

MODULE DIRECTORY

LEVELS 3 - 6

DISTANCE LEARNING

ACADEMIC DISCIPLINE OF HUMANITIES

**INSTITUTE OF EDUCATION AND
HUMANITIES**

2025-2026

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INTRODUCTION

This Module Directory includes all the modules for Levels 4 - 6 within the Academic Discipline of Humanities in the academic year 2025-2026.

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

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

MODULES

LEVEL 3

Module Code	HPFY3010
Title	Academic Skills
Date	13/02/2023
Level	3
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce the student to study and learning skills as a foundation for higher education.

LEARNING OUTCOMES

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

- apply learning strategies to the content of subject modules;
- follow instructions, analyse questions and plan answers for course assignments and timed, seen or unseen examinations.

INDICATIVE CONTENT

- Learning online.
- Finding and using information for academic work.
- Using electronic resources.
- Using the library as a distance learner.
- Using IT for academic study.
- Evaluating literature and sources.
- Oral presentations.
- Working with diverse types of evidence.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 elements, Equivalent to 3000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPFY3010	
Module Title	Academic Skills	
Classification	Reading List entry	Electronic*
Essential	McMillan et al., 2012. <i>The study skills book</i> 3rd ed., Harlow: Pearson.	☒
Essential	Cameron, S., 2009. <i>The business student's handbook [ebook] skills for study and employment</i> 5th ed., Harlow: Pearson.	☒

Module Code	HPFY3011
Title	The Humanities
Date	13/02/2023
Level	3
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to the range of subject areas and disciplines that make up the Humanities.

LEARNING OUTCOMES

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

- demonstrate an awareness and introductory knowledge of a broad range of Humanities' subject areas and their relevant connectivities;
- demonstrate an understanding and knowledge of the relationship between different interpretations in a subject area and the different sources of information available be that source materials, texts, artefacts and surviving evidence.

INDICATIVE CONTENT

- Exploring a variety of humanities subject areas, such as anthropology, archaeology, history, philosophy, religious studies, classics, creative writing, ancient history, English literature.
- Working together or as an independent learner to research study topics.
- Exploring different learning approaches and methodologies.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 elements, Equivalent to 3000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPFY3011	
Module Title	The Humanities	
Classification	Reading List entry	Electronic*
Essential	Small, Helen. <i>The Value of the Humanities</i> . First ed. The Literary Agenda Series The Value of the Humanities. 2013.	☒
Essential	Bod, Rens. <i>New History of the Humanities : The Search for Principles and Patterns from Antiquity to the Present</i> . First ed. 2013.	☒
Essential	Edmond, Jennifer. <i>Digital Technology and the Practices of Humanities Research</i> . 2020.	☒
Further	Specific readings to be provided on subject basis	☐

Module Code	HPFY3012
Title	Writing for University
Date	13/02/2023
Level	3
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to communication and study skills needed for higher education.

LEARNING OUTCOMES

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

- understand the significance of effective communication including: listening skills, note taking, essay plans, essay construction, answering questions, referencing, punctuation, researching topics and in class discussions;
- construct a useful essay plan, identify keywords and attempt at an essay answer.

INDICATIVE CONTENT

- Introduction to communication
- Listening
- Lecture styles and learning styles
- Research
- Communicating with others
- Note taking
- Essay planning
- Essay questions
- Construction: punctuation and grammar
- Individual project and research

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 elements, Equivalent to 3000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPFY3012	
Module Title	Writing for University	
Classification	Reading List entry	Electronic*
Essential	Redman, P. & Open University, 2001. <i>Good essay writing: a social sciences guide</i> 2nd ed., London: Sage.	☒
Essential	Murray, N. & Hughes, G., 2008. <i>Writing up your university assignments and research projects: a practical handbook</i> , Maidenhead: McGraw-Hill Open University Press.	☒

Module Code	HPFY3013
Title	Knowledge and Belief
Date	13/02/2023
Level	3
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to the study of religions, culture and philosophy across periods and subjects.

LEARNING OUTCOMES

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

- demonstrate an awareness and introductory knowledge of the academic study of religion and philosophy;
- demonstrate an understanding and knowledge of disciplinary fields related to religion, culture and philosophy.

INDICATIVE CONTENT

- Ancient religions and society
- The birth of philosophy
- The anthropology of religion
- Theology and the study of the bible
- Philosophical texts in the medieval and modern periods

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 elements, Equivalent to 3000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPFY3013	
Module Title	Knowledge and Belief	
Classification	Reading List entry	Electronic*
Essential	Strawson, P. F. <i>Analysis and Metaphysics : An Introduction to Philosophy</i> . Oxford: Oxford University Press, 1992.	☒
Essential	Stewart, Noel. <i>Ethics : An Introduction to Moral Philosophy</i> . Cambridge, UK; Malden, MA: Polity, 2009.	☐
Essential	Bowie, Fiona. <i>The Anthropology of Religion : An Introduction</i> . 2nd ed. Malden, Mass. Oxford: Blackwell, 2006.	☒
Essential	Johnston, Sarah Iles. <i>Ancient Religions</i> . Cambridge, Mass.: Belknap Press of Harvard University Press, 2007.	☒
Essential	La'Porte, Victoria. <i>An Introduction to Theology</i> . Edinburgh: Edinburgh University Press, 2001.	☒

Module Code	HPFY3014
Title	People across time
Date	13/02/2023
Level	3
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to the study of peoples and cultures across different periods, from prehistory to the present.

LEARNING OUTCOMES

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

- demonstrate an awareness and introductory knowledge of the academic study of history and archaeology;
- demonstrate an understanding and knowledge of disciplinary fields related to human cultures and societies across time.

INDICATIVE CONTENT

- Prehistoric archaeology
- The birth of civilisations
- The ancient world
- The medieval world
- The early modern world

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 elements, Equivalent to 3000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPFY3014	
Module Title	People across time	
Classification	Reading List entry	Electronic*
Essential	Greene, Moore, and Moore, Tom. <i>Archaeology : An Introduction</i> . 5th ed. 2010.	☒
Essential	Dillon, Michael. <i>Contemporary China : An Introduction</i> . London: Routledge, 2008.	☒
Essential	Shaw, Ian. <i>Ancient Egypt : A Very Short Introduction</i> . Very Short Introductions ; 112. Oxford ; New York: Oxford University Press, 2004.	☒
Essential	Spawforth, Antony. <i>The Story of Greece and Rome</i> . 2018.	☒
Essential	Blockmans, Hoppenbrouwers, and Hoppenbrouwers, P. C. M. <i>Introduction to Medieval Europe, 300-1550</i> . London: Routledge, 2007.	☒
Essential	Kumin, B. <i>The European World, 1500-1800</i> . London: Routledge, 2017.	☒

Module Code	HPFY3015
Title	Language and Culture
Date	13/02/2023
Level	3
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to the study of culture, language and literature.

LEARNING OUTCOMES

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

- demonstrate an awareness and introductory knowledge of the academic study of different areas, languages and literatures;
- demonstrate an understanding and knowledge of disciplinary fields related to language, literature and culture.

INDICATIVE CONTENT

- Language and linguistics
- Telling stories from tribes to TV
- Literature and culture
- Reading literature
- The process of writing

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 elements, Equivalent to 3000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPFY3015	
Module Title	Language and Culture	
Classification	Reading List entry	Electronic*
Essential	Mills, David. <i>Difficult Folk? a Political History of Social Anthropology. Methodology and History in Anthropology</i> ; v. 19. New York: Berghahn Books, 2008.	☒
Essential	Bennett, Royle, and Royle, Nicholas. <i>An Introduction to Literature, Criticism and Theory</i> . Fifth ed. 2016.	☒
Essential	Morley, David. <i>The Cambridge Introduction to Creative Writing</i> . Cambridge Introductions to Literature. Cambridge: Cambridge University Press, 2007.	☒
Essential	Goldblatt, Lau, Goldblatt, Howard, and Lau, Joseph S. M. <i>The Columbia Anthology of Modern Chinese Literature</i> . Modern Asian Literature Series. New York; Chichester: Columbia University Press, 1995.	☒
Essential	Cavanagh, Dermot. <i>The Edinburgh Introduction to Studying English Literature</i> . 2nd ed. 2014.	☒
Essential	Croally, N. T., and Roy. Hyde. <i>Classical Literature an Introduction</i> . Abingdon [England]; New York: Routledge, 2011.	☒

LEVEL 4

Module Code	HPCS4002
Title	An Introduction to the Celtic Languages
Date	14/07/2021
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To introduce students to the range of the Celtic languages, from the earliest attested in ancient times to the present day, and develop students' understanding of the distinctive features and linguistic concepts that define Celtic as a language family.

LEARNING OUTCOMES

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

- Show general knowledge of the history and defining characteristics of Hispano-Celtic, Lepontic, Gaulish, Irish, Scottish, Gaelic, Manx, Welsh, Breton, and Cornish;
- Show an understanding of the writing systems and media used for each of these languages (including inscriptions on stone, manuscripts, print, broadcast, and on line);
- Demonstrate knowledge of how pioneering researchers in early modern times recognized this language family, gave it the name 'Celtic', and how this discovery gave rise to Celtic studies beyond linguistics.

