



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

PROGRAMME OF STUDY HANDBOOK

MA ANCIENT RELIGIONS

SCHOOL OF CLASSICS

FACULTY OF HUMANITIES

2013-2014

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INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, and about the modules that will be offered for study in the academic year 2013-2014.

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.

Please read this Handbook in conjunction with other documents produced by the Faculty and University:

- Module Handbook
- Postgraduate Student Guide (to include regulations)
- Distance Learning Student Guide
- Reference Guide
- Faculty Policies

The above documents and the following useful documents can be found in the following locations:

Assignment Submission Forms	Faculty of Humanities Moodle Page
Change of Module Form	Registry section of the University's Website
Extenuating Circumstances Form	Quality Assurance section of the University's website
Faculty Policies	Faculty of Humanities Moodle page
Module Handbook	Module page on Moodle. Your module tutor will help direct you to this.
Reference Guides	Faculty of Humanities Moodle page
Student Guide	Faculty of Humanities Moodle page

CURRENT MEMBERS OF STAFF

Head of School: Dr Kyle Erickson
k.erickson@tsd.ac.uk

The following members of staff will be teaching on your Programme of Study:

NAME

Dr Ralph Haussler (Programme Director)	r.haeussler@tsd.ac.uk
Dr Louise Steel	l.steel@tsd.ac.uk
Dr Nicholas Campion	n.campion@tsd.ac.uk
Dr Katharina Zinn	k.zinn@tsd.ac.uk
Dr David Noy	d.noy@tsd.ac.uk
Dr Catrin Williams	c.h.williams@tsd.ac.uk
Dr Jane Cartwright	j.cartwright@tsd.ac.uk
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Dr Jane Draycott	j.draycott@tsd.ac.uk
Dr Ruth Parkes	r.parkes@tsd.ac.uk
Dr Matthew Cobb	m.cobb@tsd.ac.uk
Dr Barry Lewis	

Pastoral Support

The Programme Director for your programme will act as a point of first contact for all pastoral support issues. Details of the arrangements for Pastoral Support are contained in the *University Regulations – Postgraduate Student Guide*, and reference is also made to it in the *Student Survival Guide*.

Administrative Contact

The Faculty Office administrative contact for your School is Cerri Shail, c.shail@tsd.ac.uk. The Faculty Office is based in the Canterbury Building. Please get in touch with your administrative contact if you have any general queries about your programme of study.

Canterbury Building

You will also find the following administrative support units within the Canterbury Building:

- Finance (mel.thomas@tsd.ac.uk)
- Registry (registry@tsd.ac.uk)

- Accommodation (a.harris@tsd.ac.uk)
- Student Services and Student Support (student.support@tsd.ac.uk)
- Careers/Go Wales
- International Office (internationalc@tsd.ac.uk)
- Postgraduate Research Office (pgro@tsd.ac.uk)

The Canterbury Building is open between 9 a.m. and 5.00 p.m., Monday to Friday.

ACADEMIC YEAR 2013/2014

The academic year 2013/2014 will be divided up as follows:

For Carmarthen/Lampeter

Induction Session: Week of 23 September 2013

Semester 1: 23/09/13 – 24/01/14

Semester 2: 27/01/14 – 11/07/14

Examination Boards: normally September, December, March and June annually

It is vitally important that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are registered on the correct Programme of Study and on the correct modules. Each academic year, you will need to register as a student **and** you will need to register on the modules that you will be studying during the academic year. Failure to register properly or to inform the Registry of any changes to your personal details is likely to cause some or all of the following problems:

- failure to keep you generally informed;
- not being able to borrow materials from the Learning Resources Centre;
- not being able to use the Information Technology services;
- failure to contact you in an emergency;
- delay in progressing from Part I to Part II;
- delay in graduation as a result of not completing sufficient credits at the correct level;
- general inefficiencies in administrative processes resulting in delays for other students.

Extenuating Circumstances

If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision. A copy of the form (appendix GA1) is available on the Faculty of Humanities page on Moodle and on the Quality Assurance page of the Intranet. Please be aware that your doctor may charge a fee for

producing a Medical Certificate if you have been ill for less than 7 days. Since coursework assessment tasks are set at the start of each Semester, it should be possible for you to plan your work in such a way that production of a Medical Certificate is unnecessary unless you have been ill for more than 7 days. In other words, you should aim wherever possible to complete each coursework assessment task at least a week before the hand in date. If you need advice with completing the extenuating circumstances form please contact your Programme Director.

Special needs in terms of assessment

If you have any special needs in terms of assessment, it is your responsibility to liaise with Student Services regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the University's procedures for assessment of students with special needs.

Programme of Study (course)

A Programme of Study or course is the collection of modules leading to a particular award.

Module

A module is an academically coherent unit of learning activity with defined aims/learning outcomes, content and assessment scheme.

Module Credit Rating

Every module has a credit rating. Credit is an award made to a learner in recognition of the verified achievement of designated learning outcomes at a specified level.

Level of Study

A level is assigned to each module to define the standard of its academic demand. The basic characteristics of study at Master's level, which is called Level 7 in the National Qualifications Framework, may be defined as follows:

Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of the relevant theoretical and methodological perspectives and how they affect their area of study or work.

**Credit and Qualification Framework for Wales Level Descriptors,
February 2009**

Level	Summary	Knowledge and Understanding	Application and Action	Autonomy and Accountability
7	Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of the relevant theoretical and methodological perspectives and how they affect their area of study or work.	Reformulate and use practical, conceptual or technological understanding to create ways forward in contexts in which there are many interacting factors. Critically analyse, interpret and evaluate complex information, concepts and theories to produce modified conceptions. Understand the wider contexts in which the area of study or work is located. Understand current developments in the area of study or work. Understand different theoretical and methodological perspectives and how they affect the area of study or work.	Conceptualise and address problematic situations that involve many interacting factors. Determine and use appropriate methodologies and approaches. Design and undertake research, development or strategic activities to inform the area of work or study or produce organisational or professional change. Critically evaluate actions, methods and results and their short- and long-term implications.	Take responsibility for planning and developing courses of action that initiate or underpin substantial changes or developments Exercise broad autonomy and judgement across a significant area of work or study. Initiate and lead complex tasks and processes, taking responsibility, where relevant, for the work and roles of others.

Students should note that the expectations and demands of work at Level 7 is higher than those at undergraduate Levels 4-6, and that this will be reflected in the assessment and marking of the module assessments.

ASSESSMENT

At the start of each module, tutors will provide full details of the means by which you will be assessed in that module. This will include clear guidelines on the criteria that will be used for marking your work.

If you have registered on Welsh-medium modules, you will normally be required to complete the assessment through the medium of Welsh. Whenever possible, and subject to the constraints of the programme aims, students following modules delivered through the medium of English may be assessed through the medium of Welsh if they wish to do so.

You will receive a transcript of your assessment marks at the end of each academic year. Note that any marks released prior to formal approval by the Progression / Award Examining Board are provisional.

ETHICS STATEMENT

Before beginning on an MA Dissertation, all Postgraduate students must complete the relevant Ethics Form and submit back to their Programme Director. This will be done as part of, and at the same time, as the process by which Students reach agreement with their Programme Director over the choice of their Dissertation topic. The Programme Director will need to sign off the Ethics form and return to the student, before work on the dissertation can commence. Alternatively the Programme Director may submit the Ethics form to the University's Research Degrees Committee for authorisation. For further details and advice please speak to your Programme Director. A copy of the the relevant Ethics Form can be found on the Faculty of Humanities Moodle Page.

PROGRAMME OF STUDY SPECIFICATION

The following programme-specific outcomes are required. [They are informed by the *Credit and Qualifications Framework for Wales Level Descriptors*, 2009].

Programme Aims

The MA in Ancient Religions aims to enable students to:

- gain a thorough theoretical and methodological understanding of the study of Ancient Religions in order to be able to reformulate and use appropriate methodologies and approaches to address problematic situations;
- gain a detailed and critical understanding of the complex concepts and evidence for Ancient Religions in order to be able to critically analyse, interpret and evaluate the subject matter cross-culturally and in their own social and cultural contexts;
- take responsibility for planning, structuring and developing independent projects, exercising broad autonomy and judgement in their learning experience.

Programme Outcomes

On graduating with an MA in Ancient Religions, students should be able to:

Knowledge and Understanding:

- PO1** demonstrate a critical understanding of and engagement with the main problems and issues of ancient societies and religions and be able to analyse these critically and creatively;
- PO2** demonstrate a critically informed analysis of the complex interrelationship between history and ideology in the context of ancient societies with specific reference to ancient religions;
- PO3** demonstrate an independent knowledge and understanding of a range of archaeological, historical, textual and anthropological evidence for ancient religions, showing critical awareness of their problematic and varied nature;
- PO4** critically evaluate, analyse and synthesise a wide range of evidence appropriate to the subject areas;
- PO5** critically evaluate and synthesise a wide range of theoretical perspectives and reformulate and use a wide variety of critical approaches and appropriate methodologies drawn from different disciplines in the subject areas when using both ancient evidence and modern scholarship;
- PO6** demonstrate a heuristic understanding of various theoretical perspectives as they relate to and underpin the study of ancient religions;
- PO7** demonstrate a conceptual understanding that enables the student to evaluate current research on ancient religions and advanced scholarship within the disciplines in a critical manner.

Intellectual Skills:

- PO8** demonstrate the ability to deal with complex issues both systematically and creatively, drawing on appropriate methodologies and a sound knowledge of ancient religions and their evidence, making sound judgements in the absence of complete data;
- PO9** demonstrate the ability to draw on, synthesise and analyse a range of different types of evidence through the development of research and relevant specialist methodologies.

Transferable Skills:

- PO10** apply a range of communication methods and media to present material clearly and effectively;
- PO11** take responsibility for planning and executing tasks independently;
- PO12** exercise broad autonomy and judgement across a significant area of study;
- PO13** identify individual learning needs and understand the personal responsibility required for further professional education.

LEVEL 7

All Master's students must normally pursue 180 credits at Level 7. The credit rating of each module is specified in the module details.

MODULES

Table of module codes, titles and credit values of core, compulsory and optional modules in Semester 1.

Table of module codes, titles and credit values of core, compulsory and optional modules in Semester 2.

NB: Programme Teams may identify 'core' modules which must be passed before a student can progress to the next year of study. It is possible for a module to be a core module for one Programme of Study but a non-core module for another programme. Such modules must be clearly identified in Programme of Study Handbooks.

The modules that are delivered each academic year will depend on a number of factors, including the number of students that opt to study that module. All the options on your Programme of Study will not necessarily be offered each year.

Module details are correct on 1 September 2013, and will not normally be changed during the year. In the unlikely event of the School having to make changes to these details during the year, you will be notified in writing.

VLE (VIRTUAL LEARNING ENVIRONMENT)

Your module may be taught entirely or partly through the University's VLE, Moodle. Information about how to access the VLE is contained in the *University Regulations – Postgraduate Student Guide*. Apart from information relevant specifically to the modules and programme that you are studying, you will also find a general postgraduate section on the VLE.

If you have any difficulties with regard to access to the VLE, please contact the IT Service Desk via Email (itsd@tsd.ac.uk) or contact 0300 500 5055.

ADDITIONAL INFORMATION FOR STUDENTS TAKING THE MODULE THROUGH DISTANCE LEARNING

If you are taking this programme of study by distance learning, additional general information about studying through this mode of study is given to students in the *University Regulations – Distance Student Guide*. The distance learning regulatory framework can be found in Chapter 5 of the *Academic Quality Handbook* (copy of the Handbook available from the Quality Assurance page of the intranet).

A range of supporting materials are provided by the Module Tutor and Programme Director to assist students in their learning on each module and programme. These will be found on your module Moodle site and will include a list of teaching sessions, guidance to further reading, and various assessment details including deadlines, questions and submission details. In addition to these, Tutors and Programme Directors may upload supplementary teaching materials onto the module Moodle site which might consist of some of the following: podcasts, short introductory video clips, discussion forums on Moodle, details of tutorials, where relevant details of skype and webinar sessions, and information booklets.

All Postgraduate students will be invited to the Postgraduate Summer School which takes place on the Lampeter Campus at the beginning of July each year.

ASSESSMENT OF PART I

Each module will be assessed independently in ways which reflect the objectives and learning outcomes of the module and the programme of study as a whole and the learning and teaching strategies employed within the module.

Details of assignments, guidance on the objectives of the assessment and criteria applied in marking will be provided at the beginning of each module.

Full information about the classification of results and regulations for progression can be found in Chapter 6 of the *Academic Quality Handbook*.

Details of what constitutes 'satisfactory progress' can be found in Chapter 7 of the *Academic Quality Handbook*. For further information on 'progress' see the *University Regulations – Postgraduate Student Guide*.

