OUTCOMES

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

- A comprehensive understanding of the varying ways of approaching the subject, and the different factors which must be taken into account, including social-historical background (both of experients and of interpreters/scholars), psychology (including faith and belief), neurophysiology and cognition, and the possibility of a genuinely metaphysical reality.
- The development of a critical approach to primary sources (i.e. anecdotal accounts vs. empirical evidence), and secondary sources (i.e. an awareness of issues such as the reliability of authors, and potential apologetic or academic biases).
- A contextualisation of religious experience as a distinct but inseparable part of the overall phenomenon of 'religion,' and its relation to the other dimensions of religion.

INDICATIVE CONTENT

- Overview of the history of the study of religious experience including an introduction of the works and theories of key pioneering figures in the field such as Friedrich Schleiermacher, William James, and Rudolph Otto
- Recent development in the study of religious experience such as cognitive studies, cultural/sociological/psychological 'construction' of experience, empirical evidence and claims of veridicality of experience, subsequent effects on the experient ('fruits'), and the relationship between religious experience and religious belief
- Religious experience in relation to particular social and cultural categories, with a consideration of gender, age (with emphasis on religious experience in children and the elderly), social position/profession (with a focus on the relationship between creativity/innovation and religious experience), and a comparison of the phenomenology of religious experiences cross-culturally with reference to the possibility a 'common core'

- A section devoted to the work of Sir Alister Hardy and the Religious Experience Research Centre will introduce students to the archive containing thousands of personal accounts of religious experiences, which they will be encouraged to access and engage within their essays.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	300	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPRS7009**	
Module Title	**Religious Experience Today**	
Classification	**Reading List entry**	**Electronic***
Essential	Hood, R.W. *Handbook of Religious Experience.* (Birmingham: AL, Religious Education Press, 1995)	☐
Essential	Schmidt, B.E. (ed). *The Study of Religious Experience: Approaches and Methodologies* (Sheffield: Equinox, 2016)	☐
Essential	Taves, A. *Religious Experience Reconsidered: A Building-Block Approach to the Study of Religion and Other Special Things* (Princeton: Princeton University Press, 2011 [2009])	☒
Essential	Taylor, C. *Varieties of Religion Today: William James Revisited*. (Cambridge Mass., Harvard University Press, 2002)	☐

Further	James, W. *The Varieties of Religious Experience: A Study in Human Nature* (New York: Classics Books, 2010 [1902])	☐
Further	Hay, D. *Religious Experience Today*. (London: Mowbray, 1990)	☐
Further	Taves, A. Fits, *Trances & Visions: Experiencing Religion and Explaining Experience from Wesley to James.* (Princeton: Princeton University Press, 1999)	☐
Further	Proudfoot, W. *Religious Experience.* (Berkeley: University of California Press, 1985).	☒
Further	Jantzen, G.M. *Power, Gender, and Christian Mysticism* (Cambridge: Cambridge University Press, 1995)	☐
Further	Andresen, J, *Religion in Mind: Cognitive Perspectives on Religious Belief, Ritual and Experience* (Cambridge: Cambridge University Press, 2001)	☐
Further	Franks Davis, C. *The Evidential Force of Religious Experience.* (Oxford: Oxford University Press, 1989)	☒
Further	Pyysiäinen, I. *How Religion Works: Towards a New Cognitive Science of Religion* (Leiden: Brill, 2001)	☐

Module Code	HPRS7010
Title	Theory and Methodology in the Study of Religions
Date	04/03/2020
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To provide students with an in-depth understanding of theories and methodologies in the Study of Religions from a number of perspectives
- To develop a critical understanding of the significance of specific methodologies when approaching particular religions

LEARNING OUTCOMES

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

- A comprehensive understanding of interdisciplinary approaches to the study of religions, and the theoretical frameworks associated with them;
- A grasp of the key methodological assumptions which help to define the field (e.g. the importance of social, historical, and cultural contexts of both the researcher and the subject of research; an attempt at neutrality, objectivity, and reflexivity);
- An understanding of the distinction between such assumptions and the theories and methodologies which typify the way religions are studied within each relevant discipline;
- The development of a critical approach to secondary sources, including an awareness of issues such as the reliability of authors, and potential apologetic or academic biases;
- A mastery of key current issues in the field, and the ways in which they are studied.

INDICATIVE CONTENT

- The first section of the module concerns the definition of Study of Religions, the definition of 'religion', and the scope of the field's enquiry. Particular emphasis is placed on the 'insider/outsider' problem and its implications for research and interpretation. Concepts such as relativism, the importance of context, bias, reflexivity, objectivity and subjectivity are introduced.
- The second section looks at some of the approaches and methodologies of various disciplines in relation to Study of Religions: Anthropology, Sociology, Psychology, Phenomenology, Philosophy, Neurotheology and Cognitive Science, and a separate section on Interdisciplinarity. The relevance of each discipline, and the ways in which they have contributed to the field are outlined, and their various methodologies (and related theories) explained.
- The third section highlights some current methodological and theoretical issues: Gender, Postmodernism, Comparison and Universalism, Religious Experience, Ethnicity, Identity, and Globalization. Also included is a discussion on how

categories are used in Study of Religions – terms like 'eastern', 'western', and 'fundamentalism'.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	300	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPRS7010**	
Module Title	**Theory and Methodology in the Study of Religions**	
Classification	**Reading List entry**	**Electronic***
Essential	Antes, P., A. Geertz, & R. Warne *New Approaches to the Study of Religion*, 2 vols. (Berlin: De Gruyter, 2004)	☒
Essential	Beal, T. & W. Deal *Theory for Religious Studies*. (London: Routledge, 2004).	☐
Essential	Chryssides, G.D. & R. Geaves (2007) *The Study of Religion: An Introduction to Key Ideas and Methods.* London, T&T Clark.	☐
Essential	Olson, C. *Theory and Method in the Study of Religion: Theoretical and Critical Readings.* (Belmont CA: Wadsworth, 2002).	☐
Essential	Stausberg, M. and S. Engler (eds). *The Routledge Handbook of Research Methods in the Study of Religions*. (London: Routledge, 2011)	☒