INDICATIVE CONTENT

This module offers students a survey of the attested Celtic languages, comparing them to one another with a central focus on Welsh. Beginning with the extinct Celtic varieties of continental Europe and continuing through the medieval and modern Celtic of Ireland, Britain, and Brittany, students will examine brief specimens of each language, through images of the original records together with edited texts, high-lighting key details. Distinctive features shared by some or all of the Celtic languages, such as patterns of word order and the consonant 'mutations', are explained and illustrated with examples from the texts. The module includes an account of the discovery the Celtic language family by Edward Lhuyd and other early modern researchers, showing how the 'historical comparative method' and 'family-tree model' revealed the common ancestry of the Celtic languages and their membership within the larger Indo-European macro-family. The module also explores the implications of this discovery and how the concept of 'the Celtic' was influentially extended to the realms of literature, archaeology, art, music, and cultural identity. The module will help students to develop critical thinking to differentiate between the use and abuse of the term 'Celtic'.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

NB Appropriate items not available online will be provided by scanned copy from the LRC

Module Code	HPCS4002	
Module Title	An Introduction to the Celtic Languages	
Classification	Reading List entry	Electronic*
Essential	Ball, Martin, & Nicole Müller (eds), <i>The Celtic Languages</i> , Routledge Language Family Series (London: Routledge, 2010)	☒
Essential	Edwards, Nancy, & Brynley F. Roberts, <i>Edward Lhuyd 1660–1709</i> (Aberystwyth: Centre for Advanced Welsh and Celtic Studies, 2010)	☐
Essential	Evans, Dewi W., & Brynley F. Roberts (eds) <i>Archæologia Britannica: Texts and Translations, Edward Lhwyd</i> , (Aberystwyth: Celtic Studies Publications, 2009) Pp. xii + 262 ISBN 978–1–891271–14–4	☐
Essential	Koch, J. T. 'Celts, Britons, and Gaels—Names, Peoples, and Identities', <i>Transactions of the Honourable Society of Cymmrodorion</i> 2002, NS 9 (2003) 41–56	☐
Essential	Koch, J. T. (ed.) <i>Celtic Culture: A Historical Encyclopedia</i> , (Santa Barbara & Oxford: ABC-Clío,	☐

	2006) 5 vols, pp. xxviii + 2128 ISBN (print) 1–85109–440–7, (e-book) 1–85109–445–8	
Essential	McCone, K. R. <i>The Celtic Question: Modern Constructs and Ancient Realities</i> , Myles Dillon Memorial Lecture. (Dublin: Dublin Institute for Advanced Studies, 2008)	☐
Essential	Russell, Paul, <i>An Introduction to the Celtic Languages</i> . Longman Linguistics Library. (London: Longman, 1995)	☐
Further	Burns, Tom and Sinfield Sandra, <i>Essential Study Skills: the complete guide to success at University</i> (London: Sage, 2015)	☐
Further	King, Graham, <i>Punctuation</i> (Glasgow: Harper Collins, 2000)	☐
Further	Delamarre, X. 2003 <i>Dictionnaire de la langue gauloise: une approche linguistique du vieux-celtique continental</i> . Collection des Hespérides. Paris, Errance. First published, 2001.	☐
Further	Jackson, Kenneth H., <i>Language and History in Early Britain: A Chronological Survey of the Brittonic Languages 1st to 12th c. AD</i> . 2nd rev. ed. Celtic Studies. Dublin: Four Courts Press, 1994. First published, Edinburgh: Edinburgh University Press, 1953.	☐
Further	Jordán Cólera, C. 2007 'Celtiberian', <i>e-Keltoi 6: The Celts in the Iberian Peninsula, 749–850</i> .	☐
Further	Lambert, P.-Y. 1994 <i>La langue gauloise</i> , Collection des Hesperides. Paris, Editions Errance.	☐
Further	Lewis, Henry, <i>Datblygiad yr Iaith Gymraeg</i> . Caerdydd: Gwasg Prifysgol Cymru, 1931.	☐
Further	Lewis, H., & H. Pedersen 1989 <i>A Concise Comparative Celtic Grammar</i> . 3rd edn. Göttingen, Vandenhoeck and Ruprecht. First published, 1937.	☐
Further	MacAulay, D. (ed.) 1992 <i>The Celtic Languages</i> . Cambridge Language Surveys. Cambridge, Cambridge University Press.	☐
Further	McCone, K. R. et al. (eds) <i>Stair na Gaeilge in ómós do Pádraig Ó Fiannachta</i> . Roinn na Sean-Ghaeilge, Coláiste Phádraig, Maigh Nuad.	☐
Further	Matasović, R. 2008 'Insular Celtic as a Language Area', <i>The Celtic Languages in Contact</i> , ed. H. L. C. Tristram, 93–112. Potsdam University Press, Potsdam.	☐
Further	Matasović, R. 2009 <i>Etymological Dictionary of Proto-Celtic</i> , Leiden Indo-European Etymological Dictionary Series 9. Leiden/Boston, Brill.	☐

Further	Watkins, T. Arwyn, <i>leithyddiaeth: Agweddau ar Astudio Iaith</i> . Caerdydd: Gwasg Prifysgol Cymru, 1961.	☐
Further	Wodtko, D. S. 2003 <i>An Outline of Celtiberian Grammar</i> , Freiburg http://www.freidok.uni-freiburg.de/volltexte/747/	☒

Module Code	HPCS4003
Title	The Early Celts
Date	14/07/2021
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To provide students with an overview of the peoples of ancient Europe identified variously as *Keltoi*, *Celtae*, *Galatae* or *Galli* and other groups believed to be closely related to them, and familiarise students with current controversies surrounding the use of the Celtic label in the ancient world and subsequent attempts to link it to the modern.

LEARNING OUTCOMES

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

- demonstrate a knowledge of the main historical, linguistic and archaeological evidence regarding the early Celts;
- interpret this evidence and arrive at their own conclusions;
- display an awareness of the importance of definitions and consistency of terms in an interdisciplinary field, particularly with relation to what makes something 'Celtic';
- evaluate the likelihood of any uninterrupted link between early and modern Celts.

INDICATIVE CONTENT

The module will look at historical references to the Celts from the 1000 years or so from the sixth century BCE to the fourth century CE. The case for a Celtic branch of the Indo-European family of languages, and continuity between 'continental' and 'insular' Celtic languages will be examined. Contributions from archaeology will also be considered, particularly the traditional Hallstatt/La Tène account and the newer 'Celtic from the West' hypothesis. Evidence from all three disciplines will then be compared with a view to establishing what constitutes a Celtic people, the geographical extent of the Celts, what can be inferred from material remains, and whether similar scrutiny is allocated to other groups. Attention will be drawn to the possibility of bias from authors on all sides in both the ancient and modern worlds, and some attention will be given to examining multi-layered identities and the concept of 'cultures'.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPCS4003	
Module Title	The Early Celts	
Classification	Reading List entry	Electronic*
Essential	Chapman, Malcolm. <i>The Celts: The Construction of a Myth</i> (London: Macmillan) 1992	☐
Essential	Collis, John. <i>The Celts: Origins, Myths, Inventions</i> , (Stroud: Tempus) 2003	☐
Essential	Cunliffe, Barry. W. <i>The Celts: A Very Short Introduction</i> (Oxford: OUP) 2003	☒
Essential	Cunliffe, Barry. W. and Koch, John. T. (eds) <i>Celtic from the West: Alternative Perspectives from archaeology, genetics, language and literature</i> (Oxford: Oxbow Books) 2010	☒
Essential	Ellis, Peter Berresford: <i>A brief history of the Celts</i> (London: Robinson) 2003	☐
Essential	Koch, John. T. & Carey, John (eds) <i>The Celtic Heroic Age: Literary Sources for Ancient Celtic Europe and Early Ireland and Wales</i> , 4 th ed, (Aberystwyth: Celtic Studies Publications) 2003	☐
Essential	Sims-Williams, Patrick. Celtomania and celtoscepticism, in <i>Cambrian Medieval Celtic Studies</i> 36, 1 – 36, 1998	☐
Further	Ball, Martin. J. and Fife, James. (eds.) <i>The Celtic Languages</i> (London: Routledge) 2002	☒
Further	Davies, John. <i>The Celts</i> (London: Cassell) 2000	☐
Further	Edwards. H.J. (trans) <i>Caesar: The Gallic War</i> (London: Harvard) 1994	☐
Further	Green, Miranda. J. (ed) <i>The Celtic World</i> (London: Routledge) 1996	☐
Further	Gregor, D.B. <i>Celtic: A Comparative Study</i> (Cambridge: Oleander Press) 1980	☐

Further	James, Simon. <i>The Atlantic Celts: Ancient People or Modern Invention?</i> (London: British Museum), 1999	☐
Further	MacAulay, Donald (ed), <i>The Celtic Languages</i> (Cambridge: CUP) 1992	☐
Further	Megaw, Ruth and Megaw, Vincent. Do the Ancient Celts Still Live? An Essay on Identity and Contextuality. In <i>Studia Celtica</i> 31, 107 – 23, 1997	☐
Further	Megaw, Vincent. Identifying Celts in <i>Antiquity</i> , 90, 245-249, 2016	☒
Further	Moscatti, Sabatino. <i>The Celts</i> (London: Thames & Hudson) 1991	☐

Module Code	HPCS4008
Title	An Introduction to Celtic Literatures
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to a range of literary texts from the Celtic-speaking countries from the early Middle Ages to the present day, and develop students' understanding of the social and historical contexts of these texts, and of the connections, similarities and differences between them.

LEARNING OUTCOMES

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

- demonstrate knowledge of key literary texts in Welsh, Irish, Breton, Scots Gaelic, Cornish and Manx;
- demonstrate an understanding of the chronology of these texts and their cultural contexts;
- write assignments using the correct academic conventions, including appropriate use of citations.

INDICATIVE CONTENT

- This module offers students an overview of the literatures of the Celtic-speaking countries, with particular emphasis on Wales.
- From the earliest recorded bardic poetry through to contemporary writing, students will encounter a wide range of literary genres, including medieval tales, court poetry, mystery plays; folk ballads, poems and songs.
- The module also discusses the C18th-19th 'Celtic Revival', when much of this material was rediscovered and studied for the first time, and looks briefly at examples of modern contemporary writers who have turned to these earlier texts for inspiration.
- While exploring the many similarities between the literary histories of the Celtic languages, the module also stresses the profound differences of social context, language survival and religion which have given them each their distinctive character.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2,000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPCS4008	
Module Title	An Introduction to Celtic Literatures	
Classification	Reading List entry	Electronic*
Essential	Johnston, Dafydd, <i>The Literature of Wales</i> (2 nd ed. Cardiff: University of Wales Press, 2017)	☒
Essential	Davies, John, <i>A History of Wales</i> (revised ed, London: Penguin, 2007)	☒
Essential	Ní Bhrolcháin, Muireann, <i>An Introduction to early Irish Literature</i> (Dublin: Four Courts Press, 2009)	☒
Essential	Jackson, Kenneth H., <i>A Celtic Miscellany: Translations from the Celtic Literatures</i> (Harmondsworth: Penguin Classics 2006)	☐