All work will normally be marked within the University's agreed turn-around time for assessed coursework. You will be contacted by the module co-ordinator if this is not possible.

COURSEWORK DEADLINES

For Part-Time students the University's expectation is that they will complete 60 credits per year, although 40 credits per year is permissible with the agreement of your Programme Director.

If looking to complete 60 credits per year students should balance their workload across the year, perhaps completing one 20 credit module in Semester 1 and two 20 credit modules in Semester 2. Alternatively they might like to complete one 20 credit module in Semester 1, another 20 credit module in Semester 2 and a third 20 credit module in semester 3 (over the summer).

For students taking 40 credits a year the University would recommend balancing their workload by taking one 20 credit module in Semester 1 and another 20 credit module in Semester 2.

Coursework deadlines are as follows for modules taken in the Faculty of Humanities:

27 January 2014 for modules taken during the first semester;

26 May 2014 for modules taken during the second semester;

29 September 2014 for modules taken during the summer period

Please note that for modules with multiple assessment deadlines and / or examinations, coursework deadlines and full information about examinations is given in the module information booklet given to you at the start of the module. Further information about assessment for distance learning students is given in the *Academic Quality Handbook* (Chapter 5) and the *University Regulations – Distance Student Guide* (copy available on the Faculty of Humanities page on Moodle).

All assessed coursework for programmes of study taken within the Faculty of Humanities will be submitted via Moodle, unless otherwise instructed by your Programme Director/Module Tutor.

DISSERTATION/PORTFOLIO PREPARATION AND ASSESSMENT

Each candidate accepted into Part II will be required to submit a dissertation/portfolio not exceeding 15,000 words or the equivalent. (Any student signed up for a Dissertation before September 2013 will be working towards the old Dissertation regulation of 20,000 words.) The word limit does not include appendices (if any), essential footnotes, the formal declarations and statements or the bibliography and index. The appendices can act as a repository of raw data. It should be noted that examiners are not obliged to read the appendices when examining a piece of work.

If a piece of work is clearly above the indicated word limit, then the student should discuss editorial action with his/her supervisors before submission.

DISSERTATION

On the completion of Part 1 (120 credits), a student will be eligible to progress to Part 2, the Dissertation. It is expected that students reaching the dissertation stage of a Master's Programme of Study will have acquired and practised research skills relevant to the modules studied. Students will be allocated a supervisor who will advise them on the issues arising at various stages in the research project.

In addition to submitting two hard copies of the dissertation as required by the University, students must also submit an electronic version of the dissertation. The Dissertation should be submitted to your Administrative Contact in the Faculty Office: Cerri Shail, c.shail@tsd.ac.uk. The multimedia format selected should be approved by the Programme Director. The electronic version of the dissertation may subsequently be stored in an institutional repository, and content will be made available on the Web. Students are advised that the dissertation will then be "open access", i.e. freely available to be used in accordance with copyright and end-user permissions. Further information about how dissertations should be submitted can be found in the *University Regulations – Postgraduate Student Guide*.

Please note that if you would like to graduate in July, you should hand in your dissertation no later than **31st March 2014** in order to make sure that all the marking and examination procedures are completed in good time.

Details of the responsibilities of the student and dissertation support entitlement can be found in Chapter 7 of the *Academic Quality Handbook*.

PROGRAMME OF STUDY GRID

MA ANCIENT RELIGIONS

You should complete CLCL7003 in your first semester (e.g. a September start would complete the module in semester 1, a January start would complete the module in semester 2).

You should take both modules in your chosen pathway.

You should choose 20 credits from the optional modules.

MA Ancient Religions Part 1			
Compulsory Modules			
CLCL7003	Theory and Methodology for the Study of Ancient Religions	20 credits	1 or 2
AHAR7003	Spaces, Places, and Objects in Ancient Mediterranean Religions	20 credits	1
CYCS7019	Celtic Otherworlds – from the Druids to the Monastic Voyage Tale	20 credits	2
Pathway A: Mediterranean Religions			
AHAN7001	Cosmology, Magic and Divination	20 credits	3
CLAH7013	Ancient Egyptian Religious Beliefs	20 credits	1
Pathway B: From Paganism to Christianity			
CLAH7006	Pagans, Jews and Christians in Late Antiquity	20 credits	2
TRDL7071	The Bible: Text and Transmission	20 credits	1
Optional modules			
	A module in the pathway not chosen	20 credits	1 or 2
	Greek or Latin at appropriate level*	20 credits	1 or 2
CYCS7007	The Female Saints of Wales	20 credits	1
TRDL7073	The Gospel of John	20 credits	2

*** Please consult the table of available language modules at the end of this document**

MA Ancient Religions Part 2			
CLCL7007	Dissertation for the MA in Ancient Religions	60 credits	1 and 2

Level 7 Language Options

MODULE CODE	TITLE	CREDITS	SEMESTER
CLGK7001	Beginners' Greek I	20	1
CLLA7001	Beginners' Latin I	20	1
CLGK7002	Beginners' Greek II	20	2
CLLA7002	Beginners' Latin II	20	2
CLGK7003	Intermediate Greek I	20	1
CLLA7003	Intermediate Latin I	20	1
CLGK7004	Intermediate Greek II	20	2
CLLA7004	Intermediate Latin II	20	2
CLGK7005	Advanced Greek: Verse	20	1
CLLA7005	Advanced Latin: Verse	20	2
CLGK7006	Advanced Greek: Prose	20	2
CLLA7006	Advanced Latin: Prose	20	1

MODULE DESCRIPTORS

MODULE CODE:	CLCL7003
TITLE:	Theory and Methodology for the Study of Ancient Religions
DATE:	07/02/2012
MODULE AUTHOR:	Dr Pauline Hanesworth
LEVEL:	7
CREDITS:	20
TEACHING METHODS:	Seminars (on campus or electronic) 10% Directed Learning 90%
JACS CODE:	V330

AIM(S)

To enable students

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

LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate a sophisticated understanding of and analytical critique of the main trends of modern theories of ancient religions;
- determine and apply the appropriate methodologies and approaches for the interpretation of a range of evidence used in the study of any given ancient religion.

CONTENT

The study of ancient religions involves a diverse and sometimes contradictory set of theoretical and practical approaches. This module aims to introduce students to these approaches and aid them in negotiating the various arguments, uses and problems associated with each. The module will explore various theories that have been and still are applied to the study of ancient religions, such as cultural evolutionism, ritualism and phenomenology. The module will draw on these theoretical approaches to examine the evidence through which ancient religions can be understood, taking into account their nature and the problems inherent in working with such materials as archaeological remains and sites, material objects, inscriptions, and literary evidence. In so doing, this module will allow students to explore key aspects

of ancient religions such as the role of ritual, the relationship between the secular and the sacred and the religiously inscribed negotiations between mortal and divine.

ASSESSMENT

Coursework 100%

- 1 x 1,250-word book review (25%)
- 1 x 1,250-word encyclopaedia article (25%)
- 1 x, 2,500-word short essay (50%)

Suitable books for review and topics for encyclopaedia articles are provided at the end of every unit. The short essay topic will be agreed in consultation with the module tutor. Topics may include analyses of specific evidence according to specific methodological approaches, analyses of a chosen religious practice and/or belief according to specific methodological approaches, critical evaluation of the usefulness or limits of a certain piece of evidence for the understanding of chosen religious practices/beliefs/ideas etc.

BIBLIOGRAPHY

Essential

- Bowie, F. *The Anthropology of Religion*. Oxford and Malden, Massachusetts: Blackwells, 2000.
- Insoll, T. *Archaeology and World Religion*. London: Routledge, 2001.
- Johnston, S. I. (ed.) *Religion of the Ancient Worlds: A Guide*. Cambridge, Massachusetts: Harvard University Press, 2004.
- Kunin, S. D. *Religion: The Modern Theories*. Edinburgh: Edinburgh University Press, 2003.
- Kyriakides, E. (ed.) *The Archaeology of Ritual*. Los Angeles: Cotsen Institute of Archaeology at UCLA, 2007.

Recommended

- Clarke, P. (ed.) *The Oxford Handbook of the Sociology of Religion*. Oxford: Oxford University Press, 2009.
- Cox, J. L. *A Guide to the Phenomenology of Religion*. London: Continuum, 2006.
- Crapo, R. H. *Anthropology of Religion: The Unity and Diversity of Religions*. Boston, Massachusetts: McGraw Hill, 2003.
- Davies, J. *Death, Burial, and Rebirth in the Religions of Antiquity*. London: Routledge, 1999.
- Fogelin, L. (ed.) *Religion, Archaeology, and the Material World* (Occasional Papers 36). Carbondale, Ill.: Center for Archaeological Investigations, Southern Illinois University Carbondale, 2008.
- Hicks, D. *Ritual and Belief: Readings in the Anthropology of Religion*. Boston, Massachusetts: McGraw Hill, 2002.
- Hinnells, J. R. (ed.) *A Handbook of Ancient Religions*. Cambridge: Cambridge University Press, 2007.
- Hinnells, J. R. (ed.) *The Routledge Companion to the Study of Religion*. London: Routledge, 2005.

- Insoll, T. (ed.) *The Oxford Handbook of the Archaeology of Ritual and Religion*. Oxford: Oxford University Press, 2011.
- Insoll, T. *Archaeology, Ritual, Religion*. London: Routledge, 2004.
- Jensen, T. and M. Rothstein (eds.) *Secular Theories on Religion: Current Perspectives*. Copenhagen: Museum Tusculanum, 2000.
- Knott, K. *The Location of Religion: A Spatial Analysis*. London: Equinox Publishing, 2005.
- Lambek, M. *A Reader in the Anthropology of Religion*. Oxford and Malden, Massachusetts: Blackwells, 2002.
- McCutcheon, R. T. (ed.) *The Insider/Outside Problem in the Study of Religion*. London and New York: Cassell, 1999.
- Pyysiäinen, I. and V. Anttonen (eds.) *Current Approaches in the Cognitive Science of Religion*. New York and London: Continuum, 2002.
- Renfrew, C. 'Archaeology of religion', in *The Ancient Mind: Elements of Cognitive Archaeology*, ed. by C. Renfrew, & E. B. W. Zubrow. New directions in archaeology. 47-54. Cambridge: Cambridge University Press, 1994.
- Segal, R. A. (ed.) *The Myth and Ritual Theory*. Oxford and Malden, Massachusetts: Blackwells, 1998.
- Smith, J. Z. *Relating Religion: Essays in the Study of Religion*. Chicago, Ill.: University of Chicago Press, 2004.
- Steadman, S. R. *The Archaeology of Religion: Cultures and their Beliefs in Worldwide Context*. Walnut Creek, California: Left Coast Press, 2009.
- Strausberg, M. and S. Engler (eds.) *The Routledge Handbook of Research Methods in the Study of Religion*. London and New York: Routledge, 2011.
- Sutcliffe, S. (ed.) *Religion: Empirical Studies. A Collection to mark the 50th anniversary of the British Association for the Study of Religion*. Aldershot: Ashgate, 2004.
- Turner, B. S. *Religion and Social Theory*. London: Sage Publications, 1991.
- Waardenburg, J. *Classical Approaches to the Study of Religion: Aims, Methods and Theories of Research*. Berlin: Walter de Gruyter, 1999.
- Whitley, D. S. and K. Hays-Gilpin (eds.) *Belief in the Past: Theoretical Approaches to the Archaeology of Religion*. Walnut Creek, California: Left Coast Press, 2008.

Websites (approved professional websites, allowed to be used)

<http://ancientworldonline.blogspot.co.uk/>
<http://antiquity.ac.uk/projgall/projindex.html>
http://escholarship.org/uc/nelc_uee
<http://muse.jhu.edu/>
<http://pao.chadwyck.co.uk/marketing.do>
<http://www.brillonline.com/>
<http://www.daphne.cnrs.fr>
<http://www.jstor.org/>
<http://www.persee.fr/web/quest/home>
<http://www.perseus.tufts.edu/hopper/>
<http://www.theoi.com/>
<https://www.swetswise.com/public/login.do>

DO NOT USE WEBSITES other than these unless given explicit tutor approval. Websites, especially those that do not use peer-reviewed sources, can potentially contain errors, are subject to updates, changes in “facts”, and even discontinuation.

MODULE CODE:	AHAR7003
TITLE:	Spaces, Places and Objects in Ancient Mediterranean Religions
DATE:	06/02/2012
MODULE AUTHOR:	Dr Louise Steel
LEVEL:	7
CREDITS:	20
TEACHING METHODS:	Seminars (on campus or electronic) 10% Directed Learning 90%
JACS CODE:	V110

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 using archaeological materials;
- 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

By the end of this module students should be able to:

- evaluate and apply critically the different methodologies and scholarly debates on the subject of choice;
- demonstrate 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;
- demonstrate a critically informed analysis of the complex interrelationship between space, place, object, ritual activity and society in the subject of choice.