Further	Braun, W. & R. McCutcheon (eds.) *Guide to the Study of Religion*. (London: Cassell, 2000).	☐
Further	Clayton, P. (ed.) *The Oxford Handbook of Religion and Science.* (Oxford: Oxford University Press, 2006).	☒
Further	Geertz, A. & R.T. McCutcheon. *Perspectives on Method and Theory in the Study of Religion.* (Leiden: Brill, 2000).	☐
Further	McCutcheon, R. (ed.) *The Insider/Outsider Problem in the Study of Religions: A Reader*. (Cassell: London, 1999)	☐
Further	Taylor, M, (ed.) *Critical Terms for Religious Studies.* (Chicago: Chicago UP, 1998)	☐
Further	Waardenburg, J. *Classical Approaches to the Study of Religion: Aims, Methods, and Theories of Research: An Introduction and Anthology*. (Berlin: De Gruyter, 1973)	☒
Further	Whaling, F. (ed.) *Theory & Methods in Religious Studies: Contemporary Approaches to the Study of Religion*. (Berlin: De Gryuter, 1995).	☐

Module Code	**HPRS7012**
Title	**MRes Dissertation (Religion)**
Date	**04/03/2020**
Level	**7**
Credits	**120**
Pre-Requisites	

AIM(S)

- To pursue an extended, independent research project of up to 30,000 words upon a relevant and appropriate academic topic of interest to the student and within the subject range and specialism of the teaching staff.

LEARNING OUTCOMES

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

- demonstrate an ability to pursue an independent research project at postgraduate level;
- demonstrate a deep and sophisticated knowledge of their particular chosen topic for research;
- critically evaluate a breadth of accumulated information and interpretations, drawn from a wide range of textual sources, of both a primary and secondary character;
- demonstrate a sophisticated and critical awareness of relevant theoretical and conceptual considerations underpinning the research project;
- construct and sustained a hypothesis based on a critical evaluation of the various source materials as they relate to the research topic.

INDICATIVE CONTENT

Students have the opportunity to undertake an extended research project upon a topic of their own choice, within the individual subject strand of the Masters by Research and in consultation with both the subject tutor and the programme coordinator. The subject will need to come within the broad research areas of academic staff.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	1200	100%
Placement learning		
TOTAL	**1200**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Dissertation	30,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

N/A

Module Code	**HPRS7013**
Title	**The Bible: Text and Transmission**
Date	**04/03/2020**
Level	**Level 7**
Credits	**30**
Pre-Requisites	**None**

AIM(S)

- To develop a critical awareness and appreciation of scholarly issues surrounding the stabilisation of biblical texts and their transmissions, and the formation of the biblical canon.

- To enable students to identify different literary genres across both Old and New Testaments by engaging with a representative sample of primary texts (in translation).

LEARNING OUTCOMES

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

- demonstrate an informed understanding of the diversity and range of languages and literary genres found in the Hebrew Bible and the New Testament;
- analyse critically how early versions of the texts can act as interpretations;
- contextualize specific biblical passages within their wider literary and canonical contexts;
- identify intertextual links between the Hebrew Bible and the New Testament and examine critically the theological claims implicit in these links;
- assess the contribution to the history of biblical interpretation of a selection of key figures and movements.

INDICATIVE CONTENT

- Examination of the critical issues and questions surrounding scholarly debate of the composition of the Pentateuch, the Deuteronomistic History and the Prophetic Literature.
- Historical overview of the different Ancient Versions of the Bible (including the Septuagint, Targum, Peshitta) and how these versions are used in biblical scholarship.
- The reception of the Hebrew Scriptures in late Second Temple Judaism and in early Christian writings.
- Analysis of the critical issues and questions surrounding the formation of the canonical gospels (including source criticism and redaction criticism).
- Examination of recent scholarly debates on the gospel genre and on the communities that supposedly lie behind the canonical gospels.
- The transmission and reconstruction of the New Testament, including the principles of establishing the New Testament text.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio: to include book review, textual analyses and essay	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPRS7013**	
Module Title	**The Bible: Text and Transmission**	
Classification	**Reading List entry**	**Electronic***
Essential	Barton, J., *Reading the Old Testament: Method in Biblical Study* (London: Darton, Longman & Todd, 1986; 2nd edition 1996).	☐
Essential	Barton, J., *A History of the Bible: The Book and its Faiths* (London: Allen Lane, 2019).	
Essential	Moyise, S., *The Old Testament in the New: Approaches to Biblical Studies* (2nd edition; London: T & T Clark, 2015).	☐
Essential	Rogerson, J. & Lieu, J.M. (eds), *The Oxford Handbook of Biblical Studies* (Oxford: Oxford University Press, 2008).	☐
Further	Aitken, J. (ed.), *T&T Clark Companion to the Septuagint* (London: Bloomsbury, 2015).	☐
Further	Barton, J. (ed.), *The Hebrew Bible: A Critical Companion* (Princeton: Princeton University Press, 2016).	☐
Further	Barton, J. *The Nature of Biblical Criticism* (Louisville: Westminster John Knox Press, 2007).	☐
Further	Barton, J., *People of the Book? The Authority of the Bible in Christianity* (3rd edition; London: SPCK).	☐
Further	Bauckham, R., *The Gospels for All Christians: Rethinking the Gospel Audiences* (Grand Rapids: W.B. Eerdmans, 1997).	☐