Essential	Evans, Geraint & Helen Fulton, <i>The Cambridge History of Welsh Literature</i> (Cambridge: Cambridge University Press, 2019)	☒
Essential	Crawford, Robert, <i>Scotland's Books: The Penguin History of Scottish Literature</i> (Penguin: Harmondsworth, 2007)	☐
Further	Carson, Ciaron, <i>The Táin, translated from the Irish epic Táin Bó Cuailinge</i> (London: Penguin Classics, 2009)	☒
Further	Conran, Tony, <i>Welsh Verse</i> (Bridgend: Seren, 1995)	☐
Further	Davies, Sioned (ed and trans), <i>The Mabinogion</i> (Oxford: Oxford University Press, 2007)	☒
Further	Gwaith Dafydd ap Gwilym <dafyddapgwilym.net>	☒
Further	Gantz, Jeffrey, <i>Early Irish myths and sagas</i> (Harmondsworth: Penguin books, 1981)	☒
Further	Koch, John T. and John Carey, <i>The Celtic Heroic Age: Literary Sources for Ancient Celtic Europe and Early Ireland and Wales</i> (Aberystwyth: Celtic Studies Publications, 2003)	☐
Further	Williams, J. E. Caerwyn; Ford, Patrick K. <i>The Irish Literary Tradition</i> (Cardiff: University of Wales Press, 1992)	☐
Further	Stephens, Meic, <i>The New Companion to the Literature of Wales</i> (Cardiff: University of Wales Press, 1998)	☐
Further	Jarman, A.O.H., <i>Y Gododdin: Britain's Oldest Heroic Poem</i> (Llandysul: Gomer, 1988)	☐
Further	Jones, Robert Owen, & Glanmor Williams (eds.), <i>The Celts and the Renaissance : tradition and innovation / Proceedings of the Eighth International Congress of Celtic Studies, held at Swansea, 19-24 July, 1987</i> (Cardiff: University of Wales Press, 1990)	☐
Further	Murdoch, Brian, <i>Cornish Literature</i> (Cambridge: D.S. Brewer, 1993)	☐
Further	Constantine, Mary-Ann and Éva Guillorel, <i>Miracles and Murders: An Introductory Anthology of Breton Ballads</i> (Oxford: British Academy & OUP, 2017)	☐
Further	Piette, Gwenno, <i>Brittany: A Concise History</i> (Cardiff: University of Wales Press, 2008)	☐
Further	Sims-Williams, Patrick, "Celtomania and Celtoscepticism", <i>Cambrian Medieval Celtic Studies</i> 36 (Winter, 1998): 1–36.	☐
Further	Conran, Tony, <i>Welsh Verse</i> (Bridgend: Seren, 1995)	☐
Further	Arnold, Matthew, <i>On the Study of Celtic Literature</i> (Lectures 1865-66) (London: Smith, Elder & Co, 1867)	☒
Further	Terence Brown <i>Celticism.</i> , <i>Studia Imagologica</i> 8. Amsterdam: Rodopi, 1996.	☐
Further	Constantine, Mary-Ann 'Literature of the Bardic Revival' Oxford Bibliographies Online [DOI: 10.1093/OBO/9780199846719-0003]	☒

Module Code	HPCS4009
Title	Introduction to Celtic Art
Date	14/07/2021
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To introduce students to a range of visual culture that has been associated with Celtic cultures from the Iron Age to the present day.

LEARNING OUTCOMES

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

- demonstrate knowledge of a succession of defined styles associated with Celtic art, from the Iron Age and into the medieval period.
- navigate the multi-disciplinary approach to the visual culture of different periods relevant to the module within archaeology, medieval studies, art and cultural history.
- demonstrate an understanding of the way in which these historical styles have been revived in the modern period, and the motivations conveyed by their reproduction.

INDICATIVE CONTENT

- This module offers students an overview of Celtic art, with a particular emphasis on Wales.
- Students will be equipped with a knowledge of the key styles and individual artefacts that have embodied our understanding of Celtic Art from the Hallstatt and La Tène cultures and corresponding examples from late Iron Age Britain and Ireland.
- The module will examine the way in which this visual vocabulary became intertwined in a fusion of artistic motifs that emerged in the Late Antique and early medieval Insular world, and has become familiar to an international contemporary audience in manuscripts, such as the Lindisfarne Gospels and the Book of Kells, metalwork and early Christian monumental stone carving.
- Students will be introduced to the antiquarians and artists who were instrumental in the recovery and interpretation of examples of Celtic Art in Wales, Ireland and Scotland in the eighteenth and nineteenth centuries, which created the conditions for artists and designers to appropriate and adapt Celtic styles.

- The module will contextualise the use of Celtic pattern at the time of the Celtic Revival with the portrayal of Celtic themes in nineteenth- and twentieth-century painting and sculpture.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2,000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

NB Appropriate material from resources not available online will be scanned by UWTSD LRC for inclusion to the VLE.

Module Code	HPCS4009	
Module Title	Introduction to Celtic Art	
Classification	Reading List entry	Electronic*
Essential	Brown, Michelle P., <i>Art of the Islands: Celtic, Pictish, Anglo-Saxon and Viking Visual Culture, c. 450–1050</i> (Oxford: The Bodleian Library, 2016).	☐
Essential	Farley, Julia and Hunter, Fraser (eds.), <i>Celts: Art and Identity</i> (London: British Museum).	☐
Essential	Megaw, Ruth and Vincent, <i>Celtic Art from its Beginnings to the Book of Kells</i> (London: Thames and Hudson, revised and expanded edition 2001).	☐
Further	Brown, Michelle P., <i>The Lindisfarne Gospels: Society, Spirituality and the Scribe</i> (London: British Library, 2003).	☐

Further	Edwards, Nancy (ed.), <i>A Corpus of Early Medieval Inscribed Stones and Stone Sculpture in Wales, II: South-west Wales</i> (Cardiff: University of Wales Press, 2007).	☐
Further	Edwards, Nancy (ed.), <i>A Corpus of Early Medieval Inscribed Stones and Stone Sculpture in Wales, III: North-west Wales</i> (Cardiff: University of Wales Press, 2013).	☐
Further	Foster, Sally M., 'Circulating agency: the V&A, Scotland and the multiplication of plaster casts of "Celtic crosses"', <i>Journal of the History of Collections</i> , vol. 27, (1), 2015, 73–96.	☒
Further	Garrow, Duncan, Gosden, Chris and Hill, J.D., (eds), <i>Rethinking Celtic Art</i> (Oxford: Oxbow, 2008).	☐
Further	Garrow, Duncan and Gosden, Chris, <i>Technologies of Enchantment? Exploring Celtic Art : 400 BC to AD 100</i> (Oxford: Oxford University Press, 2012).	☐
Further	Green, Miranda, <i>Celtic Art: Reading the Messages</i> (London: Weidenfeld & Nicolson, 1996).	☐
Further	Henderson, George and Henderson, Isabel, <i>The Art of the Picts: Sculpture and Metalwork in Early Medieval Scotland</i> (London: Thames & Hudson, 2004).	☐
Further	Hutchinson, John, 'Archaeology and the Irish rediscovery of the Celtic past', in <i>Nations and Nationalism</i> , vo. 7 (4), 2001, 505–19.	☒
Further	Joy, Jody, 'Connections and separation?: Narratives of Iron Age art in Britain and its relationship with the Continent' in Anderson-Whymark, Hugo, Anderson-Whymark, Garrow, Duncan and Sturt, Fraser (eds), <i>Continental Connections: Exploring cross-Channel Relationships from the Mesolithic to the Iron Age</i> (Oxford: Oxbow, 2015).	☒
Further	Lord, Peter, <i>The Visual Culture of Wales: Imaging the Nation</i> (Cardiff: University of Wales Press, 2000), especially chapters 8, 9 & 10.	☐
Further	Lord, Peter, <i>The Visual Culture of Wales: Medieval Vision</i> (Cardiff: University of Wales Press, 2003), especially chapters 1 & 2.	☐
Further	Redknap, M. and Lewis, J.M. (eds), <i>A Corpus of Early Medieval Inscribed Stones and Stone Sculpture in Wales, I: South-east Wales and the English Border</i> (Cardiff: University of Wales Press, 2007).	☐
Further	Sheehy, Jeanne, <i>The Rediscovery of Ireland's Past: The Celtic Revival, 1830–1930</i> (London: Thames and Hudson, 1980).	☐
Further	Wallace, Patrick F. and O'Floinn, Ragnall, <i>Treasures of the National Museum of Ireland: Irish Antiquities</i> (Dublin: Gill & Macmillan, 2002).	☐
Further	Youngs, Susan, <i>The Work of Angels: masterpieces of Celtic metalwork, 6th-9th centuries AD</i> (London: British Museum, 1989).	☐

Module Code	HPCS4010
Title	Welsh Language Skills 1
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To allow students to develop skills in speaking, listening, reading and writing Welsh at a basic level, and grasp a general understanding of the key point of Welsh grammar.

LEARNING OUTCOMES

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

- demonstrate an ability to speak and understand basic Welsh in a wide range of familiar context;
- display an understanding of Welsh pronunciation;
- possess an appreciation and awareness of key grammatical and syntactical features of the Welsh language.

INDICATIVE CONTENT

This is the first of two modules which offer students the opportunity to learn Welsh. This module is devised to develop the skills needed to speak and understand simple Welsh in everyday situations, e.g. greetings, the weather, describing family and friends, expression possession, etc. A structured overview of key grammatical and syntactical aspects of the Welsh language in a communicative context is introduced. Pronunciation and basic linguistic patterns will be introduced and reinforced by a blend of learning material; lessons on Panopto, sound files and interactive activities to support independent learning. Weekly Skype sessions will be offered to develop pronunciation and oral skill and aid the building of self-confidence and help consolidate understanding. Students can be paired with other students who wish to improve their speaking skills informally. No previous knowledge of the Welsh language is required.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Language Assignments	Eq 2200 words	80%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Oral Assignment	6 mins	20%

Assessment Summary

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

INDICATIVE READING LIST

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPCS4010	
Module Title	Welsh Language Skills 1	
Classification	Reading List entry	Electronic*
Essential	Gruffudd, H., <i>Welsh Rules</i> , (Tal-y-bont: Y Lolfa, 2003)	☐
Essential	Jones, C.M. & Brake, J., <i>The Complete Welsh Course</i> (London: Hodder & Stoughton, 2010)	☐
Essential	Jones, C., <i>Essential Welsh Grammar</i> . (London and New York: Hodder & Stoughton, 2010)	☐
Further	King, G., <i>Modern Welsh: A Comprehensive Grammar</i> . (2 nd ed.). (London: Routledge, 2003)	☐

Module Code	HPHI4901
Title	Conflict and War: Theory, Ethics, Practice
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	none

AIM(S)

- To introduce students to various theories and strategies of warfare and to explore with students various questions relating to the ethical aspects and considerations of war.