CONTENT

This module examines the evidence for cult practices and religious activity in the ancient 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 creation of ceremonial worlds in the Neolithic Near East (with reference to Çatalhöyük), the

archaeology of natural spaces (drawing upon Bronze Age Italy and Crete, and early Iron Age Greece); sacred places as a focus of pilgrimage; the evolution of Greek sanctuaries; Greek *polis* temples and pan-hellenic sanctuaries and the socio-political appropriation of sacred space through religious activity (drawing upon the material remains of Delphi and Olympia).

ASSESSMENT

Coursework 100%

1 x 1,500-word critical analysis of an artefact of choice (25%)

1 x 3,500-word essay (75%)

Artefacts will be agreed in consultation with the module tutor. These could comprise tomb remains, dedications, temple decoration, ritual objects, buildings etc. Essay topics will be agreed in consultation with the module tutor and should concentrate on the role of space, place and objects in ancient religions. For example, how important was pilgrimage in Mediterranean cult practices? How can we use material culture to reconstruct the political and ideological uses of sacred space?

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Essential

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Recommended

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Bell, C. *Ritual Theory, Ritual Practice*. Oxford: Oxford University Press, 1992.

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Cole, S.G. *Landscapes, Gender and Ritual Space: the Ancient Greek Experience*. Berkeley: University of California Press, 2004.

De Polignac, F. *Cults, Territory, and the Origins of the Greek City-State*. Chicago, Ill.: University of Chicago Press, 1995.

Hägg, R., N. Marinatos, G. Nordquist (eds.) *Early Greek Cult Practice: Proceedings of the Fifth International Symposium at the Swedish Institute at Athens*. Svenska Institutet i Athen, 1986.

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- Kyriakidis, E. *Ritual in the Bronze Age Aegean: the Minoan Peak Sanctuaries*. London: Duckworth, 2005.
- Laffineur, R. and Hägg, R. (eds) *Potnia: Deities and Religion in the Aegean Bronze Age*. Aegaeum 22: Université de Liège, 2001.
- Langdon, M.K. *A Sanctuary of Zeus on Mount Hymettos*. *Hesperia Supplement* 16, 1976.
- Marinatos, N. and Hägg, R. *Greek Sanctuaries: New Approaches*. London: Routledge, 1993.
- Mazarakis Ainian, A. *From Rulers' Dwellings to Temples: Architecture, Religion and Society in Early Iron Age Greece (1100-700 BC)*. Studies in Mediterranean Archaeology, Volume 121: Paul Aström, 1997.
- Morgan, C. 'The Archaeology of Sanctuaries in Early Iron Age and Archaic Ethne: A Preliminary View', in L. G. Mitchell and P. J. Rhodes (eds.) *The Development of the Polis in Archaic Greece*. London: Routledge, 1997, 168-198.
- Morris, I. *Archaeology as Cultural History: Words and Things in Iron Age Greece*. Malden, MA and Oxford: Blackwells, 2000.
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- Scott, D. *Delphi and Olympia: The Spatial Politics of Panhellenism in the Archaic and Classical Periods*. Cambridge: Cambridge University Press, 2010.
- Scully, V.J. *The Earth, the Temple, and the Gods: Greek Sacred Architecture*. New Haven: Yale University Press, 1979.
- Snodgrass, A. M. *Archaeology and the Emergence of Greece (Collected Papers)*. Edinburgh: Edinburgh University Press, 2006.
- Steadman, S.R. *The Archaeology of Religion: Cultures and Their Beliefs in Worldwide Context*. Walnut Creek, Calif: Left Coast Press, 2009.
- Watrous, L.V. *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, 1996.
- Whitehouse, R.D. *Underground Religion: Cult and Culture in Prehistoric Italy*. Specialist Studies on Italy 1. London: Accordia Research Centre, University of London, 1992.
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Websites (approved professional websites, allowed to be used)

<http://ancientworldonline.blogspot.co.uk/>
<http://antiquity.ac.uk/projgall/projindex.html>
http://escholarship.org/uc/nelc_uee
<http://muse.jhu.edu/>
<http://pao.chadwyck.co.uk/marketing.do>
<http://www.beazley.ox.ac.uk/index.htm>
<http://www.brillonline.com/>
<http://www.daphne.cnrs.fr>
<http://www.jstor.org/>
<http://www.persee.fr/web/guest/home>

<http://www.perseus.tufts.edu/hopper/>
<https://www.swetswise.com/public/login.do>

DO NOT USE WEBSITES other than these – and others given during the course of the module – unless given explicit tutor approval. Websites, especially those that do not use peer-reviewed sources, can potentially contain errors, are subject to updates, changes in “facts”, and even discontinuation.

MODULE CODE:	CYCS7019
TITLE:	Celtic Otherworlds—from the Druids to the Monastic Voyage Tale
DATED:	23/07/12
MODULE AUTHOR:	Dr Jonathan Wooding
LEVEL:	7
CREDITS:	20
TEACHING METHODS:	Distance Learning 100% Tuition 10% Directed Learning 90%
JACS CODES:	V640, Q800, Q510

AIM(S)

- To consider the representation of 'otherworlds' in accounts of pre-Christian Celtic religion and from Irish Christian monastic texts.
- To develop skills for studying ancient religious conceptions both from narrative literature and from external accounts of ancient religious culture

LEARNING OUTCOMES

By the end of this module students should be able to:

- display mastery of the problems of understanding Celtic religious ideas in changing historic contexts;
- demonstrate specialised knowledge of the broader history of ancient and medieval religious ideas;
- develop technical skills to communicate results of this knowledge to peers and wider public.

CONTENT

The 'otherworld' is a broad conception encompassing both the pre-Christian idea of immanent and external zones beyond the earth as well as the Christian notion of an 'interim paradise' described in narrative 'voyage' tales from the monastic tradition.

This module surveys topics in Classical/Iron Age studies and post-Roman Irish and Welsh studies.

Students will engage both with the historic context in which narratives are produced and also engage with complete texts in translation.

Methodological issues of studying Celtic peoples, controversies over textuality, and the issues of outsider views of ancient religions are addressed.

Topics covered are:

1. The Druids and 'Other Worlds'
2. *Interpretatio*, 'Anti-Nativism' and 'Celto-scepticism': the problem of external views of Celtic belief
3. Visiting the primal past in early Christian Ireland
4. The Desert in the Ocean: *peregrinatio* and Island Monasticism
5. Voyages of Body and Soul: The Journeys SS. Brendan and Fursey
6. Monastic Voyaging and the *Immrama*.

ASSESSMENT

Course work 100%

(1) Essay 4,000 words 80%

(2) Commentary on a voyage narrative 1000 words 20%

Example assignments

(1) Essay: Discuss the origins of the Irish voyage tradition. Was it primarily a *Christian* genre?

(2) Write a brief commentary on the verse text of *Immram Snédgusa*, referring to the text by line, noting parallels with other texts, points of interest raised in studies of the text, and historical points of interest. A template will be provided.

BIBLIOGRAPHY

Essential

Dunn, Marilyn, *The Emergence of Monasticism*, London: Blackwell, 2000

Freeman, P., *The Philosopher and the Druids*, London: Souvenir, 2006

Webster, Jane, "'Interpretatio': Roman Word Power and the Celtic Gods", *Britannia*, 26 (1995), 153-161 on JSTOR

Webster, Jane, 'At the End of the World: Druidic and Other Revitalization Movements in Post-Conquest Gaul and Britain', *Britannia*, 30 (1999), 1-20 on JSTOR

Wooding, Jonathan M. (ed.), *The Otherworld Voyage in Early Irish Literature—an anthology of criticism*, Dublin: Four Courts Press, 2000

Recommended

Brown, P., 'The Rise and Function of the Holy Man in Late Antiquity', *Journal of Roman Studies*, (1971). Classic study of late-Antique ascetism. Usefully read in conjunction with his reprise of the subject 'The Rise and Function of the Holy Man in Late Antiquity, 1971-1997', *Journal of Early Christian Studies*, 6 (1998).

Carey, John, 'The Lough Foyle colloquy texts', *Ériu*, 52 (2002), 53-87 article on external site.

Chadwick, N., *The Druids*, Cardiff: University of Wales Press, 1965

Mac Cana, P., *Celtic Mythology*, Worthing: Littlehampton, 1969

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O'Loughlin, T., *Journeys on the Edge*, London: T & T Clark, 2001

Sims-Williams, P., *Irish Influence on Medieval Welsh Literature*, Oxford: Oxford University Press, 2011)

Webster, Jane, 'Necessary Comparisons: A Post-Colonial Approach to Religious Syncretism in the Roman Provinces', *World Archaeology*, 28 (1997), 324-338 on JSTOR

Online texts

O'Donoghue, D. (trans.), 'The Voyage of St Brendan', in D. O'Donoghue, *Brendaniana*, Dublin, 1893 Translation on moodle

Stokes, W. (ed. and transl.), 'The Voyage of Snedgus and Mac Riagla', *Revue Celtique*, 9 (1888), 14-25 Translation on moodle

Stokes, W. (ed. and transl.), 'The Voyage of Mael Duin', *Revue Celtique*, 9 (1888), 447-495; 10 (1889), 50-95, 264 Translation on moodle

Stokes, W. (ed. and transl.), 'The Voyage of the Húi Corra', *Revue Celtique*, 14 (1893), 22-69 Translation on moodle

Ó hAodha, D., 'The Poetic Version of the Voyage of Snédgus and Mac Ríagla', in A. Ahlqvist and V. Čapková (eds), *Dán do Oide: Essays in memory of Conn R. Ó Cléirigh*, Dublin, 1997, 419-29 Translation on moodle

Meyer, K. and A. Nutt, (eds and trans.), *The Voyage of Bran Son of Febal to the Land of the Living*, 2 vols, London, 1895-1897. Translation on external site

MODULE CODE:	AHAN7011
TITLE:	Cosmology, Magic and Divination
DATED:	23/02/2012
MODULE AUTHOR:	Nicholas Campion
LEVEL:	7
CREDITS:	20
TEACHING METHODS:	Distance Learning via Electronic Media (90% on-line course work, 10% video conferencing tutorials, seminars and lectures).
JACS CODE:	L600

AIM(S)

- To introduce students to the theory and practice of magic, divination and oracles.
- To locate such practices within classical and Hellenistic cosmology and the development of astrology.
- To explore the wider context of ancient Near Eastern divination and magic.
- To consider the legacy of Hellenistic and Classical divinatory, magical and oracular practices in post-Classical culture.

LEARNING OUTCOMES

By the end of this module successful students should be able to:

- demonstrate a sophisticated understanding of the theory of magic and divination;
- demonstrate a systematic understanding of cosmological frameworks in the Classical and Hellenistic worlds, especially the notion of individual participation in cosmic processes, and their legacy in the Near East;
- display an advanced awareness of current academic debates on ancient divination and magic, and critically evaluate scholarly theories;
- critically interpret the emergence of classical astrology, its nature and function, within a religious and divinatory context.

CONTENT

1. What is Magic? What is Divination?
2. Ancient Near Eastern Divination.
 - 2.1 Codification of different types of divination
 - 2.2 Emergence of astral-divination

- 2.3 Distinction between provoked and unprovoked divination
 - 2.4 The Heavens as a system of communication between divinity and humanity.
 - 2.5 The use of magic to engage in a dialogue with destiny.
3. Classical Cosmology
- 3.1 Orphic and Platonic concepts of the soul's relationship with the stars.
 - 3.2 The notion of the 'daimon' as guiding intelligence.
 - 3.3 Concepts of order and disorder in the cosmos.
 - 3.4 Types of 'fate' – 'ananke' and 'heimarmene'.
4. Magic, Oracles and Divination
- 4.1 The oracular, temple tradition.
 - 4.2 Magical practices as a means of negotiating fate.
 - 4.3 The distinction between divination as prediction and self-knowledge.
 - 4.4 Divination by 'art' and by 'nature'.
 - 4.5 The emergence and use of horoscopic astrology.
5. Post-Classical Survival
- 5.1 The importation of divinatory, magical and astrological practices into the Islamic world.
 - 5.2 The survival and development of ancient Near-Eastern and Hellenistic magic in early medieval Europe.

ASSESSMENT

Written Assignments: 5000 words of written work

One 2000 word assignment (40% of marks)

Analysis of a primary source document

Example assignment: 'Write a critical review of Cicero's arguments against divination in *De Divinatione*'

One 3000 word assignment (60% of marks)

Essay based on a set title or title nominated by the student.

Example: 'Can theurgy be considered a form of magic?'

BIBLIOGRAPHY

Essential

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Campion, Nicholas, *The Dawn of Astrology: A Cultural History of Western Astrology*, Vol. 1, The Ancient and Classical Worlds (London: Continuum, 2008).