Further	Burridge, R., *What Are the Gospels? A Comparison with Graeco-Roman Biography* (3rd edition; Waco: Baylor University Press, 2018).	☐
Further	Collins, J.J., *The Bible after Babel: Historical Criticism in a Postmodern Age* (Grand Rapids: Eerdmans 2006).	☐
Further	Crossley, J. and M. Fletcher, *Companion to the New Testament: Introduction, Interpretation, Application* (London: SCM, 2020).	☐
Further	Evans, C.A., *Ancient Texts for New Testament Studies: A Guide to the Background Literature* (Grand Rapids: Baker Academic, 2012).	☐
Further	Gamble, H.Y., *Books and Readers in the Early Church* (New Haven: Yale University Press, 1997).	☐
Further	Hays, R.B., *Echoes of Scripture in the Letters of Paul* (New Haven: Yale University Press, 1989).	☐
Further	Hays, R.B., *Echoes of Scripture in the Gospels* (New Haven: Yale University Press, 2017).	☐
Further	R.B. Hays, S. Alkier & L.A. Huizenga (eds.), *Reading the Bible Intertextually* (Waco: Baylor University Press, 2009).	☐
Further	Klink III, E.W. (ed.), *The Audience of the Gospels: The Origin and Function of the Gospels in Early Christianity* (LNTS 353; London: T & T Clark International, 2010).	☐
Further	Kugel, J. & Greer, R., *Early Biblical Interpretation* (Louisville: Westminster John Knox Press, 1988).	☐
Further	Marcos, N.F., *The Septuagint in Context: Introduction to the Greek Versions of the Bible* (Leiden: Brill, 2000).	☐
Further	Moyise, S., *Evoking Scripture: Seeing the Old Testament in the New* (London: T & T Clark, 2008).	☐
Further	Nongbri, Brent, *God's Library: The Archaeology of the Earliest Christian Manuscripts* (New Haven: Yale University Press, 2018).	☐
Further	Parker, D., *Textual Criticism and the Making of the New Testament* (Oxford: Oxford University Press, 2014).	☐
Further	Tuckett, C., *Reading the New Testament: Methods of Interpretation* (London: SPCK, 1987).	☐
Further	Stavrakopoulou, F. and J. Barton, *Religious Diversity in Ancient Israel and Judah* (London: T&T Clark, 2010).	☐
Further	Sweeney, M.A. and S. Chapman, *the Cambridge Companion to the Hebrew Bible/Old Testament* (Cambridge: Cambridge University Press, 2016).	☐
Further	T. Thatcher, C. Keith and R.Person, *Dictionary of the Bible and Ancient Media* (London; T&T Clark, 2017).	☐

Module Code	**HPRS7015**
Title	**From Patriarchs to Prophets: Reading and Reception**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To enable students to acquire a detailed knowledge of the patriarchs and prophetic literature as portrayed in the Hebrew Bible and other Second Temple literature (including the Dead Sea Scrolls)

- To provide students with the exegetical tools necessary to engage critically with the portrayal of the patriarchs as constructed in the Book of Genesis, and the construction of prophets in prophetic literature, especially in the Book of Isaiah, and scholarly interaction with them

LEARNING OUTCOMES

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

- analyse critically a range of texts from patriarchal and prophetic literature;

- evaluate the usefulness and appropriateness of current literary approaches to biblical texts;

- demonstrate the importance and centrality of selected texts from an interfaith perspective;

- interrogate a work of art (visual or literary) based on a theme or character from patriarchal and/or prophetic narratives from a biblical reception perspective and discuss the problems and issues it raises.

INDICATIVE CONTENT

- Introduction to the patriarchs through the Book of Genesis and determine its place in the wider canonical setting.
- Plot and characterisation in the narratives of the three patriarchs Abraham, Isaac and Jacob (Genesis 12-36).
- Introduction to prophetic literature by situating and contextualising the book of Isaiah within the canon of the major prophets (Isaiah, Jeremiah and Ezekiel)
- Reviewing the depictions of patriarchal and prophetic literature from an interfaith perspective, focusing particularly on Jewish, Christian and Islamic Tradition.
- Literary and artistic appropriations of patriarchal and prophetic texts.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	**30**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7,500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS7015	
Module Title	From Patriarchs to Prophets: Reading and Reception	
Classification	Reading List entry	Electronic*
Essential	Yvonne Sherwood, "Prophetic Literature" in The Oxford Handbook of English Literature and Theology (eds. Andrew Hass, David Jasper and Elisabeth Joy, 2009)	☒
Essential	David L. Petersen, The Prophetic Literature: An Introduction (London: Westminster John Knox Press, 2002)	☐
Essential	Davies, G.I., 'Introduction to the Pentateuch', in J. Barton and J. Muddiman (eds), The Oxford Bible Dictionary (Oxford: Oxford University Press, 2001), pp.12-19.	☐
Further	Tiemeyer, Lena-Sofia, Recent Currents in Research on the Prophetic Literature, The Expository Times, 2008, Vol. 119 (4), 161-9	☒
Further	Bo H. Lim, The "way of the Lord" in the Book of Isaiah (London, New York: T&T Clark, 2010)	☒
Further	H. G. M. Williamson, Isaiah 62:4 and the Problem of Inner-Biblical Literature, 2000, Vol. 119 (4), 734-39	☒
Further	Kessler, E., 'The Sacrifice of Isaac in Christian and Jewish Traditions: Artistic Representations', in Martin O'Kane (ed.), Borders, Boundaries and the Bible (London: Continuum, 2002), pp. 74-98.	☐
Further	Brueggemann, W., The Prophetic Imagination. Minneapolis: Fortress, 2001).	☐