LEARNING OUTCOMES

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

- Demonstrate a knowledge of different theories which underpin the study and practice of warfare throughout history, from the ancient period to the modern day.
- Demonstrate a knowledge of military tactics and strategies and how they relate to wars through history.
- Demonstrate an understanding of various ethical considerations relating to conflict and war.

INDICATIVE CONTENT

- Examination of various thoughts on warfare, including writings of famous strategists and theoreticians such as Von Clausewitz, Liddell-Hart, Napoleon Bonaparte, Von Moltke and Mao Tse Tung
- Comparisons between theories and strategies 'on paper' and how they relate to real events 'on the ground'.
- Exploration of questions relating to the ethics of war, considering whether:
 - such a thing as a just war or just cause for making war exists
 - a sense of proportionality in war should operate
 - differences between combatants and non-combatants should exist
 - war is or should be guided by moral imperatives.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
PowerPoint Presentation	10 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI4901	
Module Title	Conflict and War: Theory, Ethics, Practice	
Classification	Reading List entry	Electronic*
Essential	Souchon, L. <i>Strategy in the 21st Century: The Continuing Relevance of Carl von Clausewitz</i> (London: Routledge, 2020)	☒
Essential	<i>New Approaches to Greek and Roman Warfare</i> ed. by L Brice (London: Wiley, 2020)	☒
Essential	<i>Civilians and Warfare in World History</i> ed. by N Foote and N Williams (London: Routledge, 2017)	☒
Essential	Black, J. <i>Military Strategy: A Global History</i> (New Haven: Yale University Press, 2020).	☒
Essential	Zehfuss, M. <i>War and the Politics of Ethics</i> (Oxford: Oxford University Press, 2018)	☒
Essential	Coker, C. <i>Ethics and War in the 21st Century</i> (London: Routledge, 2008)	☒
Further	Dobos, N. <i>Ethics, Security, and the War Machine: The True Cost of the Military</i> (Oxford: Oxford University Press, 2020)	☒
Further	Freedman, L. <i>War</i> (Oxford: Oxford University Press, 2009)	☒

Further	Stone, J. <i>Military Strategy: the Politics and Techniques of War</i> (London: Continuum, 2011)	☒
Further	Black, J. <i>Rethinking Military History</i> (London: Routledge, 2004)	☒
Further	Howard, M. <i>War and the Liberal Conscience</i> , 2 nd Ed, (London: Hurst, 2008)	☒
Further	Morillo, S. <i>What is Military History</i> (London: Politiy Press, 2008)	☒
Further	McNeill, W. <i>The Pursuit of Power</i> (Chicago: University of Chicago Press, 1984)	☒
Further	H.Strachan, <i>European Armies in the conduct of War</i> (London: Routledge, 2004)	☒
Further	<i>War in History</i> journal	☐
Further	<i>Cambridge History of Warfare</i> (multiple volumes)	☒
Further	<i>Journal of Modern History</i>	☒

Module Code	HPHI4902
Title	Age of Extremes: A World at War, c. 1914–1991
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To familiarise students with key themes, events, ideas and debates which characterise the study of what Eric Hobsbawm termed 'the Age of Extremes'.

LEARNING OUTCOMES

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

- Demonstrate a workable general knowledge of key themes and events which characterised the 'short 20th century' (1914–1991), and articulate what made this period distinctive in global history.
- Absorb and apply information from a range of primary and secondary materials to formulate evidence-based arguments.
- Analyse and assess primary and secondary materials in a confident, critical and reflexive manner.
- Appreciate the dimensions of key historiographical debates surrounding the so-called 'Age of Extremes'

INDICATIVE CONTENT

This module presents students with an overview of the impact of conflict and war during Eric Hobsbawm's 'short 20th century,' with particular emphasis on the two world wars. *Topics covered could include:*

- **World War One and Its Consequences**
 - Calm before the Storm? The World in 1914
 - Origins of the World War One
 - Social Change on the Home Front
 - The World the War Made
- **Interwar Years**
 - Russian Revolution
 - Jazz Age
 - Modernism
 - Weimar Germany
- **World War Two and Its Consequences**
 - Nazism and Fascism
 - Expansion and Appeasement
 - Holocaust
 - War in the East

- **The Cold War**
 - Worrying About the Bomb
 - Space Race
 - 'Hot Wars'
 - The 'End of History'

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Gobbets	2,000 words total	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI4902	
Module Title	Age of Extremes: A World at War, c. 1914–1991	
Classification	Reading List entry	Electronic*
Essential	Hobsbawm, E.J. <i>The Age of Extremes: The Short Twentieth Century, 1914–1991</i> (London: Michael Joseph, 1994).	☒
Essential	Gaddis, J.L. <i>The Cold War</i> (London : Penguin 2007)	☒
Essential	Illies, F. <i>1913: The Year Before the Storm</i> (London: Clerkenwell Press, 2013).	☒
Essential	Westad, O.A. <i>The Cold War: A World History</i> (New York: Basic Books, 2017).	☒

Essential	McMeekin, S. <i>The Russian Revolution: A New History</i> (London: Profile Books, 2017)	☒
Further	Figes, O. <i>A People's Tragedy: The Russian Revolution, 1891–1924</i> (London: Pimlico, 1997).	☒
Further	Joll, J. <i>Europe since 1870: An International History</i> (London: Penguin, 1990).	☒
Further	Sanborn, J.A. <i>Imperial Apocalypse: The Great War and the Destruction of the Russian Empire</i> (Oxford: Oxford University Press, 2014).	☒
Further	Ferguson, N. <i>The War of the World: History's Age of Hatred</i> (London: Penguin, 2007).	☒
Further	Kiaer, C. and E. Naiman. <i>Everyday Life in Early Soviet Russia: Taking the Revolution Inside</i> (Bloomington: Indiana University Press, 2006).	☒
Further	Kolko, G. <i>The Age of War: The United States Confronts the World</i> (London: Lynne Rienner, 2006).	☒
Further	Marwick, A. <i>War and Social Change in the Twentieth Century: A Comparative Study of Britain, France, Germany, Russia and the United States</i> (London: Macmillan, 1974).	☒
Further	Hogan, M.J. <i>The Marshall Plan: America, Britain and the Reconstruction of Western Europe</i> , (Cambridge: Cambridge University Press, 1987).	☒
Further	Davidson, P.B. <i>Vietnam at War: The History, 1946–1975</i> (New York: Oxford University Press, 1988).	☒
Further	Merridale, C. <i>Lenin on the Train</i> (London: Penguin, 2016).	☒
Further	Service, R. <i>Lenin: A Biography</i> (London: Macmillan, 2000).	☒
Further	Service R <i>Stalin: A Biography</i> (London: Macmillan, 2004).	☒
Further	Gaddis, J.L. <i>We Now Know: Rethinking Cold War History</i> (Oxford: Oxford University Press, 1997).	☒
Further	Haslam, J. <i>Russia's Cold War: From the October Revolution to the Fall of the Wall</i> (New Haven: Yale University Press, 2011)	☒
Further	Hoffman, D. ed. <i>The Dead Hand: The Untold Story of the Cold War Arms Race and its Dangerous Legacy</i> (London: Icon Books, 2011).	☒
Further	Kotkin, S., <i>Armageddon Averted: The Soviet Collapse 1970-2000</i> (Oxford: Oxford University Press, 2001)	☒
Further	Lewkowicz, Nicolas, <i>The German Question and the International Order, 1943–48</i> . (Oxford: Palgrave Macmillan, 2010).	☒

Module Code	HPHI4903
Title	'Pathways to Evil': Genocide – History, Theory and Denial
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To encourage students to acquire a broad knowledge of the nature of Genocide, and the debates and interpretations surrounding the complex and sensitive subject of Genocide and other violations of human rights. This should be achieved through an analysis of case studies and the historiographical debates surrounding the subject matter.

LEARNING OUTCOMES:

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

- Demonstrate understanding of the different approaches applicable to the 'Genocide' studies, including exploring what characteristics define violent acts against humanity, as 'Genocide'.
- Demonstrate knowledge of examples of 'Genocide' throughout history, from the Ancient World to the 20th Century, and why these events have been described as acts of 'Genocide'.
- Discuss historiographical debates and interpretations surrounding Genocide studies.

INDICATIVE CONTENT

This module explores the concept of Genocide and its legal and philosophical meanings. It looks at historical examples of twentieth-century genocides, plus other acts of violent atrocity from earlier eras of history

Topics covered could include:

- Definitions of Genocide, and what exactly characterises acts of Genocide from other violations of human rights.
- The Holocaust
- Violent atrocity in the Ancient World
- Genocide in Bosnia and Rwanda.
- Contested heritage and 'dark tourism'
- Race theories, ethnic tensions and differentiation
- Denial and legal responses
- Philosophical debates on evil and race hatred
- Collusion and acceptance of extreme violence
- Media representations
- Asylum and refugees.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2,000 words (max 3 items)	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI4903	
Module Title	'Pathways to Evil': Genocide - History, Theory, and Denial	
Classification	Reading List entry	Electronic*
Essential	Naimark, N. <i>Genocide: A World History</i> (Oxford: Oxford University Press, 2017)	☒
Essential	Kiernan, B. <i>Blood and Soil: A World History of Genocide and Extermination</i> (Yale University Press, 2007)	☒
Essential	Arendt, H. <i>Eichmann in Jerusalem: A Report on the Banality of Evil</i> (New York: Penguin, 2006)	☒
Further	Gilbert, M. <i>The Holocaust: The Jewish Tragedy</i> (London: Fontana Press, 1987)	☐
Further	Rees, L. <i>Auschwitz: The Nazis and the Final Solution</i> (London: BBC Books, 2005)	☐

Further	Gellately, R and B. Kiernan, <i>The Spectre of Genocide</i> (Cambridge: Cambridge University Press, 2003)	☒
Further	Friedlander, S. <i>The Years of Extermination: Nazi Germany and the Jews</i> (London: Harper Collins: 2007)	☐
Essential	Rees, L. <i>The Holocaust: A New History</i> (London: Penguin, 2017)	☒

Module Code	HPHI4904
Title	Power and Inequality
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	none

AIM(S)

- To introduce students to relationships between power and inequality across periods and areas.