Cicero, *De Divinatione*, trans. W.A.Falconer (Cambridge Mass: Harvard University Press, London, 1929)..

Dickie, M., *Magic and Magicians in the Graeco-Roman World*, (London: Routledge, 2001).

Graf, F., *Magic in the Ancient World* (Cambridge Mass.: Harvard University Press, 1997).

Recommended

Barb, A., 'The Survival of Magic Arts,' in A. Momigliano (ed), *The Conflict between Paganism and Christianity in the Fourth Century* (Oxford: Oxford University Press 1963).

Barton, Tamsyn, *Ancient Astrology* (London: Routledge, 1994).

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Copenhaver, Brian P., *Hermetica* (Cambridge: Cambridge University Press, 1992).

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Flint, V., R. Gordon, G. Luck, D. Ogden (eds), *The Athlone History of Witchcraft and Magic in Europe Volume 2: Witchcraft and Magic in Europe: Ancient Greece and Rome* (London: Athlone Press, 1999).

H.C. Kee, *Medicine, Miracle and Magic in New Testament Times* (Cambridge: Cambridge University Press, 1986).

Luck, Georg, *Arcana Mundi: Magic and the Occult in the Greek and Roman Worlds* (Wellingborough: Crucible, 1987).

Noegel, Scott (ed.), *Prayer, Magic, and the Stars in the Ancient and Late Antique World* (Philadelphia: Pennsylvania State University Press, 2003).

Ogden, D., *Magic, Witchcraft and Ghosts in the Greek and Roman Worlds* (Oxford: Oxford University Press: 2002).

Jacq, C., *Egyptian Magic* (Warminster: Aris and Philips, 1985).

Lloyd, G.E.R., *Magic, Reason and Experience: Studies in the origins and Development of Greek Science* (Cambridge, New York, Melbourne: Cambridge University Press, 1979).

Meyer, Marvin W., P. Mirecki (eds) *Ancient Magic and Ritual Power* (Leiden: Brill, 2001).

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Nilsson, Nils Martin Persson, *Cults, Myths, Oracles and Politics in Ancient Greece* (Göteborg, Paul Aström, 1986).

Ritner, Robert, *Egyptian Magic* (Chicago: Chicago Oriental Institute, 1993).

Savage-Smith, Emilie (ed.) *Magic and Divination in Early Islam* (Abingdon: Ashgate, 2004).

Wright, M.R., *Cosmology in Antiquity* (London: Routledge 1995).

MODULE CODE:	CLAH7013
TITLE:	Ancient Egyptian Religious Beliefs
DATE:	29/06/2012
MODULE AUTHOR:	Dr Katharina Zinn
LEVEL:	7
CREDITS:	20
TEACHING METHODS:	Seminars (on campus or electronic) 10% Directed Learning 90%
JACS CODE:	V410

AIM(S)

- To provide students with an in-depth understanding of the theory and practice of ancient Egyptian religion and magic;
- To provide them with 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 in the wider and comparative subject of ancient religions.

LEARNING OUTCOMES

By the end of this module all students 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 (4000BC – 400 AD);
- 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;
- independently address details of the case studies and demonstrate a critically informed awareness of their role in the general characteristics of ancient Egyptian religion;
- critically examine religious beliefs on the basis of material culture.

CONTENT

The module structure is as follows:

Syllabus:

- The characteristics of Ancient Egyptian Religion
- The nature of religion
- The pantheon

- Religion and magic
- Religious personnel and the king
- The temple as image of the cosmos
- Personal piety
- Funerary beliefs: death and afterlife
- Rituals
- Religion, kingship and propaganda
- Religion and economy
- Atenism- monotheism or personal cult?

Case Studies:

- Case Study I – Thebes: Processions and Festivals
- Case Study II – Abydos: Personal Cult, Performances and Pilgrimage
- Case Study III – Exceptional setups – exceptional beliefs? The situation of Amarna and Deir el-Medina
- Case Study IV – Alexandria: religious interpretations of the Ptolemies

ASSESSMENT

Coursework (100%)

1 x portfolio for one research project of your choice, leading to one of the 4 Case Studies to be presented (60%) comprising:

1 x 1,500-word discussion paper – to be submitted as upfront reading to the other students on the module.

1 x 15-min PowerPoint presentation – delivered either during the residential week or via video-conferencing facilities (such as Webex or Skype).

1 x 2,000-word essay (40%)

Essay topics will be chosen from the syllabus topics and agreed in consultation with the module tutor.

Example essay questions:

- Discuss the development of **ONE** religious ancient Egyptian landscape (i.e. Abydos, Thebes, Lahun, ...). What was the impetus for royal investment at the site you have chosen?
- What types of beliefs and practices are associated with domestic religion in ancient Egypt? Do you think it is appropriate to use the term “magic” in conjunction with these practices?

BIBLIOGRAPHY

Essential

Assmann, J. *Death and Salvation in Ancient Egypt*. Ithaca and London: Cornell University Press, 2005.

Morenz, S. *Egyptian Religion*. Ithaca: Cornell University Press, 1992.

Pinch, G. *Magic in Ancient Egypt*. London: British Museum, 2006.

Quirke, S. *Ancient Egyptian Religion*. London: British Museum, 1992.

Shafer, B. (ed.) *Religion in Ancient Egypt: Gods, Myths, and Personal Practice*. Ithaca and London: Cornell University Press, 1991.

Recommended

- Conman, J. 'It's about Time: Ancient Egyptian Cosmology', in: *Studien zur Altägyptischen Kultur* 31, 2003, 33-71.
- Grajetzki, W. *Burial customs in ancient Egypt: life in death for rich and poor*. London: Duckworth, 2003.
- Hornung, E. *Conceptions of God in Ancient Egypt: The One and the Many*. Ithaca: Cornell University Press, 1996.
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- Pinch, G. *Egyptian Myth: A Very Short Introduction*. Oxford: Oxford University Press, 2004.
- Sauneron, S. *The priests of Ancient Egypt*. Ithaca: Cornell University Press, 2000.
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- Stevens, A. *Private Religion at Amarna: The Material Evidence*. Oxford: Archaeopress, 2006.
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- Taylor, J. *Death and Afterlife in Ancient Egypt*. London: British Museum Press, 2001.

Websites (instructor-approved professional Egyptological websites, allowed to be used)

<http://isaw.nyu.edu/online-resources/>
<http://ancientworldonline.blogspot.co.uk/>
<http://www.digitalegypt.ucl.ac.uk/Welcome.html>
http://escholarship.org/uc/nelc_uee
<http://www.amarnaproject.com/>
<http://www.hierakonpolis-online.org/Default.htm>

DO NOT USE WEBSITES otherwise; only in very rare circumstances as these instructor-approved professional Egyptological websites (see above) or granted exceptions **ONLY WITH INSTRUCTOR APPROVAL (case-by-case)**.

Although many Egyptological websites are wonderful sources, this NO WEBSITE rule is owing to an extreme overuse and general poor setup of websites. Even professional Egyptological websites do sometimes not represent peer-reviewed sources (unlike a journal article), and thereby potentially contain errors, are also subject to updates, changes in "facts", and even discontinuation. Hence, websites represent fluid sources, similar to a personal communication, and are not always subject to verifying the accuracy of information transmitted.

MODULE CODE:	CLAH7006
TITLE:	Pagans, Jews and Christians in Late Antiquity
DATE:	21/08/2010
MODULE AUTHOR:	Dr Doug Lee and Dr David Noy
LEVEL:	7
CREDITS:	20
TEACHING METHODS:	Directed Learning 100%
JACS CODE:	V110

AIM(S)

- to enable students to demonstrate a detailed and critical understanding of the evidence for pagan-Christian and Judeo-Christian relations from the third to the fifth centuries AD and the development of Christian culture and communities, not only in their original social, cultural and political contexts but also in the light of modern theories and methodologies.

LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate a broad and in-depth understanding of the development of Christianity and paganism within the social, cultural and political contexts of Late Antiquity;
- adapt and apply critically different theoretical and methodological approaches to the interpretation of the evidence for interactions between pagan, Jewish and Christian cultures in late Antiquity;
- demonstrate an in-depth understanding of the major trends in modern scholarship on the subject of emerging Christianity and its interactions with other faiths, and to engage with that scholarship in a critical manner;
- construct a detailed and methodologically informed argument, based on independent research, synthesising material relevant to the module.

CONTENT

One of the features that distinguish the medieval Byzantine Empire from the Roman Empire of Classical times is the pre-eminent position of Christianity. This module aims to examine the process by which this change came about between the third and fifth centuries AD, a period of major religious upheaval. The module will examine the state of both paganism and Christianity in the third century before turning to the consequences of the reign of Constantine, and the character of pagan-Christian relations during the fourth century. The success or otherwise of measures to suppress paganism in the late fourth and

fifth centuries will be assessed. Attention will also be given to the fate of Judaism and Jewish communities across the same centuries. Important themes in an emerging Christian culture will also be studied, such as the growing role of bishops, the development of Christian asceticism and the evolution of pilgrimage. The module will seek to familiarise students with the wide range of types of evidence through which these matters can be studied, and to develop critical skills in the use of them and in the reading of modern discussions.

Students are provided with material for each unit, and are asked to submit a draft essay on which the module tutor will provide feedback and comments.

ASSESSMENT

Coursework 100%

1 x 5,000-word essay (100%)

Essay topics are chosen from a list of suggestions, or an alternative can be chosen in consultation with the module tutor.

Topics include: comparison of Ambrose and John Chrysostom as bishops; analysis of Julian's policies against Christianity; assessment of the importance of Holy Land pilgrimage; analysis of the extent of anti-semitism in the 4th century; comparison of the Decian and Diocletianic persecutions.

BIBLIOGRAPHY

Essential

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Lee, A. ***Pagans and Christians in Late Antiquity: A Sourcebook***. London: Routledge, 2000.

Recommended

Bitton-Ashkelony, B. *Encountering the Sacred: The Debate on Christian Pilgrimage in Late Antiquity*. Berkeley: University of California Press, 2005.

Cameron, A. and S. G. Hall. *Eusebius: Life of Constantine*. Oxford: Clarendon Press, 1999.

Chadwick, H. *Heresy and Orthodoxy in the Early Church*. Aldershot: Variorum, 1991.

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- Rutgers, L. V. *The Jews in Late Ancient Rome*. Leiden: Brill, 1995.
- Schäfer, P. *The History of the Jews in Antiquity*. Luxembourg: Harwood Academic Publishers, 1995.
- Schwartz, S. *Imperialism and Jewish Society, 200 BCE to 640 CE*. Princeton: Princeton University Press, 2001.
- Wilken, R. L. *The Land Called Holy: Palestine in Christian History and Thought*. New Haven: Yale University Press, 1992.
- Williams, M. H. *The Jews among the Greeks and Romans*. London: Duckworth, 1998.

MODULE CODE:	TRDL7071
TITLE:	The Bible: Text and Transmission
DATED:	November 2011
MODULE AUTHORS:	Dr. Catrin Williams
LEVEL:	7
CREDITS:	20
TEACHING METHODS:	Tuition 10% Directed Learning 90%
JACS CODE:	V610

AIMS

- 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 help students identify different literary genres across both Old and New Testaments by engaging with a representative sample of primary texts (in translation).

LEARNING OUTCOMES

By the end of this module students 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 on how early versions of the texts can act as interpretations;
- contextualize specific biblical passages within their wider literary and canonical contexts;
- identify typological 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.

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 Synoptic Gospels (including source criticism and redaction criticism) and the composition of the Gospel of John.
- 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.

ASSESSMENT

Coursework 100%

- An analysis of passages from The Hebrew Bible and New Testament (2,000 words)
- Encyclopaedia article (1,000 words)
- Essay (2,000 words)

Example assignment:

- Analyse two passages (one from the Hebrew Bible and one from the New Testament) paying particular attention to issues of literary genre and canonical context, as well as offering a comparative analysis of the interpretative renderings of the passage in question.
- Write a concise article on the distinctive contribution of one significant biblical scholar.
- Outline the different theories regarding the editing of the Deuteronomistic History and offer an informed assessment as to where the scholarly debate now stands.

BIBLIOGRAPHY

Essential

Barton, J., *Reading the Old Testament: Method in Biblical Study* (London: Darton, Longman & Todd, 1986; 2nd edition 1996)

Barton, J., *The Spirit and the Letter: Studies in the Biblical Canon* (London: SPCK, 1997).

Bauckham, R., *The Gospels for All Christians: Rethinking the Gospel Audiences* (Grand Rapids: W.B. Eerdmans, 1997).

Burridge, R., *What Are the Gospels? A Comparison with Graeco-Roman Biography* (Grand Rapids: W.B. Eerdmans, 2nd edition, 2004)

Kugel, J. & Greer, R., *Early Biblical Interpretation* (Louisville: Westminster John Knox Press, 1988).