Further	Holdsworth, J., The Old Testament: Study Guide (London: SCM, 2005).	☐
Further	Sawyer, J., Sacred Texts and Sacred Meanings: Studies in Biblical Language and Literature (Sheffield: Sheffield Phoenix Press, 2011).	☐

Module Code	**HPRS7016**
Title	**Muslim Networks: Communication, Knowledge and Islamic Traditions in Contemporary Perspective**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To enable students to acquire a thorough understanding of the networking and interaction between Islam, Muslims and cultures in historical and contemporary contexts

- To develop critical awareness of significant factors influencing the development of specific interpretative and belief frameworks within Muslim societies

LEARNING OUTCOMES

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

- Read and apply a variety of source materials critically and empathetically

- Employ multidisciplinary/ interdisciplinary skills appropriate for the academic analysis of key issues and topics associated with Islamic Studies

- Discuss the historical, cultural and religious translational networks associated with Muslim thought – including through the arts, pilgrimage, commerce, communications, and propagation

- Be aware of the impact of information technology on Muslim societies

- Develop comparative approaches to knowledge about Islam and Muslim societies

INDICATIVE CONTENT

- Historical connectivity and networking: traditional patterns of knowledge transmission about Islam
- Transmission of culture and religious ideas
- Communications media: historical and contemporary
- Sufi networks: Communications and concepts; case study
- Shi'a networks: Communications and concepts; case study
- Islamic arts: networking of ideas (architecture, mosque design, popular arts)
- Contemporary frameworks of knowledge transmission and networking (print, media, internet)
- Muslim Network Typologies: significant frameworks of networking, including 'progressive Islam'

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Paper: presentation planning	1,000 words	20%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Presentation	50 slides + text commentary	80%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPRS7016**	
Module Title	**Muslim Networks: Communication, Knowledge and Islamic Traditions in Contemporary Perspective**	
Classification	**Reading List entry**	**Electronic***
Essential	*Encyclopaedia of Islam*, *Vols. I-XII, Online Edition*, P.J. Bearman, Th. Bianquis, C.E. Bosworth, E. van Donzel and W.P. Heinrichs (editors), (Leiden: E.J. Brill, 2001)	☒
Essential	Esposito, J. (ed). *Oxford Islamic Studies Online*	☒
Essential	cooke, miriam and Bruce B. Lawrence (editors), *Muslim Networks: from Hajj to Hip Hop* (Chapel Hill: University of North Carolina Press, 2005)	☒
Essential	Bunt, Gary R. *Hashtag Islam: How Cyber Islamic Environments Are Transforming Religious Authority*. (Chapel Hill: University of North Carolina Press, 2018).	☒
Further	Ernst, Carl, *Rethinking Islam in the Contemporary World*, (Edinburgh: University Press, 2004)	☐

Further	Bunt, Gary R. iM*uslims: Rewiring the House of Islam* (Chapel Hill & London: University of North Carolina Press/C. Hurst & Co., 2009).	☒
Further	Sells, Michael, *Approaching The Qur'an: The Early Revelations*, (Ashland, Oregon: White Cloud Press, 1999)	☐
Further	Allieve, Stefano, and Jørgen S. Nielsen (editors), Muslim Networks and Transnational Communities in and Across Europe, (Leiden: E.J. Brill, 2003)	☐
Further	Berkey, Jonathan P, The Formation of Islam: Religion and Society in the Near East, 600-1800 (Cambridge: University Press, 2003)	☐
Further	Eickelman, Dale F., and James Piscatori (editors), *Muslim Travellers: Pilgrimage, Migration, and the Religious Imagination,* (Berkeley: University of California Press, 1990)	☐

Module Code	**HPRS7017**
Title	**Muslim Politics**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To enable students to acquire a detailed and critical understanding of Muslim politics, in selected frameworks and understandings, as they relate to contemporary contexts.

- To develop the analytical tools to facilitate an interpretative reading of Muslim political concerns and their relationship to global issues.

LEARNING OUTCOMES

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

- read and apply a variety of source materials critically and empathetically

- demonstrate methodological and epistemological frameworks appropriate for the study of Islam, including awareness of key sources in the field of Muslim politics.

- engage critically with a range of religious, political, cultural and social issues associated with Islamic Studies

- interpret and express balanced and informed independent opinion on significant issues, drawing on appropriate methodological tools

- develop analytical and comparative approaches to knowledge about Islam and Muslim societies.

INDICATIVE CONTENT

- Defining key terminology, sources and conceptual frameworks associated with 'Muslim politics'

- The roles and historical backgrounds of political Islamic platforms, including those associated with 'Wahhabi Movements' and the Muslim Brotherhood.

- Muslim Religious Authority.

- Contemporary political issues associated with Islamic frameworks.

- Globalization and the ummah.