LEARNING OUTCOMES

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

- Demonstrate understanding of how power relates to inequality, and how societies marginalise groups and people;
- Demonstrate knowledge of how past and current societies have understood, and responded to, inequality;
- Demonstrate the ability to present ideas and arguments about the nature of power and inequality in a clear manner.

INDICATIVE CONTENT

This module theorises power, and its relationship to the creation and maintenance of inequalities. It examines how different societies have conceptualised race, gender, class, sexuality and disability, and how these ideas have been used to uphold hierarchies of power.

The module will draw on examples from the ancient through to the modern period, and makes the history of slavery an important focus.

Topics covered could include:

- Theories of Power
- Race and inequality across time and societies
- Gender-based inequalities in the past and present
- Disability and inequality
- Slaves and enslavers across historical societies
- Transatlantic slave trade and its legacies
- Colonialism and the invention of race
- Postcolonialism and decolonising curricula

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 4000 words (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI4904	
Module Title	Power and Inequality	
Classification	Reading List entry	Electronic*
Essential	Isaac, B.H. <i>The Invention of Racism in Classical Antiquity</i> (Princeton, New Jersey: Princeton University Press, 2004).	☒
Essential	Said, E.W. <i>Orientalism</i> (London: Penguin, 2003).	☒
Essential	Foucault, M. <i>Discipline and Punish: The Birth of the Prison</i> (Harmondsworth: Penguin, 1991).	☒
Essential	Boas, F. <i>Race, Language, Culture</i> . New York: Macmillan, 1966.	☒
Further	Lewis, D.M. <i>Greek Slave Systems in Their Eastern Mediterranean Context, C.800-146 BC</i> (Oxford: Oxford University Press, 2018)	☒
Further	Garland, R. <i>The Eye of the Beholder: Deformity and Disability in the Graeco-Roman World</i> . (Ithaca, New York: Cornell University Press, 1995).	☐
Further	Bush, B. <i>Slave Women in Caribbean Society, 1650-1838</i> (Bloomington, Indiana: Indiana University Press, 1990).	☒
Further	King, R. <i>Orientalism and Religion: Post-colonial Theory, India and the 'Mystic East'</i> (London: Routledge, 1999).	☒
Further	Levi-Strauss, C. 'Race, History and Culture,' <i>The Unesco Courier</i> 3 (March 1996): 30-34.	☒

Further	Nunes, Z. <i>Cannibal Democracy: Race and Representation in the Literature of the Americas</i> (Minneapolis: University of Minnesota Press, 2008).	☐
Further	<i>Ancient Slavery and Abolition from Hobbes to Hollywood</i> ed. by E. Hall, R. Alston and J. McConnell (Oxford: Oxford University Press, 2011).	☒
Further	Hezser, C. <i>Jewish Slavery in Antiquity</i> (Oxford: Oxford University Press, 2005).	☒
Further	Bradley, K. R. <i>Slavery and Society at Rome</i> (Cambridge: Cambridge University Press, 1994).	
Further	<i>Disabilities in Roman Antiquity : Disparate Bodies</i> , ed. by C. Laes, C Goodey and M. L. Rose (Oxford: Brill, 2013).	☒
Further	Tharoor S. <i>Inglorious Empire: What the British Did to India</i> (London: Penguin, 2018).	☐
Further	Hobsbawm, E.J. <i>The Age of Empire, 1875–1914</i> (London: Weidenfeld and Nicolson 1987)	☐
Essential	Foucault, M. <i>Power/Knowledge: Selected Interviews and Other Writings, 1972—1977</i> ed by. Colin Gordon (Harlow: Pearson Education, 1980).	☐
Further	Mishra, P. <i>From the Ruins of Empire: The Revolt Against the West and the Remaking of Asia</i> (London: Penguin, 2012).	☒
Further	Bernal, Martin. <i>Black Athena: The Afroasiatic Roots of Classical Civilization</i> , multiple volumes (London: Free Association Books, 1987).	☐

Module Code	HPHP4902
Title	Academic Skills
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to the skills necessary for academic study.

LEARNING OUTCOMES

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

- Research a subject using necessary tools, digital and otherwise.
- Conduct basic research and present findings in the appropriate academic medium.

INDICATIVE CONTENT

- Appropriate sources and digital sources
- Using the Learning Resources Centre
- Critical skills for research
- Working with primary materials
- Engaging with scholarship
- Writing for academic purposes
- Presenting to an academic audience

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Eq. 4000 words (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPHP4902	
Module Title	Academic Skills	
Classification	Reading List entry	Electronic*
Essential	Smale, B. and J. Fowlie. <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development</i> (Los Angeles: SAGE, 2009).	☒
Essential	Cottrell, S. <i>The Study Skills Handbook</i> (London: Macmillan Education, Limited, 2019).	☒
Essential	O'Hara, S. <i>Improving Your Study Skills: Study Smart, Study Less</i> (Hoboken, New Jersey: Wiley, 2005).	☒

Module Code	HPPH4901
Title	Introduction to Metaphysics and Epistemology
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an understanding of key debates and positions in metaphysics and epistemology;
- To engage the student in the analysis of metaphysics and epistemology, and assess their influence on contemporary philosophical issues.

LEARNING OUTCOMES

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

- analyse, interpret and evaluate complex information, concepts and ideas in metaphysics and epistemology;
- understand the context in which these branches of philosophy are located;
- understand different perspectives, approaches and schools of thought in metaphysics and epistemology

INDICATIVE CONTENT

This module is a philosophical enquiry into the most basic and general features of reality, which gives it a fundamental importance within the philosophical tradition. It will be concerned with ontology (that is, the branch of metaphysics which deals with the most basic kinds of things that exist) and epistemology.

Over the course of the module, students will cover a range of subjects in metaphysics and epistemology, including, for example: universals and particulars; time, change and identity; necessity and possibility; the self and identity; theories of knowledge; sources of knowledge; theories of perception; and the tripartite definition of knowledge.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual presentation	10 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2,000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH4901	
Module Title	Introduction to Metaphysics and Epistemology	
Classification	Reading List entry	Electronic*
Essential	Plato, <i>The Republic</i> , Penguin edition.	☒
Essential	Gettier, Is Justified True Belief Knowledge? <i>Analysis</i> , Volume 23, Issue 6, 1 June 1963, Pages 121–123, https://doi.org/10.1093/analys/23.6.121 .	☒
Essential	Russell, B. (2001). <i>The problems of Philosophy</i> (2nd edn.).	☒
Further	Moser, & Moser, Paul K. (2002). <i>The Oxford Handbook of Epistemology</i> . Oxford University Press.	☒
Further	Greco, Sosa, Greco, John, & Sosa, Ernest. (1999). <i>The Blackwell guide to epistemology</i> . Blackwell.	☒
Further	Ayer, A. J. (1956). <i>The Problem of Knowledge</i> . Macmillan: St. Martin's Press.	☐
Further	Lowe, E.J. (2002). <i>A Survey of Metaphysics</i> . Oxford: OUP.	☐
Further	Michael J. Loux. (2002). <i>Metaphysics: A Contemporary Introduction</i> . Routledge, 2nd edition.	☐
Further	Hamlyn, D. W. (1984). <i>Metaphysics</i> . Cambridge University Press.	☐

Module Code	HPPH4902
Title	Introduction to Ethics
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

- Analyse, interpret and evaluate relevant information and ideas in ethics;
- demonstrate an informed awareness of different perspectives or approaches within ethics

INDICATIVE CONTENT

- Egoism
- Hedonism
- Utilitarianism
- Kantian Ethics
- Virtue Ethics

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 4000 words (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH4902	
Module Title	Introduction to Ethics	
Classification	Reading List entry	Electronic*
Essential	Bennett, Christopher. <i>What is this Thing Called Ethics?</i> (London: Routledge, 2010)	☒
Essential	Hinman, Lawrence, M., <i>Ethics: A Pluralistic Approach to Moral Theory</i> (Fort Worth: Harcourt, 1994)	☒
Further	Rachels, James, <i>The Elements of Moral Philosophy</i> , 3rd Edition, (Boston: McGraw-Hill, 1999)	☐
Further	Smart, J.J.C. and Williams Bernard, <i>Utilitarianism: For and Against</i> (Cambridge: Cambridge University Press, 1973)	☐
Further	Quinton, Anthony, <i>Utilitarian Ethics</i> (London: Macmillan, 1973)	☒
Further	O'Neill, Onara, 'Kant', in <i>A Companion to Ethics</i> , ed. by Peter Singer, (Oxford: Blackwells, 2000)	☐
Further	Hill, Jr., Thomas E., 'Kantianism' in <i>The Blackwell Guide to Ethical Theory</i> (Oxford: Blackwell, 2001)	☐

Module Code	HPRS4901
Title	Introduction to the Study of Religion
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to the study of religions.

LEARNING OUTCOMES

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

- Demonstrate knowledge of the key themes of the study of religions, including similarities and differences in scholarly approaches, theories, models and theorists.
- Identify and discuss the problems around the concept “religion” and in relation to it (e.g. problems around concepts such as “World Religion” and indigenous religion).