Moyise, S., *The Old Testament in the New: Approaches to Biblical Studies* (London: T & T Clark, 2001).

Moyise, S., *Evoking Scripture: Seeing the Old Testament in the New* (London: T & T Clark, 2008).

Rogerson, J. & Lieu, J.M. (eds), *The Oxford Handbook of Biblical Studies* (Oxford: Oxford University Press, 2006).

Recommended

- Barton, J. *The Nature of Biblical Criticism* (Louisville: Westminster John Knox Press, 2007).
- Barton, J., *People of the Book? The Authority of the Bible in Christianity* (London: SPCK, 2011 3rd edition).
- Barton, J. (ed), *The Biblical World* (London: Routledge, 2004).
- Black, D.A. (ed), *Rethinking New Testament Textual Criticism* (Grand Rapids: Baker, 2002).
- Collins, J.J., *The Bible after Babel: Historical Criticism in a Postmodern Age* (Grand Rapids: Eerdmans 2005).
- Conzelmann, H., *The Theology of St Luke* (London: SCM, 1964).
- Davis, E.F. & Hays, R.B. (eds), *The Art of Reading Scripture* (Grand Rapids: Eerdmans, 2003).
- Egger, W., *How to Read the New Testament: An Introduction to Linguistic and Historical-Critical Methodology* (Peabody: Hendrickson, 1996).
- Epp, E.J. & MacRae, G., *The New Testament and its Modern Interpreters* (Atlanta: Georgia, 1995).
- Evans, C.A., *Ancient Texts for New Testament Studies: A Guide to the Background Literature* (Grand Rapids: Baker Academic, 2012).
- Gamble, H.Y., *Books and Readers in the Early Church* (New Haven: Yale University Press, 1997).
- Hays, R.B., *Echoes of Scripture in the Letters of Paul* (New Haven: Yale University Press, 1989).
- R.B. Hays, Alkier, S. & Huizenga, L.A., *Reading the Bible Intertextually* (Baylor University Press, 2009).
- 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).
- Le Donne, A. & Thatcher, T. (ed), *The Fourth Gospel in First-Century Media Culture* (LNTS 426; London; T & T Clark International, 2011).
- Marcos, N.F., *The Septuagint in Context: Introduction to the Greek Versions of the Bible* (Leiden: Brill, 2000).
- Neill, S. & Wright, N.T., *The Interpretation of the New Testament 1861-1986* (Oxford: Oxford University Press, 2nd edition, 1988).
- O'Neill, J.C., *The Bible's Authority: A Portrait Gallery of Thinkers from Lessing to Bultmann* (Edinburgh: T & T Clark, 1991).
- Tuckett, C., *Reading the New Testament: Methods of Interpretation* (London: SPCK, 1987).

MODULE CODE:	CYCS7007								
TITLE:	The Female Saints of Wales								
DATED:	23/07/12								
MODULE AUTHOR:	Dr Jane Cartwright								
LEVEL:	7								
CREDITS:	20								
TEACHING METHODS:	<table> <tr> <td>Distance learning:</td> <td>100%</td> </tr> <tr> <td><i>Directed learning</i></td> <td>90%</td> </tr> <tr> <td><i>E-mail, phone, Skype</i></td> <td>10%</td> </tr> <tr> <td><i>and/or face-to-face tutorials</i></td> <td></td> </tr> </table>	Distance learning:	100%	<i>Directed learning</i>	90%	<i>E-mail, phone, Skype</i>	10%	<i>and/or face-to-face tutorials</i>	
Distance learning:	100%								
<i>Directed learning</i>	90%								
<i>E-mail, phone, Skype</i>	10%								
<i>and/or face-to-face tutorials</i>									

JACS CODE: **V213**

AIM(S)

- To provide students with an advanced knowledge of the extant literary and historical sources relating to the female saints of Wales including saints' Lives, medieval poetry, historical documentation, folklore and oral tradition, as well as archaeological and visual sources.

LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate that they have an advanced knowledge of the legends and traditions associated with the sainted women of early medieval Wales and a clear understanding of the wider context within which this hagiographical material should be viewed;
- critically analyse, interpret and evaluate a complex range of primary sources (e.g. fragmentary genealogical material or poetic sources, various different medieval versions of the same Lives, extant examples of material culture);
- initiate, design and undertake research on a particular saint's cult or an appropriate theme relating to the hagiographical material they have studied;
- trace and understand the different theoretical and methodological perspectives which have helped shape and define the study of issues such as the 'Celtic' church, feminine sanctity and feminist approaches, the biographical patterning of saints' Lives and the use of folklore;
- critically appreciate artistic representations and analyse the iconography of the female saint.

CONTENT

This module introduces students to the complex nature of the sources relating to many of the female saints of Wales including St Gwenfrewy (whose holy well is now reputed to be one of the seven wonders of Wales); Dwynwen (the patron saint of lovers); Melangell (the patron saint of hares) and Non (St David's mother). Although most people are familiar with the cult of St David (the patron saint of Wales), the legends and traditions associated with the sainted women of Wales are generally less well known. This module explores the extant literary and historical sources relating to these holy women and sheds light on their medieval cults. In addition to the female saints already mentioned, the module also considers the fragmentary evidence available for other local Welsh saints (for example Gwenog, Eluned and Maches), and looks at the Welsh evidence for some of the important universal saints (such as St Katherine of Alexandria and St Margaret of Antioch) whose Lives were translated into Middle Welsh. Students will be encouraged to question the validity of the concept of a unified 'Celtic' Church and consider the religious, historical and political importance of the medieval Lives (or biographies) that describe the saints' miracles and exploits. We will also consider why fewer hagiographic sources are extant for the female saints and analyse the biographical patterning discernable in the literary sources. The Welsh material will be examined in its wider Insular and European contexts and, via directed reading, students will be guided through the different theoretical and methodological perspectives which have helped shape the subject over time. The module is illustrated throughout with photographs taken by the module author: the aim is to stress the importance of the visual evidence relating to the cult of saints, analyse examples of medieval iconography and also encourage students to visit some of the churches, sites and holy wells associated with Welsh saints.

ASSESSMENT

Coursework 100%

One essay of 5,000 words

Example assignment:

Provide a detailed critical analysis of the extant evidence for the cult of St Melangell. To what extent is *Historia divae Monacellae* an important witness to the cult of St Melangell and the rights of sanctuary associated with Pennant Melangell?

BIBLIOGRAPHY

Essential

Cartwright, Jane, 'Dead virgins: feminine sanctity in medieval Wales', *Medium Ævum*, 71 (2002), 1–28

Cartwright, Jane, *Feminine Sanctity and Spirituality in Medieval Wales*, Cardiff: University of Wales Press, 2008

Feiss, Hugh and Ronald Pepin (trans.), *Two Mediaeval Lives of Saint Winefride*, Toronto: Peregrina Publishing, 2000

Henken, Elissa R., *Traditions of the Welsh Saints*, Cambridge: D. S. Brewer, 1987

Henken, Elissa R., *The Welsh Saints A Study in Patterened Lives*, Cambridge: D. S. Brewer, 1991
 Pritchard, T. W., *St Winefride, Her Holy Well and the Jesuit Mission c.650-1930*, Trowbridge: Cromwell Press Group, 2009
 Pryce, Huw, 'A new edition of the *Historia Divae Monacellae*', *Montgomeryshire Collections*, 82 (1994), 23–40

Recommended

Baring-Gould, Sabine and Fisher, John, *The Lives of the British Saints*, 4 vols, London: Cymmrodorion, 1907–13
 Bradley, Ian, *Celtic Christianity: Making Myths and Chasing Dreams*, Edinburgh: Edinburgh University Press, 1999
 Cartwright, Jane (ed.), *Celtic Hagiography and Saints' Cults*, Cardiff: University of Wales Press, 2003
 Cartwright, Jane, 'Regionalism and identity: localizing the cult of Mary in medieval Wales, in Ana Marinković and Trpimir Vedriš (eds), *Identity and Alterity in Hagiography and the Cult of Saints*, Zagreb: Hagiotheca, 2010, pp. 119–35
 Dor, Juliette, Lesley Johnson and Jocelyn Wogan-Browne (eds), *New Trends in Feminine Spirituality: The Holy Women of Liège and their Impact*, Brussels: Brepols, 1999
 Jones, Francis, *The Holy Wells of Wales*, Cardiff: University of Wales Press, repr. 1992
 Le Berre, Yves, et al., *Buez Santez Nonn. Mystère breton. Vie de sainte Nonne*, Minihi-Levenez: C.R.B.C., 1999
 Lewis, Katherine J., *The Cult of St Katherine of Alexandria in Late Medieval England*, Woodbridge: The Boydell Press, 2000
 Wade-Evans, A. W. (ed. and trans.), *Vitae Sanctorum Britanniae et Genealogiae*, Cardiff: University of Wales Press, 1944
 Winward, F., 'The Lives of St. Wenefred (BHL 8847–8851)', *Analecta Bollandiana*, 117 (1999), 100–3
 Wogan-Browne, Jocelyn, 'Saints' lives and the female reader', *Forum for Modern Language Studies*, 37 (1991), 314–32
 Wogan-Browne, Jocelyn, *Saints' Lives and Women's Literary Culture c. 1150–1300: Virginity and its Authorizations*, Oxford: Oxford University Press, 2001
 Evans, J. Wyn and Jonathan M. Wooding (eds), *St David of Wales: Cult, Church and Nation*, Woodbridge: Boydell and Brewer, 2007

MODULE CODE:	TRDL7073
TITLE:	The Gospel of John
DATED:	15/12/11
MODULE AUTHORS:	Dr. Catrin Williams
LEVEL:	7
CREDITS:	20
TEACHING METHODS:	Tuition 10% Directed Learning 90%
JACS CODE:	V610

AIMS

- To develop a critical awareness and appreciation of the interpretation of John's Gospel from a historical, theological and literary perspective.
- To evaluate the impact of contemporary biblical scholarship on the critical study of John's Gospel.

LEARNING OUTCOMES

By the end of this module students should be able to:

- engage in a close reading of the text of John's Gospel through the use of commentaries, reference works, journals 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.

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', 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 sociological and literary approaches to the study of John's Gospel.

ASSESSMENT

Coursework 100%

- One 3,000 word essay (60%).
- One 2,000 word exegetical analysis of a set passage from the Gospel of John (40%).

Example assignment:

- Critically examine the view that John was familiar with Mark's Gospel, but, different from Matthew and Luke, did not use Mark as a literary source.
- Prepare an exegetical analysis of ONE of the following passages: i) John 2:13-22; ii) John 7:37-44; iii) John 12:20-26; iv) John 14:1-7; v) John 20:19-23.

BIBLIOGRAPHY

Essential

Ashton, J., *Understanding the Fourth Gospel* (Oxford: Oxford University Press, 2nd edition, 2008).

Edwards, R.B., *Discovering John* (London: SPCK, 2003).

Koester, C.R., *The Word of Life: A Theology of John's Gospel* (Grand Rapids/Cambridge: W.B. Eerdmans, 2008).

Lincoln, A.T., *The Gospel According to St John* (Black's NT Commentaries, London: Continuum, 2005).

Smith, D.M., *The Theology of the Gospel of John* (Cambridge: Cambridge University Press, 1995).

Smith, D.M., *The Fourth Gospel in Four Dimensions* (University of South Carolina Press, 2008).

Recommended

Anderson, P.N., Thatcher, T. & Just, F., *John, Jesus and History, Volume 1: Critical Appraisals of Critical Views* (Atlanta: SBL, 2007).

Ashton, J. (ed.), *The Interpretation of John*, Studies in New Testament Interpretation (Edinburgh: T & T Clark, 2nd edition, 1997).

Barrett, C.K., *The Gospel According to John* (London: SPCK, 2nd edition, 1978).

Brown, R.E., *The Gospel According to John*, 2 volumes (New York: Anchor Bible, 1996).

Brown, R.E., *The Community of the Beloved Disciple* (London: Geoffrey Chapman, 1979).

Culpepper, R.A., *The Anatomy of the Fourth Gospel* (Minneapolis: Augsburg Fortress, 1983).