- Dissemination and Communication in Contemporary Contexts.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio (x5 briefing documents)	7,500 words (5 X 1,500 each)	100

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPRS7017**	
Module Title	**Muslim Politics**	
Classification	**Reading List entry**	**Electronic***
Essential	Abu-Rabi', Ibrahim M. (ed), *The Contemporary Arab Reader on Political Islam*, (London, Pluto Press, 2010)	☐
Essential	Anderson, E.W. & Anderson, L.D., *An Atlas of Middle Eastern Affairs,* (London: Routledge, 2010)	☐
Essential	Eickelman, D. & Piscatori, J., *Muslim Politics* (Princeton NJ.: Princeton University Press, 1996)	☐
Essential	Esposito, J, L, (ed), O*xford Islamic Studies Online*	☒
Essential	Mandaville, P., *Islam and Politics*, (London: Routledge, 2014)	☐
Essential	Meijer, R. *Global Salafism: Islam's New Religious Movement*, (London: Hurst & Co, 2009)	☐
Essential	Bunt, Gary R. *Hashtag Islam* (Chapel Hill: University of North Carolina Press, 2018)	☒
Further	Mandaville, P., *Global Political Islam*, (London: Routledge, 2007)	☐
Further	Bunt, Gary R. iM*uslims: Rewiring the House of Islam* (Chapel Hill & London: University of North Carolina Press/C. Hurst & Co., 2009).	☒
Further	Roberson, B.A. (Editor), *Shaping the Current Islamic Reformation* (London & Portland: Frank Cass, 2003)	☐

Further	Marty, M.E. & Appleby, R.S. *Fundamentalism* series of five volumes (University of Chicago Press, 1991-5).	☐
Further	Halliday, F., *Islam and the Myth of Confrontation* (London: I.B. Tauris, 1995)	☐
Further	Kepel, G., trans. Ghazaleh, P., *The War for Muslim Minds, Islam and the West*, (Cambridge, MA., & London: Belknap Press, 2004)	☐
Further	Rashid, A., *Taliban: Islam, Oil and the New Great Game* in Central Asia, (London: IB Tauris, 2000)	☐
Further	Skovgaard-Petersen, Jakob, and Bettina Gräf, eds., *Global Mufti: The Phenomenon of Yusuf Al-Qaradaw* (London: C. Hurst & Co., 2008).	☐
Further	Lawrence, Bruce B. *Shattering the Myth: Islam Beyo Violence*, (Princeton, N.J.; Chichester: Princeton Univ Press, 1998)	☐

Module Code	**HPRS7018**
Title	**Perspectives on Islamic Sources**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To develop an analytical approach towards modern scholarship of the Qur'an and Hadith alongside critical assessment of scholarly contributions to these two disciplines.

- To investigate critically the historical development of Islamic creeds from the primary sources and the major trends of Islamic Theology.

LEARNING OUTCOMES

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

- utilise in a critical and selective manner methodological and epistemological frameworks appropriate for the study of the Qur'an and Hadith

- demonstrate multidisciplinary/interdisciplinary skills appropriate for the academic analysis of the Qur'an and Hadith;

- demonstrate a critical awareness of the key themes of Islamic Theology and Law;

- interpret a wide range of Islamic texts and evaluate these in a scholarly, comparative fashion.

INDICATIVE CONTENT

- Understanding the Qur’an

- Hadith Development and Studies

- Introduction to Islamic Theology

- Muslim Theological Discussions

- Eschatology and Afterlife in Islam

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	2,500	30%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	5,000 words	70%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPRS7018**	
Module Title	**Perspectives on Islamic Sources**	
Classification	**Reading List entry**	**Electronic***
Essential	Saeed , Abdullah, *The Qur'an: An Introduction* (London: Taylor & Francis 2008)	☐
Essential	Haleem, Muhammad A.S. Abdel *The Qur'an*, (Oxford: Oxford Islamic Studies Online).	☒
Essential	Kaltne, John, *Introducing the Qur'an: For Today's Reader* (Minneapolis: Fortress Press, 2011)	☐
Further	Lawrence, Bruce B. *The Qur'an: A Biography* (London: Atlantic Books, 2006).	☐
Further	Robinson, Neal *Discovering the Qur'an* (London: SCM Press, 1996).	☐
Further	Muhammad Zubayr Siddiqi. *Hadith Literature : Its Origin, Development & Special Features* (London: Islamic Texts Society)	☐
Further	Mohammad Hashim Kamali, *Textbook of Hadith Studies: Authenticity, Compilation, Classification and Criticism of Hadith* (Leicester, Islamic Foundation)	☐

Further	Brown, Jonathan A.C. *Hadith: Muhammad's Legacy In The Medieval And Modern World (The Foundations of Islam)* (London: One World, 2010)	☐
Further	Oxford Islamic Studies Online	☒
Further	Brill *Encyclopaedia of Islam* (Leiden: EJ Brill)	☒
Essential	Nasr, S.H. *The Study Quran* (Harper One, 2015)	☐

Module Code	**HPRS7019**
Title	**The Study of Theology**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To examine the object, principles, and ends of Christian theology.
- To assess historical developments in the practice of Christian theology.
- To critically read important texts on the person and work of Christ within the Christian tradition.

LEARNING OUTCOMES

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

- Understand the elements and habits of theological reasoning.
- Trace the historical development of theology as a discipline.
- Explain the nature of theology as a form of discourse.
- Engage in theological reasoning, making use of the various sub-disciplines in theology.