INDICATIVE CONTENT

- Definitions of religion
- World Religions vs. indigenous religion
- Approaches to religion (e.g., anthropology of religion)
- Place of religion in today’s society

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4000 words (normally 4 elements)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS4901	
Module Title	Introduction to the Study of Religion	
Classification	Reading List entry	Electronic*
Essential	Stein, R. L. & P.L. Stein, <i>The Anthropology of Religion, Magic, and Witchcraft</i> . Fourth edition. London: Routledge, 2017.	☒
Essential	Crawford, R. <i>What is Religion</i> . London: Routledge, 2002	☒
Essential	Hinnells, J. (ed.), <i>The Routledge Companion to the Study of Religion</i> (London: Routledge, 2004).	☒
Further	Eller, J. D. (2007). <i>Introducing anthropology of religion culture to the ultimate</i> . Routledge.	☒
Further	Segal, R. A. (2006). <i>The Blackwell companion to the study of religion</i> . Blackwell Pub.	☒
Further	Bowie, F. (2006). <i>The anthropology of religion : an introduction</i> (2nd ed.). Blackwell.	☐

Module Code	HPRS4903
Title	Introduction to Theology
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	none

AIM(S)

- To introduce students to major themes and figures in Christian theology, and the important texts in Christian Theology

LEARNING OUTCOMES

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

- Identify major themes and figures in Christian theology
- Discuss the relation of Christian theology to the Bible and classical sources of Christian tradition
- Identify and evaluate different trajectories of Christian theology
- Assess the contribution of major theologians to the Christian tradition

INDICATIVE CONTENT

- Principles of theological method.
- Survey the core doctrines of the Christian faith.
- Identify variant strands of Christian theology.
- Attention to major figures and texts within the Christian tradition.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
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Written Assessment	1,500 words	40%
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Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Various, 2,500 words (normally 3 items)	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS4903	
Module Title	Introduction to Theology	
Classification	Reading List entry	Electronic*
Essential	Selected primary texts made available online.	☒
Further	Alistair McGrath, <i>Christian Theology: An Introduction</i> . Blackwell, 2006.	☒
Further	Anthony Towey, <i>An Introduction to Christian Theology</i> . Bloomsbury, 2018	☒
Further	Daniel L. Migliore, <i>Faith Seeking Understanding: An Introduction to Christian Theology</i> . Eerdmans, 2004.	☐

Module Code	HPRS4904
Title	Introduction to the New Testament
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To provide an introduction to the history, literature and theology of the New Testament writings and to the historical, social and religious factors that led to the composition of the individual texts of the New Testament.
- To give a broad overview and assess the significance of the various traditional and contemporary methods employed in the study of the New Testament.

LEARNING OUTCOMES

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

- Demonstrate a good knowledge of major historical events/figures and of the religious concepts contained in the New Testament writings
- Recognize the significance of different critical approaches to the study of the New Testament
- Describe the literary skills and compare the theological insights of the different New Testament writers

INDICATIVE CONTENT

- First-century Judaism and Christian origins
- New Testament texts and the Graeco-Roman world
- Quests for the historical Jesus
- The formation of the gospels and their literary relationship
- The Synoptic Gospels
- The Gospel of John
- The Book of Acts and early Christian history
- The life, letters and theology of Paul
- The Book of Revelation

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2000 words (max 3 items)	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS4904	
Module Title	Introduction to the New Testament	
Classification	Reading List entry	Electronic*
Essential	Crossley, James, <i>Reading the New Testament: Contemporary Approaches</i> (London: Routledge, 2010).	☒
Essential	Moyise, Steve, <i>Introduction to Biblical Studies</i> (3 rd edition; London: T&T Clark, 2013).	☒
Essential	Marsh, Clive, and Steve Moyise, <i>Jesus and the Gospels</i> (3 rd edition; London: T&T Clark, 2015).	☒
Essential	Gooder, Paula, <i>Searching for Meaning: An Introduction to Interpreting the New Testament</i> (London: SPCK, 2008).	☐
Essential	Ehrman, Bart D., <i>The New Testament and Other Early Christian Writings: A Reader</i> (Oxford: Oxford University Press, 2003).	☒

Further	Davies, Eryl W., <i>Biblical Criticism: A Guide for the Perplexed</i> (London: T&T Clark, 2013).	☒
Further	Bond, Helen, <i>The Historical Jesus: A Guide for the Perplexed</i> (London: T&T Clark, 2012).	☒
Further	Barton, John, and John Muddiman (eds), <i>The Oxford Bible Commentary</i> (Oxford: Oxford University Press, 2007).	☐
Further	Horrell, David G., <i>An Introduction to the Study of Paul</i> (London: Bloomsbury, 2015).	☒
Further	Boxall, Ian, <i>SCM Study Guide: New Testament Interpretation</i> (London: SCM, 2007).	☐
Further	Boxall, Ian, <i>SCM Study Guide: The Books of the New Testament</i> (London: SCM, 2007).	☒
Further	Johnson, Luke T., <i>The Writings of the New Testament: An Interpretation</i> (London: SCM, 2010).	☒
Further	Aune, David E. (ed.), <i>The Blackwell Companion to the New Testament</i> (Oxford: Blackwell, 2010).	☒
Further	Burkett, Delbert (ed.), <i>The Blackwell Companion to Jesus</i> (Oxford: Blackwell, 2010).	☒
Further	Maier, Harry O. <i>New Testament Christianity in the Roman World</i> (Oxford: Oxford University Press, 2018).	☒

Module Code	HPRS4905
Title	Introduction to the Hebrew Bible
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To provide an introduction to the formation and transmission of the Hebrew Bible and to the historical, social and religious factors that led to the composition of the individual texts of the Hebrew Bible.
- To give a broad overview and assess the significance of the various traditional and contemporary methods employed in the study of the Hebrew Bible.

LEARNING OUTCOMES

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

- Demonstrate a good knowledge of major historical events/figures and of the central religious themes and concepts contained in the Hebrew Bible
- Examine the main features of the Pentateuch, the Prophets, and the Writings
- Recognize the significance of a range of interpretative approaches to the Hebrew Bible

INDICATIVE CONTENT

- Overview of the structure and canonical divisions of the Hebrew Bible
- Introduction to a range of historical-critical, literary and feminist approaches to the biblical texts
- Key themes in the Pentateuch
- The formation and transmission of Deuteronomistic History
- The prophets and prophetic literature
- The Psalms
- Overview of the texts contained in the Wisdom literature

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 2000 words (max 3 items)	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS4905	
Module Title	Introduction to the Hebrew Bible	
Classification	Reading List entry	Electronic*
Essential	Barton, John, <i>The Bible: The Basics</i> (London: Routledge, 2018).	☒
Essential	Holdsworth, John, <i>SCM Study Guide to the Old Testament</i> (London: SCM, 2005).	☐
Essential	Collins, John J., <i>Introduction to the Hebrew Bible</i> (3 rd edition; Philadelphia: Fortress Press, 2018).	☒
Essential	Perdue, Leo G., <i>The Blackwell Companion to the Hebrew Bible</i> (London: Wiley-Blackwell, 2005).	☒
Further	Davies, Eryl W., <i>Biblical Criticism: A Guide for the Perplexed</i> (London: T&T Clark, 2013).	☒
Further	Davies, Philip R., <i>The History of Ancient Israel: A Guide for the Perplexed</i> (London: T&T Clark, 2015).	☒

Further	Barton, John, and John Muddiman (eds), <i>The Oxford Bible Commentary</i> (Oxford: Oxford University Press, 2007).	☐
Further	Alter, Robert, <i>The Art of Biblical Narrative</i> (New York: Basic Books, 2011).	☐
Further	Scholz, Susanne, <i>Introducing the Women's Hebrew Bible</i> (2 nd edition; London: T&T Clark, 2017).	☒
Further	Barton, John (ed.), <i>The Hebrew Bible: A Critical Companion</i> (Princeton: Princeton University Press, 2016).	☒
Essential	Carr, David M., <i>The Hebrew Bible: A Contemporary Introduction to the Christian Old Testament and Jewish Tanakh</i> (London: Wiley-Blackwell, 2021).	☒
Further	Linafelt, Tod, <i>The Hebrew Bible as Literature: A Very Short Introduction</i> (Oxford: Oxford University Press, 2016).	☒
Further	Davis, Ellen F., <i>Opening Israel's Scriptures</i> (Oxford: Oxford University Press, 2018).	☒

LEVEL 5

Module Code	HPCS5011
Title	Relics of the Celtic Revival: Ten Key Texts in Context
Date	05/06/2025
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To introduce students to a range of key texts from the Celtic revivalist movements of the eighteenth, nineteenth, and early-twentieth centuries, analysing them in detail and placing them in their historical and cultural context.

LEARNING OUTCOMES

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

- gain an understanding of the major historical watersheds in Celtic revivalism, and an ability to analyse the ways in which these developments influenced the production of scholarly, literary, political, and cultural texts;
- learn the skills needed to synthesize very different kinds of source (be they novels, scholarly works, poems, societal transactions, or journalism) into a unified argument;
- have the ability to analyse the works of major authors of the Celtic revival in and of themselves, but also in the context of more "minor" and marginalised works.

INDICATIVE CONTENT

The Celtic revivals were a series of historical processes through which the Celtic-speaking cultures of Europe came to be valued for being distinctively Celtic, and began to proclaim the importance of this heritage in their literature, culture, and politics. This module will be structured around ten key texts in the history of Celtic revivalism, each being of vital importance to the development of Celtic revivalist movements, or indicative of significant currents within them. The texts will be ordered chronologically, from the eighteenth century to the twentieth, and will cover a range of Celtic-speaking regions – though with particular focus on Wales and Ireland. Through close reading of these texts, and consideration of them in their wider cultural context, students will gain a multi-faceted understanding of this influential and controversial period in the history of Celticity. The following is an example of the kinds of text that will be considered:

- *The Constitutions of the Honourable Society of Cymmrodorion* (1755).
- James Macpherson/Ossian, *Fragments of Ancient Poetry* (1760).

- William Owen Pughe and Iolo Morganwg, 'A Sketch of British Bardism', from *The Heroic Elegies and Other Pieces of Llywarch Hen* (1792).
- Sydney Owenson, *The Wild Irish Girl* (1806).
- Augusta Hall, *Advantages Resulting From the Preservation of The Welsh Language, and National Costumes of Wales* (1834).
- Ernest Renan, *La Poésie des Races Celtiques* (1854).
- Matthew Arnold, *On the Study of Celtic Literature* (1867).
- W. B. Yeats, *The Celtic Twilight* (1893).
- Fanny Parnell, 'To My Fellow Women' (1880) [as printed in *Bean na hÉireann*, February 1909].
- Saunders Lewis, 'Tynged yr Iaith' (1962) / David Jones 'The Sleeping Lord' (1974).