- Culpepper, R.A. & Black, C.C. (eds), *Exploring the Gospel of John: In Honour of D. Moody Smith* (Louisville: Westminster John Knox Press, 1997).
- Le Donne, A. & Thatcher, T. (ed), *The Fourth Gospel in First-Century Media Culture* (LNTS 426; London; T & T Clark International, 2011).
- Lindars, B., *John*, Sheffield: New Testament Guides (Sheffield: Sheffield Academic Press, 1990).
- Moloney, F.J., *Belief in the Word, Signs and Shadows, Glory not Dishonour* (Minneapolis: Fortress Press, 1993, 1995, 1998).
- Rensberger, D., *Overcoming the World: Politics and Community in the Gospel of John* (London: SPCK, 1989).
- Smith, D.M., *John Among the Gospels* (University of South Carolina Press, 2nd edition, 2001).
- Stibbe, M.G.W., *John* (Sheffield: JSOT Press, 1993).
- Thatcher, T. & Fortna, R.T. (eds), *Jesus in Johannine Tradition* (Louisville: Westminster John Knox Press, 2001).
- Thatcher, T. (ed), *What We Have Heard From the Beginning: The Past, Present and Future of Johannine Studies* (Baylor: Baylor University Press, 2007).
- Thatcher, T. & Moore, S.D. (eds), *Anatomies of Narrative Criticism: The Past, Present and Futures of the Fourth Gospel as Literature* (Atlanta: SBL, 2008).

MODULE CODE:	CLCL7007
TITLE:	Dissertation for the MA in Ancient Religions
DATE:	05/07/2013
MODULE AUTHORS:	Dr Pauline Hanesworth
LEVEL:	7
CREDITS:	60
TEACHING METHODS:	Supervision 10% Directed Learning 90%
JACS CODE:	V330

AIM(S)

To enable students

- to undertake a major and sustained critical and evaluative research project on an aspect of Ancient Religions.

LEARNING OUTCOMES

By the end of this module students should be able to:

- demonstrate an advanced level of knowledge of a defined area of ancient religions;
- 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;
- demonstrate self-direction in tackling and solving problems connected with personal research.

CONTENT

The dissertation provides an excellent opportunity to study in detail a specific aspect of ancient religions. Students decide on their own topic in close consultation with relevant staff. The subject of the dissertation can be on any area deemed relevant to the study of ancient religions. In choosing a topic, however, students must bear in mind these two points:

1. although the choice of topic may arise out of one of the modules previously taken (and indeed it is natural that it should), it cannot overlap directly with anything submitted for assessment.

2. there must be someone within the Faculty of Humanities or amongst the module tutors capable of supervising a dissertation on the proposed topic.

Students submit a proposal with preliminary aims and objectives, an abstract of approximately 500 words, a short introductory bibliography and a proposed supervisor. The proposal will be considered by the programme co-ordinator who has final say on the suitability of the topic. Under the auspices of the supervisor, the student pursues further research into their area of interest through reading and private study. The student then produces a systematic piece of written work, organised in chapters in the manner of professional and published academic work. It must follow the academic conventions laid out in the *Postgraduate Student Guide* 9.6-9.8. The student should utilise the cross-cultural, interdisciplinary skills and knowledge they have accumulated throughout their part 1 courses in the production of their dissertation, showcasing their academic ability.

ASSESSMENT

Coursework 100%

1 x 15,000-word dissertation (100%)

Topics to be decided in consultation with staff.

BIBLIOGRAPHY

Whilst essential bibliography will be dependent on the topic chosen by the student, the following works may be of use.

- Biggam, J. *Succeeding with your Master's Dissertation: a Step-by-Step Handbook*. Maidenhead: Open University Press, 2011.
- Bryman, A. *Social Research Methods*. Oxford: Oxford University Press, 2004.
- Bui, Y. *How to Write a Master's Thesis*. London: Sage Publications Ltd, 2009.
- Creswell, J. W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. London: Sage Publications Ltd, 2003.
- Cryer, P. *The Research Student's Guide to Success*. Maidenhead: Open University Press, 2006.
- Hart, C. *Doing your Master's Dissertation*. London: Sage Publications Ltd, 2005.
- Lovitts, B. E. and E. L. Wert. *Developing Quality Dissertations in the Humanities*. Sterling, Virginia: Stylus Publishing, 2009.
- White, B. *Mapping your Thesis: The Comprehensive Manual of Theory and Techniques for Master's and Doctoral Researchers*. Victoria: Australian Council Educational Research, 2011.

The following websites may also be of use.

<http://dissertation.laerd.com/>

<http://www.csudh.edu/hux/pdf/HUXresearchguide.pdf>

<http://www.dartmouth.edu/~writing/materials/student/thesis.shtml>

<http://www.monash.edu.au/lls/hdr/index.html>

<http://www.soas.ac.uk/add/studysupport/helpyourself/file28022.pdf>

<http://www.soas.ac.uk/add/studysupport/helpyourself/file28022.pdf>

MODULE CODE:	CLGK7001									
TITLE:	Beginners' Greek I									
DATED:	01/07/11									
MODULE AUTHOR:	Dr Pauline Hanesworth									
LEVEL:	7									
CREDITS:	20									
TEACHING METHODS:	<table><tr><td>Classes</td><td>20%</td><td>[if taught on campus]</td></tr><tr><td>Directed Learning</td><td>80%</td><td>[if taught on campus]</td></tr><tr><td>Directed Learning</td><td>100%</td><td>[if taught at distance]</td></tr></table>	Classes	20%	[if taught on campus]	Directed Learning	80%	[if taught on campus]	Directed Learning	100%	[if taught at distance]
Classes	20%	[if taught on campus]								
Directed Learning	80%	[if taught on campus]								
Directed Learning	100%	[if taught at distance]								
JACS CODE:	Q710									

AIM(S)

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

LEARNING OUTCOMES

By the end of this module students should be able to:

- translate short adapted passages;
- demonstrate knowledge of basic grammar and syntax;
- acquire a basic vocabulary of approximately 250 words;
- demonstrate basic dictionary skills.

CONTENT

This module introduces the study of ancient Greek to students with no or very little prior knowledge of the language. The module introduces students to basic key grammatical patterns and structures, and a basic core vocabulary, so that they can identify the function performed by the individual words in a Greek sentence and so translate short adapted passages of ancient Greek. This module also introduces the student to 'dictionary skills': how to work back to the form of a Greek word to be looked up, from its form in a text; how to take into account the range of meanings and connotations many Greek words carry. In class and at home residential students will work on a variety of grammatical exercises and on the reading and translation of specially adapted texts whilst distance students (who will be offered individual distance tutor support, complementing the use of the module VLE forum accessible to all students) will follow the textbook independently, submitting set grammatical and translation exercises throughout the module. In so doing, students will slowly gain a solid foundation both to progress to Beginners' Greek II and to appreciate better the ancient world of the Greeks.

ASSESSMENT

Examination (80%)

One two-hour exam

Coursework (20%)

One portfolio of short assignments

BIBLIOGRAPHY

Essential

Balme, M. and Lawall, G. (2003) *Athenaze: An Introduction to Ancient Greek, Book I*, 2nd ed., New York and Oxford

Recommended

Morwood, J. (2001), *Oxford Grammar of Classical Greek*, Oxford

Morwood, J. and Taylor, J. (2002), *Pocket Oxford Classical Greek Dictionary*, Oxford

NB: If you are continuing to Intermediate Greek, buy a dictionary recommended for that level.

MODULE CODE:	CLLA7001	
TITLE:	Beginners' Latin I	
DATE:	06/07/2010	
MODULE AUTHOR:	Dr James Richardson	
LEVEL:	7	
CREDITS:	20	
TEACHING METHODS:	Classes	20% [if taught on campus]
	Directed Learning	80% [if taught on campus]
	Directed Learning	100% [if taught at distance]
JACS CODE:	Q610	

AIM(S)

- To enable students who have no previous knowledge of the language to acquire a basic grounding in Latin grammar and syntax.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- translate short adapted passages;
- demonstrate knowledge of basic grammar and syntax;
- acquire a basic vocabulary of approximately 250 words.

CONTENT

This module introduces the study of Latin to students with no previous knowledge of the language. The module gives a grounding in the basics of Latin grammar, vocabulary and syntax. Knowledge of Latin opens up a wealth of great literary works, developing students' independence to read Latin sources without having to rely on translations. A Beginners' Latin course is therefore of great value for all students interested in classical literature, ancient history, theology and philosophy. For this course the text book *Reading Latin* is used. For this module students will work on a variety of grammatical exercises and on the reading and translation of adapted texts (e.g. from Plautus and Cicero). These texts will introduce you not only to the grammar and syntax of Classical Latin, but also to Roman civilisation and culture in general.

ASSESSMENT

Examination (80%)

One two-hour exam

Coursework (20%)

One portfolio of short assignments (20%)

BIBLIOGRAPHY

Essential

Jones, P. V. and Sidwell, K. C. (1986), *Reading Latin: Grammar, Vocabulary and Exercises*, Cambridge

Jones, P. V. and Sidwell, K. C. (1986), *Reading Latin: Text*, Cambridge

Recommended

Morwood, J. (1999), *A Latin Grammar*. Oxford.

MODULE CODE:	CLGK7002
TITLE:	Beginners' Greek II
DATED:	01/07/11
MODULE AUTHOR:	Dr Pauline Hanesworth
LEVEL:	7
CREDITS:	20
PREREQUISITES:	Standard of Beginners' Greek I
TEACHING METHODS:	Classes 20% [if taught on campus] Directed Learning 80% [if taught on campus] Directed Learning 100% [if taught at distance]
JACS CODE:	Q710

AIM(S)

- To enable students to complete their basic introduction to Greek grammar and syntax and read adapted texts of increased difficulty.

LEARNING OUTCOMES

By the end of this module students should be able to:

- translate more complex adapted passages;
- demonstrate a thorough knowledge of more advanced basic grammar and syntax;
- acquire a basic vocabulary of approximately 500 words;
- demonstrate more advanced dictionary skills.

CONTENT

This module begins where the Beginners' Greek I course finished. Students will build upon the grammar, syntax and vocabulary learning already accumulated in order to identify a wider range of functions performed by individual words in Greek sentences so as to translate more advanced basic adapted passages of ancient Greek. Students will also build upon the basic dictionary skills acquired in Beginners' Greek I so as to be able to identify the dictionary form of more complex words found in texts and to correctly identify the appropriate meaning. Like Beginners' Greek I, this course will consist of a mixture of grammar, translation, and comprehension exercises, conducted in class and at home by residential students and at home by distance students who will independently follow the textbook and submit set exercises throughout the module and who will be offered individual distance tutor support, complementing the use of the module VLE forum accessible to all students. In so doing, students will gain a greater foundation both to progress to Intermediate Greek I, where more complex adapted passages will be translated, and to appreciate better the ancient world of the Greeks.

ASSESSMENT

Examination (80%)

One two-hour exam

Coursework (20%)

One portfolio of short assignments

BIBLIOGRAPHY

Essential

Balme, M. and Lawall, G. (2003) *Athenaze: An Introduction to Ancient Greek, Book I*, 2nd ed., New York and Oxford

Recommended

Morwood, J. (2001), *Oxford Grammar of Classical Greek*, Oxford [ISBN 0198604564]

Morwood, J. and Taylor, J. (2002), *Pocket Oxford Classical Greek Dictionary*, Oxford

NB: If you are continuing to Intermediate Greek, buy a dictionary recommended for that level.

MODULE CODE:	CLLA7002
TITLE:	Beginners' Latin II
DATE:	06/07/2010
MODULE AUTHOR:	Dr James Richardson
LEVEL:	7
CREDITS:	20
PREREQUISITE:	Standard of Beginners' Latin I
TEACHING METHODS:	Classes 20% [if taught on campus] Directed Learning 80% [if taught on campus] Directed Learning 100% [if taught at distance]
JACS CODE:	Q610

AIM(S)

- To enable students to complete their basic introduction to Latin grammar and syntax and read adapted texts of increased difficulty.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- translate more complex adapted passages;
- demonstrate a thorough knowledge of more advanced, basic grammar and syntax;
- acquire a basic vocabulary of approximately 250 words.

CONTENT

This module continues with the study of Latin, picking up where Beginners' Latin I finished (usually chapter 2A in the text book). Like Beginners' Latin I, this course will consist of a mixture of grammar, translation and comprehension exercises. The adapted texts used in this module will introduce students not only to the Latin language itself, but also to Roman civilisation and culture in general. The knowledge and skills acquired in the Beginners' Latin II course help to prepare students for progression to the higher levels.

ASSESSMENT

Examination (80%)

One two-hour exam

Coursework (20%)

One portfolio of short assignments

BIBLIOGRAPHY

Essential

Jones, P. V. and Sidwell, K. C. (1986), *Reading Latin: Grammar, Vocabulary and Exercises*, Cambridge

Jones, P. V. and Sidwell, K. C. (1986), *Reading Latin: Text*, Cambridge

Recommended

Morwood, J. (1999), *A Latin Grammar*, Oxford.