INDICATIVE CONTENT

- Basic study skills in theology.
- The history and development of theology and theological method.
- The nature, object, and ends of theological reasoning.
- The content of theological curriculum and its place in the University.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500-9000	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPRS7019**	
Module Title	**The Study of Theology**	
Classification	**Reading List entry**	**Electronic***
Essential	Aquinas, Summa Theologica, I.1.7	☒
Essential	D. Ford, 'An Interdisciplinary Wisdom. Knowledge, Formation and Collegiality in the Negotiable University', in *Christian Wisdom. Desiring God and Learning in Love* (Cambridge: Cambridge University Press, 2007), pp. 304-49	☒
Essential	J. Milbank, 'The Conflict of the Faculties. Theology and the Economy of the Sciences', in M. Nation, S. Wells, ed., *Faithfulness and Fortitude. In Conversation with the Theological Ethics of Stanley Hauerwas* (Edinburgh: T&T Clark, 2000), pp. 39-57.	☐
Further	E. Farley, *Theologia. The Fragmentation and Unity of Theological Education* (Philadelphia: Fortress, 1983), pp. 49-98.	☐
Further	F.D.E. Schleiermacher, *Brief Outline of Theology as Field of Study. Translation of the 1811 and 1830 Editions* (Louisville: WJKP, 2011), pp. 1-14, 31-96.	☐
Further	M. Levering, *Participatory Biblical Exegesis* (Notre Dame: University of Notre Dame Press, 2008), pp. 1-16, 63-89.	☐
Further	E. Troeltsch, 'Historical and Dogmatic Method in Theology', in *Religion in History* (Minneapolis: Fortress, 1991), pp. 11-32.	☐
Further	A. Williams, *The* A*rchitecture of Theology. Structure, System, and Ratio* (Oxford: Oxford University Press, 2011), pp. 213-27.	☒

Module Code	**HPRS7021**
Title	**The Doctrine of the Trinity**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIMS

This module aims to allow student to:

- To investigate in detail the Doctrine of God as Trinity, its development and theological significance.
- To consider analytically and critically the tradition of Christian Doctrine against the background of modern and late modern debates.

LEARNING OUTCOMES

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

- analyse primary theological source material and deploy secondary material critically and appropriately;
- demonstrate a sound understanding of the nature of the systematic study of Christian doctrine and particularly of the doctrine of Christ and the incarnation as articulated by the Church Fathers;
- demonstrate a critical understanding of the Doctrine of God as Trinity;
- demonstrate a critical awareness of the issues raised in the most recent theological research and debate;
- engage in critical and analytical study of areas related to the relevant doctrines

INDICATIVE CONTENT

- Introduction to Systematic Theology
- The Knowledge of God
- God the Trinity
- God the Father
- God the Son
- God the Holy Spirit
- Trinity and Creation
- Feminist Approaches

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Textual Analysis	1,500 words	30%

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Textual Analysis	1,500 words	30%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPRS7021**	
Module Title	**The Doctrine of the Trinity**	
Classification	**Reading List entry**	**Electronic***
Essential	Aquinas, St Thomas, Summa Theologiae (Edinburgh: T & T Clark, 1975). Ayers, L., Nicaea and Its Legacy: An Approach to Fourth Century Trinitarian Theology (Oxford: Oxford University Press, 2006).	☒
Essential	Barth, K., Church Dogmatics I/1: the Doctrine of the Word of God (Edinburgh: T & T Clark, 1975).	☒
Further	Barth, K., Church Dogmatics II/2: the Doctrine of God (Edinburgh: T & T Clark, 1957).	☒
Further	Gunton, C. E. (ed.), The Cambridge Companion to Christian Doctrine (Cambridge: Cambridge University Press, 1997)	☐

Further	Gunton, C. E., Father, Son and Holy Spirit: Towards a Full Trinitarian Theology (London: T & T Clark, 2003).	☐
Further	Jenson, R. W., Systematic Theology: Volume 1: The Triune God (New York: Oxford University Press, 1997).	☐
Further	Kelly, J. N. D., Early Christian Doctrines (5th ed., London: Continuum, 2000).	☐
Further	Lash, N., Easter in Ordinary: Reflections on Human Experience and the Knowledge of God (London: SCM, 1988)	☐
Further	Moltmann, J., The Crucified God: The Cross of Christ as the Foundation and Criticism of Christian Theology (London: SCM, 1974).	☐
Further	Rahner, K., Foundations of Christian Faith (New York: Crossroads, 1998).	☐

Module Code	**HPRS7022**
Title	**Political Theology**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	**N/A**

AIM(S)

- To examine the relation between Christian theology and political theory.
- To introduce students to a variety of key figures and traditions in the history of political theology.
- To introduce students to the seminal concepts and texts within Christian political theology.

LEARNING OUTCOMES

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

- Define and deploy key concepts in Christian political theology.
- Trace the historical development of political theology as a discipline.
- Identify important influences on the development of Christian political thought.
- Assess political arguments from a theological standpoint.

INDICATIVE CONTENT

- The nature of politics and its place within the realm of theological reason.
- The history and development of Christianity's relation to the State.
- Opinions on the principles, methods, and aims of political theology.
- Traditions and trends in political theology.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Portfolio	7500-9000	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS7022	
Module Title	Political Theology	
Classification	Reading List entry	Electronic*
Essential	Aristotle, Politics	☒
Essential	Cicero, De Officiis	☒
Essential	Augustine, City of God, Book XIX	☒
Further	Thomas Aquinas,	☒
Further	John Calvin, Institutes of Christian Religion, IV.xx	☒
Further	John Locke, Two Treatises on Government	☒
Further	Schmitt, Political Theology, ch. 1.	☐
Further	Oliver O'Donovan, Ways of Judgment, ch. 1	☐
Further	John Milbank, Theology and Social Theory, ch. 1.	☐

Module Code	**HPRS7023**
Title	**Christian-Muslim Relations: Texts, Past, & Present**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To deepen students' awareness of cross cultural approaches to the inter-relationship of the Christian and Islamic traditions, and their shared historical realities.

- To analyse and assess the methods by which differing religious traditions approach issues of religious plurality – historically and in the contemporary world.