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCS5011	
Module Title	Relics of the Celtic Revival: Ten Key Texts in Context	
Classification	Reading List entry	Electronic*

Essential	Brown, T. (ed). <i>Celticism</i> , Amsterdam: Rodopi, 1996.	☒
Essential	Stewart, I. <i>The Celts: A Modern History</i> , Princeton, NJ: Princeton, 2025	☐
Further	Constantine, M-A. <i>The Truth Against the World: Iolo Morganwg and Romantic Forgery</i> , Cardiff: University of Wales Press, 2007.	☐
Further	Garrigan Mattar, S. <i>Primitivism, Science and the Irish Revival</i> , Oxford, UK: Oxford University Press, 2004.	☒
Further	Gaskill, H. (ed.) <i>The Poems of Ossian and Related Works</i> , Edinburgh: Edinburgh University Press, 1996.	☒
Further	Hutton, R. <i>Blood and Mistletoe: The History of the Druids in Britain</i> , New Haven: Yale, 2009.	☐
Further	Jenkins, G. H. (ed.) <i>A Rattleskull Genius: The Many Faces of Iolo Morganwg</i> , Cardiff: University of Wales Press, 2002.	☐
Further	Leerssen, J. <i>Remembrance and Imagination: Patterns in the Historical and Literary Representation of Ireland in the Nineteenth Century</i> , Cork: Cork University Press, 1996.	☐
Further	Morgan, P. <i>The Eighteenth Century Renaissance</i> , Llandybie: Christopher Davies, 1981	☐
Further	Parker, J. <i>The Harp and the Constitution: Myths of Celtic and Gothic Origin</i> , Leiden: Brill, 2015.	☒
Further	Pittock, M. <i>Celtic Identity and the British Image</i> , Manchester, UK: Manchester University Press, 1999.	☐
Further	Williams, M. <i>Ireland's Immortals: A History of the Gods of Irish Myth</i> , Princeton, NJ: Princeton, 2016.	☒

Module Code	HPCS5019
Title	Medieval Prose in Wales
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an understanding of the content, context, cultural and historical importance of a selection of medieval prose texts relating to Wales, familiarise them with the key themes, theories and concepts that have been proposed in relation to these texts and encourage them to evaluate these ideas.

LEARNING OUTCOMES

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

- demonstrate knowledge and appreciation of a selection of medieval prose texts relating to Wales;
- analyse, interpret and evaluate specific examples of primary medieval sources and the hypotheses proposed about these texts in a range of secondary sources;
- transmit their understanding and knowledge of key aspects of these medieval texts in written coursework.

INDICATIVE CONTENT

- This module analyses the history and culture of medieval Wales via a study of prose texts from different genres. Students are not expected to read Middle Welsh or Latin as the texts will be studied in translation.
- Having summarized the development of Welsh literature from the early medieval period and outlined some of the key historical events throughout the Middle Ages, students will be introduced to the texts that will be studied during the module and the different periods and genres to be discussed. The module will familiarise students with some of the most important manuscripts written in the Welsh language and consider issues relating to their production, sponsorship, transmission and usage. Students will explore in detail the *Four Branches of the Mabinogi* and consider issues relating to dating these native prose tales, characterization, style, structure and literary motifs.
- The module will also consider the figure of Arthur in medieval Welsh literature and whether Arthur was a literary or historical figure. The relationship between the Welsh and French Romances and the influence of Geoffrey of Monmouth's *History of the Kings of Britain* on Arthurian tales will be discussed as well as the depiction of Arthur in texts such as *Culhwch and Olwen*.
- Other concepts to be considered will be medieval chivalry and key medical ideas such as the four humours and a selection of medicinal recipes some of which are associated with the Physicians of Myddfai. Native medieval Welsh

law texts and what they reveal about social status, the ruler and his court, murder, insult, rape, marriage and divorce will also be studied. The importance of religious texts in medieval Wales and the traditions associated with a selection of Welsh saints (such as David, Winefride and Ursula) will also be considered and hagiography will be compared with secular historical writings such as the medieval Life of Gruffudd ap Cynan.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	5,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCS5019	
Module Title	Medieval Prose in Wales	
Classification	Reading List entry	Electronic*
Essential	Bromwich, R. <i>et al.</i> (eds), <i>The Arthur of the Welsh</i> (Cardiff: University of Wales Press, 1991).	☐
Essential	Davies, S. (trans.) <i>The Mabinogion</i> (Oxford: Oxford University Press, 2007).	☐
Essential	Jenkins, Dafydd. <i>The Law of Hywel Dda: Law Texts from Medieval Wales</i> (Llandysul: Gomer, 1986).	☐
Essential	Jenkins, Dafydd and Owen, Morfydd E. (eds), <i>The Welsh Law of Women</i> (Cardiff: University of Wales Press, 1980).	☐
Essential	Lloyd-Morgan, Ceridwen and Poppe, Erich (eds), <i>Arthur in the Celtic Languages</i> (Cardiff: University of Wales Press, 2019)	☒
Essential	Luft, Diana, <i>Medieval Welsh Medical Texts Volume One: The Recipes</i> (Cardiff: University of Wales Press, 2020)	☒
Essential	Owen, Morfydd E. 'Meddygon Myddfai: a preliminary survey of some medieval writings in Welsh', <i>Studia Celtica</i> , 9/10 (1995), 201-33.	☐
Further	Cartwright, Jane (ed.) <i>The Cult of St Ursula and the 11,000 Virgins</i> (Cardiff: University of Wales Press, 2016)	☐
Further	Cartwright, Jane, <i>Hystoria Gweryddon yr Almaen: The Middle Welsh Life of St Ursula and the 11,000 Virgins</i> (Cambridge: MHRA, 2020)	☐
Further	Davies, S. 'Written text as performance: the implications for Middle Welsh prose narratives', in Huw Pryce (ed.), <i>Literacy in Medieval Celtic Societies</i> (Cambridge: Cambridge University Press), 1998, pp. 133-48.	☐
Further	Evans, D. Simon (ed. and trans.) <i>A Mediaeval Prince of Wales: the life of Gruffudd ap Cynan</i> (Felinfach: Llanerch, 1990).	☐
Further	Geoffrey of Monmouth, <i>History of the Kings of Britain</i> (trans.) Lewis Thorpe (Harmondsworth: Penguin, 1966).	☐
Further	Henken, Elissa R. <i>Traditions of the Welsh Saints</i> (Cambridge: D.S. Brewer, 1987).	☐
Further	Huws, Daniel. <i>Medieval Welsh Manuscripts</i> (Cardiff: University of Wales Press and the National Library of Wales, 2000).	☐
Further	Jones, Thomas (ed. and trans.), <i>Brut y Tywysogion or the Chronicles of the Princes: Peniarth MS 20 Version</i> (Cardiff: University of Wales Press, 1952).	☐
Further	Luft, Diana, 'The meaning of Mabinogi', <i>Cambrian Medieval Celtic Studies</i> , 62 (2011), 57-80 Roberts, Brynley F. <i>Studies on Middle Welsh Prose Narratives: From Traditional Tale to Literary Stories</i> (Lampeter: E. Mellen, 1992)	☒
Further	Sims-Williams, P. 'The submission of Irish kings in fact and fiction: Henry II, Bendigeidfran and the	☒

	dating of the Four Branches', <i>Cambridge Medieval Celtic Studies</i> , 6 (1991), 31-61.	
Further	Sims-Williams, P. <i>Irish Influence on Medieval Welsh Literature</i> (Oxford: Oxford University Press, 2010)	☒
Further	Evans, J. Wyn and Wooding, J (eds), <i>St David of Wales: Cult, Church and Nation</i> (Woodbridge: Boydell, 2007)	☒

Chapters from items not available as ebooks will be scanned in line with copyright regulations so that electronic versions are available in Moodle.

Module Code	HPCS5021
Title	Welsh Language Skills 2
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To enhance students' general communicative Welsh language skills, further develop a basic knowledge of the key grammatical features of Welsh, and guide students to appreciate and use a range of different oral and written registers and styles with increased fluency and confidence

LEARNING OUTCOMES

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

- effectively use a wide range of complex vocabulary and range of sentence structures;
- display a high level of accuracy with regards to pronunciation skills;
- demonstrate a clear understanding of the basic spoken language and key elements of Welsh grammar;
- utilise their knowledge in a range of grammatical and communicative exercises;
- demonstrate an enhanced appreciation of Welsh society and culture through communicative tasks.

INDICATIVE CONTENT

This is the second of two modules which offer students the opportunity to learn Welsh. Emphasis is placed in the module to develop the range of language skills needed to speak and understand Welsh in everyday situations, e.g. speaking about events in the past, visiting the doctor, shopping, telling the time, etc. Increasingly complex linguistic patterns are introduced to give a structured overview of key aspects of the Welsh language. Assignments are designed in order to consolidate the critical use of grammar and to create an awareness of register and style. The module contains sound files, revision exercises, lessons on Panopto and an opportunity to attend the weekly Skype sessions. This module aims to aid the development of written and oral skills and enhance grammatical awareness.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Linguistic Assessments	Eq. to 2000 words	75%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Oral Exam	8 mins	25%

Assessment Summary

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

INDICATIVE READING LIST

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPCS5021	
Module Title	Welsh Language Skills 2	
Classification	Reading List entry	Electronic*
Essential	Gruffudd, H., <i>Welsh Rules</i> , Tal-y-bont: Y Lolfa, 2003.	☐
Essential	Jones, C.M. & Brake, J., <i>The Complete Welsh Course</i> . London: Hodder & Stoughton, 2010.	☐
Essential	Jones, C., <i>Essential Welsh Grammar</i> . London and New York: Hodder & Stoughton, 2010.	☐
Essential	King, G., <i>Modern Welsh: A Comprehensive Grammar</i> . (2 nd ed.). London: Routledge, 2003.	☐
Essential	Davies, C., <i>Geiriau Bach: Idioms for Welsh learners</i> . Llandysul: Gwasg Gomer, 1987.	☐
Dictionaries	http://geiriadur.ac.uk/gpc/gpc.html	☒
Dictionaries	http://geiriaduracademi.org/	☒
Dictionaries	http://www.termiaduraddysg.org/	☒

Module Code	HPHI5009
Title	Identity and Myth: The Normans and their World
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

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

- To encourage students to acquire a broad knowledge of the Normans in the Middle Ages, to allow students to develop a close and critical familiarity with a substantial range of primary source material relating to the origins of the Normans and their spread from Normandy to Italy, Sicily, England and the Holy Land and to develop a detailed appreciation of historiographical issues surrounding aspects of Norman historiography.

LEARNING OUTCOMES

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

- demonstrate a detailed understanding of the Normans as a phenomenon;
- demonstrate a detailed understanding of the distinctive contribution of the Norman myth to the historiography of the Middle Ages;
- demonstrate advanced skills in the handling and interpretation of relevant primary source material.