MODULE CODE:	CLGK7003									
TITLE:	Intermediate Greek I									
DATED:	01/07/11									
MODULE AUTHOR:	Dr Magdalena Öhrman									
LEVEL:	7									
CREDITS:	20									
PREREQUISITE:	Standard of Beginners' Greek II or equivalent.									
TEACHING METHODS:	<table><tr><td>Classes</td><td>15%</td><td>[if taught on campus]</td></tr><tr><td>Directed Learning</td><td>85%</td><td>[if taught on campus]</td></tr><tr><td>Directed Learning</td><td>100%</td><td>[if taught on distance]</td></tr></table>	Classes	15%	[if taught on campus]	Directed Learning	85%	[if taught on campus]	Directed Learning	100%	[if taught on distance]
Classes	15%	[if taught on campus]								
Directed Learning	85%	[if taught on campus]								
Directed Learning	100%	[if taught on distance]								
JACS CODE:	Q710									

AIM(S)

To enable students:

- to further enhance their level of knowledge of the Greek language (grammar, syntax, vocabulary) beyond beginners' level, to the point where they can read more difficult and longer adapted Greek texts;
- to acquire greater reading, translation, and comprehension skills.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate a knowledge of a large proportion of the major grammatical and syntactical constructions of the Greek language, and of a range of vocabulary commensurate with the level;
- demonstrate an ability to read, understand and translate longer prepared passages of adapted Greek, and to translate unprepared passages with some vocabulary and grammatical assistance and the use of a dictionary;
- translate and demonstrate understanding of more difficult adapted Greek texts independently, with the use of a reference grammar and a dictionary.

CONTENT

This module enables students to consolidate and deepen their knowledge of the language beyond beginners' level. It follows on from where Beginners' Greek II finished, adding further to the students' knowledge of the grammatical forms and constructions of Ancient Greek. The texts are especially graded to allow new pieces of grammar and syntax to be introduced at regular intervals, whilst at the same time consolidating the knowledge of more familiar elements. Students will be expected to translate

these texts with the aid of a vocabulary list, dictionary and with tutor support where necessary. All set text prescription will be translated in class; distance learners will submit set sections for tutor comments. The tutor will also comment, where appropriate, on matters arising from the text to aid the students' appreciation of the subject-matter. Students will also be asked to complete a number of grammatical exercises to supplement the reading done, and to submit written translation exercises from time to time.

ASSESSMENT

Examination (80%)

One two-hour exam

Coursework (20%)

One portfolio of short assignments

BIBLIOGRAPHY

Essential

Balme, M. & Lawall, G. (2003, 2nd edition), *Athenaze: An Introduction to Ancient Greek, Book II*, New York & Oxford: Oxford University Press

A good dictionary is essential: for this level, use LIDDELL & SCOTT (1963), *An Intermediate Greek-English Lexicon*, Oxford: Oxford University Press (ISBN 0199102066)

Recommended

Morwood, J. (2001), *Oxford Grammar of Classical Greek*, Oxford. [ISBN 0198604564]

MODULE CODE:	CLLA7003
TITLE:	Intermediate Latin I
DATED:	29.06.10
MODULE AUTHOR:	Dr Owen Hodkinson
LEVEL:	7
CREDITS:	20
PREREQUISITE:	Standard of Beginners' Latin II or equivalent
TEACHING METHODS:	Classes 15% [if taught on campus] Directed Learning 85% [if taught on campus] Directed Learning 100% [if taught on distance]
JACS CODE:	Q610

AIM(S)

To enable students:

- to further enhance their level of knowledge of the Latin language (grammar, syntax, vocabulary) beyond beginners' level, to the point where they can read more difficult and longer adapted Latin texts;
- to acquire greater reading, translation, and comprehension skills.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate a knowledge of a large proportion of the major grammatical and syntactical constructions of the Latin language, and of a range of vocabulary commensurate with the level;
- demonstrate an ability to read, understand and translate longer prepared passages of adapted Latin, and to translate unprepared passages with some vocabulary and grammatical assistance and the use of a dictionary;
- translate and demonstrate understanding of more difficult adapted Latin texts independently, with the use of a reference grammar and a dictionary.

CONTENT

This module enables students to consolidate and deepen their knowledge and extend their awareness of the language beyond beginners' level. It follows on from where Beginners' Latin II finished, adding further to the students' knowledge of the grammatical forms and constructions of Latin. The texts are especially graded to allow new pieces of grammar and syntax to be introduced at regular intervals, whilst at the same time consolidating the

knowledge of more familiar elements. Students will be expected to translate these texts with the aid of a vocabulary list and with tutor support where necessary. The tutor will also comment, where appropriate, on matters arising from the text to aid students' appreciation of the subject-matter. Students will also be asked to complete a number of grammatical exercises to supplement the reading done, and to submit written translation exercises from time to time. If taken at a distance, individual tutor support will be offered via email contact, complementing the use of the module VLE forum accessible to all students.

ASSESSMENT

Examination (80%)

One two-hour exam

Coursework (20%)

One portfolio of short assignments

BIBLIOGRAPHY

Essential

Jones, P. V. & Sidwell, K. C. (1986), *Reading Latin, Grammar, vocabulary and exercises* volume, Cambridge

Jones, P. V. & Sidwell, K. C. (1986), *Reading Latin, Text* volume, Cambridge

A good dictionary is essential: for this level, use Simpson, D. P. (1977) *Cassell's Latin Dictionary*, London, or Morwood, J. (2000) *The Pocket Oxford Latin Dictionary*, Oxford

Recommended

Morwood, J. (1999), *A Latin Grammar*, Oxford.

NB: Students considering going on to Advanced Latin, may wish to consider the following:

Morwood, J. (2005), *Oxford Latin Desk Dictionary*, Oxford

Smith, W. and J. Lockwood (1992), *Latin-English Dictionary*, Chambers

Lewis, C. T. (1962), *Elementary Latin Dictionary*, Oxford

MODULE CODE:	CLGK7004									
TITLE:	Intermediate Greek II									
DATED:	29/06/10									
MODULE AUTHOR:	Dr Magdalena Öhrman									
LEVEL:	7									
CREDITS:	20									
PREREQUISITE:	Standard of Greek Intermediate I or equivalent									
TEACHING METHODS:	<table><tr><td>Classes</td><td>15%</td><td>[if taught on campus]</td></tr><tr><td>Directed Learning</td><td>85%</td><td>[if taught on campus]</td></tr><tr><td>Directed Learning</td><td>100%</td><td>[if taught on distance]</td></tr></table>	Classes	15%	[if taught on campus]	Directed Learning	85%	[if taught on campus]	Directed Learning	100%	[if taught on distance]
Classes	15%	[if taught on campus]								
Directed Learning	85%	[if taught on campus]								
Directed Learning	100%	[if taught on distance]								
JACS CODE:	Q710									

AIM(S)

To enable students:

- 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 unadapted 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

By the end of this module all students should be able to:

- demonstrate a knowledge of all the major grammatical and syntactical constructions of the Greek language, and of a wide range of vocabulary;
- demonstrate an appreciation of some more common literary techniques and devices, and an ability to analyse a prepared passage in terms of literary features;
- translate and demonstrate an understanding of more complex adapted and easier unadapted Greek texts independently, with the use of a reference grammar and a dictionary.

CONTENT

This module enables students to consolidate and deepen their knowledge and extend their awareness of the language, and to read some continuous Greek prose. Students will continue to use the textbook from Intermediate Greek I, to complete the knowledge of the grammatical forms and constructions of Ancient Greek. In addition students will read a selection of extracts from a Greek author. The module will focus primarily on translating the text 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 author employs. The module will facilitate the transition to Greek Advanced: Verse and Prose for those who continue study of the language with the School, and enable others to read unadapted original texts on their own with the help of a dictionary and reference grammar on completion of the module. All set text prescription will be translated in class; distance learners will submit set sections for tutor comments. Students will not have to read parts of the set text independently without consolidation through tutor support.

ASSESSMENT

Examination (50%)

One two-hour exam

Coursework (50%)

1. One portfolio of two short assignments (25%)
2. One translation and 1,000-word commentary exercise (25%)

BIBLIOGRAPHY

Essential

BALME, M. & LAWALL, G. (2003, 2nd edition), *Athenaze: An Introduction to Ancient Greek, Book II*, New York & Oxford: Oxford University Press

Plus set text (selections of unadapted Greek text appropriate for the level)

A good dictionary is essential: for this level, use LIDDELL & SCOTT (1963), *An Intermediate Greek-English Lexicon*, Oxford: Oxford University Press

Recommended

Morwood, J. (2001), *Oxford Grammar of Classical Greek*, Oxford. [ISBN 0198604564]

MODULE CODE:	CLLA7004
TITLE:	Intermediate Latin II
DATED:	29/06/10
MODULE AUTHOR:	Dr Owen Hodkinson
LEVEL:	7
CREDITS:	20
PREREQUISITE:	Standard of Latin Intermediate I or equivalent
TEACHING METHODS:	Classes 15% [if taught on campus] Directed Learning 85% [if taught on campus] Directed Learning 100% [if taught at distance]
JACS CODE:	Q610

AIM(S)

To enable students:

- 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 unadapted 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

By the end of this module all students should be able to:

- demonstrate a knowledge of all the major grammatical and syntactical constructions of the Latin language, and of a wide range of vocabulary;
- demonstrate an appreciation of some more common literary techniques and devices, and an ability to analyse a prepared passage in terms of literary features;
- translate and demonstrate an understanding of more complex adapted and easier unadapted Latin texts independently, with the use of a reference grammar and a dictionary.

CONTENT

This module enables students to consolidate and deepen their knowledge and extend their awareness of the language, and to read some continuous Latin text. We will continue to use the textbook *Reading Latin*, carrying on from where Latin Intermediate I finished, to complete the knowledge of the grammatical forms and constructions of Latin. In addition students will read a selection of extracts from a Latin author. The module will focus primarily on

translating the text and on understanding the grammar and syntax of the Latin. 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 Latin, and of the techniques the author employs. The module will facilitate the transition to Latin Advanced I for those who continue study of the language with the School, and enable others to read unadapted original texts on their own with the help of a dictionary and reference grammar on completion of the module. All set text prescription will be translated in class, or for distance learners, be submitted for tutor comments via email. Students will not have to read parts of the set text independently without consolidation through tutor support.

ASSESSMENT

Examination (50%)

One two-hour exam

Coursework (50%)

1. One portfolio of two short assignments (25%)
2. One translation and 1,000-word commentary exercise (25%)

BIBLIOGRAPHY

Essential

Jones, P. V. & Sidwell, K. C. (1986), *Reading Latin, Grammar, vocabulary and exercises* volume, Cambridge

Plus set text (selections of unadapted Latin text appropriate for the level)

A good dictionary is essential: for this level, use Simpson, D. P. (1977), *Cassell's Latin Dictionary*, London, or Morwood, J. (2000) *The Pocket Oxford Latin Dictionary*, Oxford

Recommended

Morwood, J. (1999), *A Latin Grammar*, Oxford.

NB: students considering going on to Advanced Latin may wish to consider the following:

Morwood, J. (2005), *Oxford Latin Desk Dictionary*, Oxford

Smith, W. and J. Lockwood (1992), *Latin-English Dictionary*, Chambers

Lewis, C. T. (1962), *Elementary Latin Dictionary*, Oxford

MODULE CODE:	CLGK7005
TITLE:	Advanced Greek: Verse
DATED:	28/06/10
MODULE AUTHOR:	Dr Pauline Hanesworth
LEVEL:	7
CREDITS:	20
PREREQUISITE:	Standard of Greek Intermediate II, or Greek A Level (at grade C or above) or equivalent
TEACHING METHODS:	Classes 15% [if taught on campus] Directed Learning 85% [if taught on campus] Directed Learning 100% [if taught at distance]
JACS CODE:	Q720

AIM(S)

To enable students:

- to translate accurately the Greek language of a poetic text at an advanced level;
- to develop further knowledge of Greek grammar and syntax through translation of the poetic text studied and unseen translation work;
- to further develop skills of literary analysis and interpretation, and 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

By the end of this module all students should be able to:

- demonstrate advanced knowledge of Greek grammar and syntax through translations 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.

CONTENT

Students will study a work of Greek literature in the original language. The module will focus on verse (e.g. a Euripidean tragedy, a selection from Homer's *Iliad*). A different text is chosen each year. All set text prescription will normally be translated in class; distance learners will submit set sections of translation and commentary for distance 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. Students in this module are taught in the

same group as students in Further Advanced Greek: Verse and Higher Advanced Greek: Verse.

ASSESSMENT

Examination (50%)

One two-hour exam

Coursework (50%)

1. One 1,500 word critical analysis (25%)
2. One 1,500 word critical analysis (25%)

For example:

Write a critical commentary on Hom. *Il.* 24.33-63.