- Using methods taught in class for critical reading and thinking, to identify underlying theological, social, and political impetus to historical and contemporary points of interaction.

LEARNING OUTCOMES

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

- Work creatively, respectfully and effectively with each other and with course content.

- Examine and explain motivating factors in points of interaction between the Christian and Islamic traditions.

- Demonstrate charitable and thoughtful reflection of values held by others and the implications of those values (cause and effect).

- Critically assess values held in our contemporary society, and explore links that these values have with the past (change and continuity).

- Engage in appropriate work in the advanced study of interfaith studies, and produce written work that conforms to standards that are established and upheld by the scholarly community, including the construction of a thoughtful claim that can be supported by evidence gathered.

INDICATIVE CONTENT

- Early History – The Christian background to the coming of Islam, Early Christian thinking about other religions, the coming of Muhammad and the impact of Islam

- Scriptural references – Quranic references to other religions, Christian views of Islam as heresy, medieval polemics

- Caliphates and Crusades – medieval and pre-modern interactions between Christendom and Islam in the Levant and Andalusia

- Colonialism, Orientalism, and the construction of the "East" – political and economic domination, intellectual imperialism, and the crisis of identity

- Contemporary issues

    - Theological and philosophical similarities and differences – matters of incarnation, trinity, and creation.

    - Political and social identities – matters of secularisation, political engagement, and cultural identity.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Written Assessment	1500 words	20%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Written Assessment	1500 words	20%

Assessment Component 3

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

Mode of assessment	Volume	Weighting
Written Assessment	5000 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPRS7023**	
Module Title	**Christian-Muslim Relations: Texts, Past, & Present**	
Classification	**Reading List entry**	**Electronic***
Essential	Goddard, Hugh, *An History of Christian-Muslim Relations*, (Edinburgh: Edinburgh University Press, 2000)	☐
Essential	Esack, Farid, *Quran, Liberation & Pluralism*, (Oxford: Oneworld Publishing, 1997)	☐
Essential	Siddiqui, Mona, *The Routledge Reader in Christian-Muslim Relations*, (London: Routledge, 2012)	☐
Further	Bird, Jessalyn, *Papacy, Crusade, and Christian-Muslim Relations*, (Amsterdam: Amsterdam University Press, 2018)	☐
Further	Abou El Fadl, Khaled, *And God Knows the Soldiers: The Authoritative and the Authoritarian in Islamic Discourses.* (Lanham: University Press of America, 2001)	☐
Further	Vikor, Knut, *Between God and the Sultan: A History of Islamic Law*. (London: C Hurst and Co., 2005)	☐
Further	Tieszen, Charles, *Textual History of Christian-Muslim Relations*, (New York: Fortress Press, 2015)	☐
Further	Marshall, David, *Communicating the Work: Revelation, Translation, and Interpretation in Christianity and Islam*. (Georgetown: Georgetown University Press, 2011	☐
Further	Omar, Irfan, *A Muslim View of Christianity*, (New York: Orbis, 2007)	☐
Further	Sudworth, Richard, *Encountering Islam: Christian Muslim Relations in the Public Square*, (London: SCM Press, 2017)	☐

Module Code	**HPRS7024**
Title	**Methods and Approaches to Interfaith Study**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To deepen students' awareness of the differing methods and approaches used in interfaith study and to develop an appreciation for their different uses.

- To analyse and assess the ways in which differing approaches to interfaith studies result in different outcomes and engage with differing understandings of faith, culture, and politics.

- Using methods taught in class for critical reading and thinking, to identify underlying theological, social, and political motifs in contemporary approaches to interfaith matters.

LEARNING OUTCOMES

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

- Work creatively, respectfully and effectively with each other and with course content.

- Examine and explain motivating factors in analysing and assessing points of interaction between differing religious traditions in a variety of situations.

- Demonstrate charitable and thoughtful reflection of values held by others and the implications of those values (cause and effect).

- Critically assess values held in our contemporary society, and explore links that these values have with the past (change and continuity).

- Engage in appropriate work in the advanced study of interfaith studies, and produce written work that conforms to standards that are established and upheld by the scholarly community, including the construction of a thoughtful claim that can be supported by evidence gathered.

INDICATIVE CONTENT

- The Nature of Contemporary Society

- Theories of Modernity and Post-Modernity

- Interfaith "Studies"

- Theology of Religions

- Feminist Theoretical Approaches.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	4,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPRS7024**	
Module Title	**Methods and Approaches to Interfaith Study**	
Classification	**Reading List entry**	**Electronic***
Essential	Hedges, P & Race, A., SCM Core Text: Christian Approaches to Other Faiths. (London: SCM Press, 2008)	☐
Essential	Knitter, P & Hick, J., The Myth of Christian Uniqueness. London: SCM Press, 2012)	☐
Essential	D'Costa, G., Christian Uniqueness Reconsidered. (New York: Orbis Books, 1977)	☐
Further	Cohen, C & Numbers R., Gods in America. (Oxford: Oxford University Press, 2013)	☐
Further	Hedges, P., Controversies in Interreligious dialogue and the Theology of Religions. (London: SCM Press, 2010)	☐
Further	Cornille, C., The Impossibility of Interreligious Dialogue. (New York: Crossroads, 2008)	☐
Further	Keller, C & Schenieder L., Polydoxy. (London: Routledge, 2011)	☐
Further	D'Costa, G., The Meeting of Religions and the Trinity.(New York: Orbis Books, 2000)	☐

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

Module Code	**HPRS7027**
Title	**Jewish-Christian Relations: Encounters Past and Present**
Date	**04/03/2020**
Level	**7**
Credits	**30**
Pre-Requisites	

AIM(S)

- To explore critically the relationship between Jews and Christians in various historical, theological and social contexts.
- To engage critically with understandings of how Jews have been treated and portrayed in different historical periods.
- To evaluate Jewish-Christian relations from a variety of ethical and theological perspectives.