BIBLIOGRAPHY

Essential

Liddell & Scott (1963), *An Intermediate Greek-English Dictionary*, Oxford

Plus set text (selections of unadapted Greek text appropriate for the level)

Recommended

Morwood, J. (2001), *Oxford Grammar of Classical Greek*, Oxford

MODULE CODE:	CLLA7005
TITLE:	Advanced Latin: Verse
DATED:	28/06/10
MODULE AUTHOR:	Dr Magdalena Öhrman
LEVEL:	4
CREDITS:	20
PREREQUISITE:	Standard of Latin Intermediate II, or Latin A Level (at grade C or above) or equivalent
TEACHING METHODS:	Classes 15% [if taught on campus] Directed Learning 85% [if taught on campus] Directed Learning 100% [if taught on distance]
JACS CODE:	Q620

AIM(S)

To enable students:

- to translate accurately the Latin language of a poetic text at an advanced level;
- to develop further knowledge of Latin grammar and syntax through translation of the poetic 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

By the end of this module all students 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.

CONTENT

Students will study a work of Latin literature in the original language. The module will focus on verse (e.g. a Seneca tragedy, a selection from Virgil's *Aeneid*). A different text is chosen each semester and year. All set text prescription will normally be translated in class; 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. Students in this module are taught in the

same group as students in Further Advanced Latin: Verse and Higher Advanced Latin: Verse.

ASSESSMENT

Examination (50%)

One two-hour exam

Coursework (50%)

1. One 1,500 word critical analysis (25%)
2. One 1,500 word critical analysis (25%)

For example:

Write a critical commentary on Verg. *Aen.* 1.1-30.

BIBLIOGRAPHY

Essential

Lewis, C. T. and C. Short (1956 or later) *A Latin Dictionary*, Oxford (or a good dictionary from the selection below)

Plus set text (selections of unadapted Latin text appropriate for the level)

Recommended

Morwood, J. (1999), *A Latin Grammar*, Oxford

Glare, P. (1983 or later) *Oxford Latin Dictionary*, Oxford.

Lewis, C. T. (1962), *Elementary Latin Dictionary*, Oxford.

Morwood, J. (2005), *Oxford Latin Desk Dictionary*, Oxford.

Smith, W. and J. Lockwood (1992), *Latin-English Dictionary*, Chambers.

MODULE CODE:	CLGK7006
TITLE:	Advanced Greek: Prose
DATED:	28/06/10
MODULE AUTHOR:	Dr Pauline Hanesworth
LEVEL:	7
CREDITS:	20
PREREQUISITE:	Standard of Greek Intermediate II, or Greek A Level (at grade C or above) or equivalent.
TEACHING METHODS:	Classes 15% [if taught on campus] Directed Learning 85% [if taught on campus] Directed Learning 100% [if taught at distance]
JACS CODE:	Q720

AIM(S)

To enable students:

- to translate accurately the Greek language of a prose text at an advanced level;
- to develop further knowledge of Greek grammar and syntax through translation of the prose text studied and unseen translation work;
- to further develop skills of literary analysis and interpretation, and 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

By the end of this module all students should be able to:

- demonstrate advanced knowledge of Greek grammar and syntax through translations 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.

CONTENT

Students will study a work of Greek literature in the original language. The module will focus on prose (e.g. a book by Thucydides, a Platonic dialogue, a selection of Demosthenes' speeches). A different text is chosen each year. All set text prescription will normally be translated in class; distance learners will submit set sections of translation and commentary for distance 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 Advanced Greek: Prose and Higher Advanced Greek: Prose.

ASSESSMENT

Examination (50%)

One two-hour exam

Coursework (50%)

1. One 1,500 word critical analysis (25%)
2. One 1,500 word critical analysis (25%)

For example:

Write a critical commentary on Pl. *Symp.* 172a1-173b8.

BIBLIOGRAPHY

Essential

Liddell & Scott (1963), *An Intermediate Greek-English Dictionary*, Oxford

Plus set text (selections of unadapted Greek text appropriate for the level)

Recommended

Morwood, J. (2001), *Oxford Grammar of Classical Greek*, Oxford

MODULE CODE:	CLLA7006
TITLE:	Advanced Latin: Prose
DATED:	28.06.10
MODULE AUTHOR:	Dr Magdalena Öhrman
LEVEL:	7
CREDITS:	20
PREREQUISITE:	Standard of Latin Intermediate II, or Latin A Level (at grade C or above) or equivalent
TEACHING METHODS:	Classes 15% [if taught on campus] Directed Learning 85% [if taught on campus] Directed Learning 100% [if taught on distance]
JACS CODE:	Q620

AIM(S)

To enable students:

- to translate accurately the Latin language of a prose text 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

By the end of this module all students 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.

CONTENT

Students will study a work of Latin literature in the original language. The module will focus on prose (e.g. a book by Tacitus or Caesar, a selection of Cicero's speeches). A different text is chosen each year. All set text prescription will normally be translated in class; 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 Advanced Latin: Prose and Higher Advanced Latin: Prose.

ASSESSMENT

Examination (50%)

One two-hour exam

Coursework (50%)

1. One 1,500 word critical analysis (25%)
2. One 1,500 word critical analysis (25%)

For example (1 and 2):

Write a critical commentary on Cic. *Cat.* 1.1-3.

BIBLIOGRAPHY

Essential

Lewis, C. T. and C. Short (1956 or later) *A Latin Dictionary*, Oxford (or a good dictionary from the selection below)

Plus set text (selections of unadapted Latin text appropriate for the level)

Recommended

Morwood, J. (1999), *A Latin Grammar*, Oxford

Glare, P. (1983 or later) *Oxford Latin Dictionary*, Oxford.

Lewis, C. T. (1962), *Elementary Latin Dictionary*, Oxford.

Morwood, J. (2005), *Oxford Latin Desk Dictionary*, Oxford.

Smith, W. and J. Lockwood (1992), *Latin-English Dictionary*, Chambers.

POLICIES

UNIVERSITY ATTENDANCE POLICY (FOR FULL-TIME ON CAMPUS STUDENTS)

Each School or Faculty within the University has a policy on attendance. In addition the University has a general policy on attendance monitoring of students. This general policy also explains how the University carries out its specific obligations for international students who hold a visa under Tier 4 of the points-based immigration system (PBS) and for whom the University is Sponsor. It includes the process for reporting failure to maintain appropriate contact to the UK Border Agency. The particular requirements of the discipline that a programme of study belongs to may mean that its attendance policy is more stringent than what has been detailed in the general University policy. In that case, the School or Faculty policy supersedes the general policy, in all aspects other than those related to visa requirements.

STAFF-STUDENT REPRESENTATION

Each School will have Student Representatives elected to represent their Programmes of Study. Student Representatives are elected during the second week of term, which is arranged by the Student Union. Student Representation will be at the following Boards/Committees:

Staff-Student Committee
Faculty Board
Annual Reviews/Board of Study
Staff-Student Estates Group
Staff-Student LRC Group
Staff-Student Research Group

Distance Learning students will have the opportunity to represent their Programme of Study in the for a listed above via email, VLE or Skype.

REFERENCING IN WRITTEN ASSIGNMENTS, CREATIVE WORK, DISSERTATIONS AND BIBLIOGRAPHIES

You must acknowledge all sources of information and ideas from which you have drawn in the preparation of your work. Acknowledgments identify the intellectual owners of the ideas you have used, and failure to provide them constitutes a type of theft known as plagiarism. Plagiarism is a very serious academic offence. Your School will provide you with a Reference Guidance Handbook which will provide detailed guidelines on referencing.

PLAGIARISM

Plagiarism is passing off, or attempting to pass off, another's work as your own. It includes copying the words, ideas, images or research results of another ***without acknowledgement***, whether those words etc. are published

or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University's regulations for dealing with it, and provides help in avoiding it.

When registering as a student at the University of Wales: Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. In many Schools your work will be submitted electronically via Moodle. Academic Staff have been required, as part of your Moodle induction to alert you to JISC Turnitin software, through which both the student and the tutor can check for instances where the assignment contains sections that exactly mirror material found elsewhere on the internet. It is important that you use this system to check your work prior to final submission. In this way you can ensure that you have properly acknowledged all of your sources of information.

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

PLAGIARISM: REGULATIONS, PROCEDURE, AND PENALTIES

Full details of the University's procedures and penalties for dealing with issues of plagiarism can be found in Chapter 7 of the *Academic Quality Handbook*, which can be seen on the University intranet and website or obtained from the Faculty Offices. These details are also summarised in the *University Regulations – Postgraduate Student Guide*.

AVOIDING PLAGIARISM

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected. All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. Observe the following guidelines:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote.*

Full details of a source should be contained in a bibliography. Whatever method is used, always acknowledge your source and give full details of it (i.e. author, date, page number).

- *Synthesising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart (2003, 52) maintains that...' 'Hart (2003, 52) provides evidence for..': 'It is argued, or submitted by Hart (2003, 52) that...' Then give the source of the original work.*
- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*
- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is; **'if in doubt, provide references'**. Consult your tutors if you have any problems, in particular with the method of citing books and articles, which may differ from subject to subject. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism!

Study Skills and Information Research Skills

All students have access to study skills and information research skills support to assist them in their studies. Details of provision are available from the Learning Resources Centre and Student Services.

Topics covered include:

Learning Resources Centre

Searching the Internet for academic resources

Using the LRC catalogue, electronic journals and e-books

Referencing and using reference management software

Using Moodle

Athens accounts

One-to-one, group and drop-in sessions available.

Student Services

Developing effective study strategies

Planning and writing assignments

Preparing presentations

Planning for seminars

Preparing for exams

Drop-in study skills sessions are available on both the Carmarthen and Lampeter campuses during term time – no appointment necessary. Distance

learning students are also able to access the Study Skills Distance service using e-mail, telephone or Skype. Please see the Student Services webpages for further details.

Librarian

Librarians act as a contact point between students and the Learning Resource Centre (LRC). Please feel free to contact a Librarian if you need help with finding information for your assignments, or advice on locating, accessing or searching library resources in both print and electronic formats.

The University has a number of Libraries across the different campuses. The most relevant Library for your programme of study is Lampeter Campus Library.

GRADUATE SKILLS FOR EMPLOYMENT

PDP (Personal Development Planning) is embedded throughout your programme and enables you to reflect upon and analyse your personal strengths and identify areas for future development. Four main categories of such skills have been identified: problem solving, managing/organising, team work and communication. Each Programme of Study has been designed to include opportunities for you to acquire and develop your personal skills and plan your professional development in readiness for graduation.

Examples are as follows:

Problem Solving

A great deal of your work in this School could be categorised under this heading. It could require you to:

- define and identify the core of a problem
- investigate what resources are available to solve it
- enquire of, and research into, the available resources
- assess the relevance of data/information
- analyse data/information
- evaluate data/information
- display independent judgement of data/information
- relate data/information to a wider context
- data appreciation: draw conclusions from complex arrays of data
- organise and synthesise complex and disparate data
- apply knowledge and theories
- consider alternative strategies
- show flexibility/versatility in approach
- use observational/perceptive skills
- show resourcefulness

Managing/Organising

This heading relates basically to time- and work-management. It is concerned with the ability to:

- identify which items need to be done and the time scales involved
- evaluate each item
- formulate objectives, bearing in mind those evaluations
- plan work to achieve objectives/targets
- carry out work required
- cope and deal with change, i.e. new items
- withstand and deal with pressures
- ensure appropriate resources are available
- organise resources available
- show initiative
- demonstrate sustained effort
- make quick, appropriate decisions
- show personal motivation
- execute agreed plans

Team Work

Tutorials and seminars, and other methods of learning or assessment, give scope to show a capacity to:

- listen to others
- be aware of one's own performance
- observe others' performance, and use perceptions gained
- show assertiveness (set own agenda)
- co-operate with others
- constructively criticise
- produce new ideas or proposals
- clarify, test or probe others' ideas or proposals
- elaborate on own/others' ideas or proposals
- summarise: bring ideas together

Communication

This aspect of academic work is central. It places emphasis on such qualities as the ability to:

- explain clearly
- deal effectively with conflicting points of view
- develop a logical argument
- present data clearly and effectively
- take account of audience/reader in speech/writing
- show evidence of having marshalled facts
- give appropriate examples
- show enthusiasm and interest
- show critical reasoning
- use appropriate presentation techniques

compare and contrast effectively
listen and query where necessary
discuss ideas, taking alternatives into account

EXTERNAL EXAMINER

All taught Programmes of Study which lead to a Higher Education award of the University or the University of Wales have at least one External Examiner. The principal purposes of the University's external examiner system are to ensure that:

- the standard of each award is maintained at the appropriate level;
- the standards of student performance are comparable with standards on similar programmes or subjects in other UK institutions with which they are familiar;
- the processes for assessment and the determination of awards are sound and fairly conducted.

Students may request a copy of the previous year's External Examiner's Report for their programme of study by contacting the Programme Director.

The current External Examiner for this Programme of Study is:

Name: Professor Richard Alston

Institution: Royal Holloway

Please note that students are not permitted to make direct contact with the External Examiner.

MAY WE WISH YOU WELL IN YOUR STUDIES