LEARNING OUTCOMES

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

- Evaluate the relevant biblical, Christian and Jewish sources.
- Demonstrate good knowledge of, and critical perspectives on, the historical landmarks and figures in Jewish-Christian relations.
- Critically analyse Jewish theological responses to Christianity and Christian understandings of Judaism.
- Assess a range of approaches to Jewish-Christian relations in the aftermath of the Shoah (Holocaust).
- Engage in appropriate work in the advanced study of Jewish-Christian relations, and produce written work that conforms to standards that are established and upheld by the scholarly community, including the construction of a thoughtful claim that can be supported by gathered evidence.

INDICATIVE CONTENT

- The origins of anti-Judaism and anti-Semitism.
- Jews, Christians and 'the partings of the ways' in the first centuries CE.
- Early Christian approaches to Jews and Judaism, including the writings of Melito of Sardis, John Chrysostom, and Augustine.
- Medieval Jewish-Christian relations: anti-Jewish polemic, and the impact of the Crusades and the Inquisition.
- The Reformation: the attitude of Martin Luther and John Calvin towards the Jews.
- The origins of Zionism and the establishment of the state of Israel.
- Twentieth-century anti-Semitism in Europe.

- Jewish and Christian theological responses to the Shoah (Holocaust).
- Jewish-Christian relations and wider contemporary interfaith issues.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	270	90
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

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

Mode of assessment	Volume	Weighting
Textual Analysis	3000 words	40%

Assessment Component 2

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

Mode of assessment	Volume	Weighting
Essay	4500 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**HPRS7027**	
Module Title	**Jewish-Christian Relations: Encounters Past and Present**	
Classification	**Reading List entry**	**Electronic***
Essential	Dunn, J.D.G., *The Partings of the Ways: Between Christianity and Judaism and their Significance for the Character of Christianity* (London: SCM, 2006).	☐
Essential	Fry, H. (ed.), *Christian-Jewish Dialogue: A Reader* (Exeter: University of Exeter, 1996).	☐
Essential	Kessler, E., *An Introduction to Jewish-Christian Relations* (Cambridge: CUP, 2010).	☐
Essential	Saperstein, M., *Moments of Crisis in Jewish-Christian Relations* (London: SCM, 1989).	☐
Further	Braybrooke, M., *Time to Meet: Towards a Deeper Relationship between Jews and Christians* (London: SCM, 1990).	☐
Further	Cargas, H.J., *Shadows of Auschwitz* (New York: Crossroads, 1990).	☐
Further	Cohen, J. (ed.), *Essential Papers on Judaism and Christianity in Conflict: From Late Antiquity to the*	☐

	Reformation (New York: New York University Press, 1991).	
Further	Cohen, J., *Living Letters of the Law: Ideas of the Jew in Medieval Christianity* (Berkeley: University of California Press, 1999).	☐
Further	Cohn-Sherbok, D. (ed.), *Holocaust Theology: A Reader* (Exeter: University of Exeter Press, 2001).	☐
Further	Cohn-Sherbok, D., *The Crucified Jew: Twenty Centuries of Christian Anti-Semitism* (Grand Rapids: Eerdmans, 1997).	☐
Further	Elukin, K., *Living Together, Living Apart: Rethinking Medieval Jewish-Christian Relations* (Princeton: Princeton University Press, 2007).	☐
Further	Fymer-Kensky, T. et al, *Christianity in Jewish Terms* (Oxford: Westview Press, 2002).	☐
Further	Harries, R., *After the Evil: Christianity and Judaism in the Shadow of the Holocaust* (Oxford: Oxford University Press, 2003).	☐
Further	Hasan-Rozen, G. and Dundes, A. (ed.), *The Wandering Jew: Essays in the Interpretation of a Christian Legend* (Bloomington: Indiana University Press, 1986).	☐
Further	Kessler, E. (ed.), *Jews and Christians in Conversation: Crossing Cultures and Generations* (Cambridge: Orchard Academic, 2002).	☐
Further	Kessler, E. and Wenborn, N., *A Dictionary of Jewish-Christian Relations* (Cambridge: CUP, 2005).	☐
Further	Kessler, E. and Aitken, J. (eds.), *Challenges in Jewish-Christian Relations* (Atlanta: Paulist Press, 2006).	☐
Further	Laqueur, W., *The History of Zionism* (London: Weidenfeld and Nicolson, 1972).	☐
Further	Nicholls, W., *Christian Antisemitism: A History of Hate* (London: J. Aronson, 1993).	☐
Further	Novak, D., *Talking with Christians: Musings of a Jewish Theologian* (London: SCM, 2006).	☐
Further	Oberman, H., *The Roots of Anti-Semitism in the Age of Renaissance and Reformation* (Philadelphia: Fortress, 1984).	☐
Further	Rubenstein, R.L., *After Auschwitz: History, Theology and Contemporary Judaism* (Baltimore: John Hopkins University Press, 1992).	☐
Further	Wigoder, G., *Jewish-Christian Relations Since the Second World War* (Manchester: Manchester University Press, 1988).	☐
Further	Yuval, I.J., *Two Nations in your Womb: Perceptions of Jews and Christians in Late Antiquity and the Middle Ages* (Berkeley: University of California Press, 2006).	☐