INDICATIVE CONTENT

- Week One: The Normans – who were they and where did they come from?
- Week Two: Italy and Sicily.
- Week Three: England, Ireland, Scotland, Wales.
- Week Four: The Holy Land.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 elements, Equivalent to 2,500 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI5009	
Module Title	Identity and Myth: The Normans and their World	
Classification	Reading List entry	Electronic*
Essential	Albu, Emily, <i>The Normans in their Histories: propaganda, myth, and subversion</i> (Woodbridge, 2001)[	☐
Essential	Bates, David, <i>The Normans and Empire</i> , (Oxford, 2013)	☒
Essential	Davies, R. H. C, <i>The Normans and their Myth</i> (London, 1976)	☐
Further	Brown, R. A., <i>The Normans</i> (1984)	☐
Further	Crouch, David, <i>The Normans: the history of a dynasty</i> (London, 2002)	☐
Further	Douglas, David, <i>The Norman Achievement</i> (London, 1969)	☐
Further	Le Patourel, <i>The Norman Empire</i> , (Oxford, 1976)	☐

Further	Shopkow, Leah, <i>History and Community: Norman Historical Writing in the Eleventh and Twelfth Centuries</i> (Washington, 1997)	☐
Further	Loud, G. A, 'The 'Gens Normannorum': Myth or Reality?', <i>ANS</i> , 4 (1981), 104-116	☒
Further	Crouch, David, 'God and the Normans', <i>History Today</i> , 52:10 (2002), 11-17	☒

Module Code	HPHI5012
Title	Cults, Cures and Canonisation: Saints in the Middle Ages
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

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

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 6 items (equivalent to 5,000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPHI5012	
Module Title	Cults, Cures and Canonisation: Saints in the Middle Ages	
Classification	Reading List entry	Electronic*
Essential	Bartlett, R., <i>The Hanged Man: A Story of Miracle, Memory, and Colonialism in the Middle Ages</i> (Princeton: Princeton University Press, 2004)	☐
Essential	Brown, P., <i>The Cult of Saints: Its Rise and Function in Latin Christianity</i> (Chicago: University of Chicago Press, 1981)	☐
Essential	Crook, J., <i>English Medieval Shrines</i> (Boydell: Woodbridge, 2011)	☐
Further	Clayton, M., <i>The Cult of the Virgin Mary in Anglo-Saxon England</i> (Cambridge: Cambridge University Press: 1990)	☐
Further	Abou-El-Haj, B., <i>The Medieval Cult of Saints: Formations and Transformation</i> (Cambridge: Cambridge University Press: 1994)	☐
Further	Finucane, R.C., <i>Miracles and Pilgrims: Popular Beliefs in Medieval England</i> (Palgrave: Basingstoke, 1977)	☐
Further	Webb, D., <i>Pilgrimage in Medieval England</i> (A&C Black: London, 2000)	☐

Further	Sumption, J., <i>Pilgrimage: An Image of Medieval Religion</i> (Rowman and Littlefield: Maryland, 1975)	☐
Further	Porterfield, A., <i>Healing in the History of Christianity</i> (Oxford: Oxford University Press, 2005)	☒
Further	Vauchez, A., <i>Sainthood in the Later Middle Ages</i> (Cambridge: Cambridge University Press: 1997)	☒

Module Code	HPHI5022
Title	From Desert Myths to Sheep Tales: The Cistercians in the Middle Ages
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To refine students' historical skills through a study of primary materials, to acquire a broad knowledge of the Cistercian order in the twelfth century, to develop a close and critical familiarity with a substantial range of primary source material relating to the origins of Cîteaux and the Cistercian order, and the history of the Cistercians in England and Wales, and to develop a detailed appreciation of historiographical issues surrounding aspects of Cistercian history.

LEARNING OUTCOMES

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

- demonstrate an understanding of the Cistercian order in the twelfth century;
- demonstrate an understanding of the distinctive contribution of the Cistercian order to the medieval world;
- demonstrate good skills in the handling and interpretation of relevant primary source material.

INDICATIVE CONTENT

- Trace the birth, rise, spread and eventual decline of the Cistercians.
- Demonstrate a sophisticated knowledge of monastic life in the twelfth century, in areas such as the relationship of one abbey to another, their ideas about the economic basis of monastic houses, and their thoughts on architecture, and how Cistercian houses functioned both as communities in themselves and as part of wider society.
- Show a critical understanding of the various historiographical debates and interpretations surrounding the Cistercians.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 elements, 2500 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI5022	
Module Title	From Desert Myths to Sheep Tales: The Cistercians in the Middle Ages	
Classification	Reading List entry	Electronic*
Essential	Brooke, Christopher, <i>The monastic world 1000–1300</i> (London, 1974)	☐
Essential	Burton, Janet, <i>Monasticism in the medieval west: from its origins to the coming of the friars</i> (Headstart History papers, 1995)	☐
Essential	Knowles, David, <i>Christian monasticism</i> (London, 1969)	☐
Further	Lawrence, C.H., <i>Medieval monasticism: forms of religious life in western Europe in the middle ages</i> , 2nd edn. (London, 1989)	☐
Further	Southern, R.W., <i>Western society and the church in the middle ages</i> (Harmondsworth, 1970)	☐
Further	Lekai, Louis J., <i>The White Monks</i> (Okauchee, Wisconsin, 1953)	☐
Further	Sommerfeldt, J.R., <i>Cistercian ideals and reality</i> (1978).	☐
Further	Berman, Constance, <i>The Cistercian Evolution: the invention of a religious order in twelfth-century Europe</i> (Philadelphia: University of Pennsylvania Press, 2000).	☐

Further	Burton, Janet, 'Past Models and Current Concerns: the origins and growth of the Cistercian Order', in <i>Revival and Resurgence on Christian History</i> , ed. Kate Cooper and Jeremy Gregory, Studies in Church History, 44 (Woodbridge: Boydell, 2008), pp. 27–45.	☐
Further	Coppack, G., <i>The White Monks</i> (Stoud, 1998).	☐

Module Code	HPHI5036
Title	Gender, Violence and Empire, 1800-2020
Date	12/05/2025
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To explore the embodied histories of gender, sexualities and the British Empire, through the lens of violence.

LEARNING OUTCOMES

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

- demonstrate an understanding of key themes in the history of gender and empire;
- reflect on the concept of 'violence', considering it in institutional, structural, epistemic, and physical forms;
- critically evaluate the concepts of 'tradition' and 'culture' as they are often applied to communities in the Global South;
- reflect upon the legacies of imperial gender policies for the world today;
- critically analyse primary and secondary sources.

INDICATIVE CONTENT

The module examines the centrality of, and contestations over, notions of gender, sexuality and the body in the British Empire and its aftermath. We will consider gender as a key 'justification' deployed by imperialists who referred to the treatment of women and girls as a key motivation for the so-called 'civilising mission'. We will interrogate and critically reflect upon notions of 'civilisation', 'tradition' and 'culture', and explore the notion of 'violence', considering not only the use of physical force, but also institutional, structural, and epistemic forms of violence. In so doing, we will consider how imperial and colonial treatments of gender have shaped the present moment, influencing current humanitarian, human rights, and policy discourses.

We will explore key themes and case studies which may include:

- Atlantic slavery and gender.
- Liberal humanitarianism and campaigns against *sati* (widow burning) in nineteenth-century India.
- Missionary encounters and the construction of domesticity.
- 'Black peril' and the maintenance of racial hierarchies.
- The *mui-tsai* system and forced child labour in 1920s and 1930s Hong Kong.
- Children's commercial activity in 1940s West Africa.

- The regulation of 'deviant' sexualities in British colonial Africa.
- Imperial feminisms and campaigns against forced and child marriage in Africa and India.
- Women and anti-colonial struggles.
- Global South women's activism at the United Nations, 1950-1985.
- Neocolonialism, evangelicalism, and LGBT+ communities in Uganda, Kenya, and Ghana.
- Conflict-related gender-based violence in Rwanda, Sierra Leone, the Democratic Republic of the Congo.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 4 elements (equivalent to 2500 words)	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI5036	
Module Title	Gender, Violence and Empire, 1800-2020	
Classification	Reading List entry	Electronic*
Essential	Mrinalini Sinha, <i>Colonial Masculinity: The "Manly Englishman" and the "Effeminate Bengali" in the Late Nineteenth Century</i> (Manchester, 1995)	☒

Essential	Nupur Chaudhuri and Margaret Strobel, <i>Western Women and Imperialism: Complicity and Resistance</i> (Bloomington, 1992).	☒
Essential	Ronald Hyam, <i>Empire and Sexuality: The British Experience</i> (Manchester, 1990).	☒
Essential	Ulrike Lindner and Dorte Lerp (eds), <i>New Perspectives on the History of Gender and Empire: Comparative and Global Approaches</i> (London, 2018)	☒
Essential	Philippa Levine (ed.), <i>Gender and Empire</i> (Oxford, 2007)	☒
Further	Tabitha Kanogo, <i>African Womanhood in Colonial Kenya, 1900-1950</i> (Woodbridge, 2005)	☒
Further	Elizabeth Prevost, <i>The communion of women: Missions and gender in colonial Africa and the British Metropole</i> (Oxford, 2010)	☒
Further	Luise White, <i>The Comforts of Home: Prostitution in Colonial Nairobi</i> (Chicago, 1990).	☒
Further	Frederick Cooper and Ann Laura Stoler (eds.), <i>Tensions of Empire: Colonial Cultures in a Bourgeois World</i> (Berkeley, 1997)	☒
Further	Lata Mani, <i>Contentious Traditions: The Debate on Sati in Colonial India</i> (Berkeley, 1998).	☒
Further	Karen Tranberg Hansen, <i>African encounters with domesticity</i> (New Brunswick, 1992).	☒
Further	Andrea Cornwall, <i>Readings in Gender in Africa</i> (Oxford, 2005)	☒
Further	Anne McClintock, <i>Imperial Leather: Race, gender and sexuality in the colonial context</i> (New York, 1995)	☒
Further	Susan Pedersen, 'The Maternalist Moment in British Colonial Policy: The Controversy over "Child Slavery" in Hong Kong 1917-1941', <i>Past & Present</i> , 171, 2001, 161–202	☒
Further	Abosede George, 'Within salvation: Girl hawkers and the colonial state in development era Lagos', <i>Journal of Social History</i> 44:3 (2011), 837-59.	☒
Further	Saheed Aderinto, <i>When Sex Threatened the State: Illicit Sexuality, Nationalism and Politics in Colonial Nigeria, 1900-1958</i> (Urbana, 2017).	☐

Module Code	HPHI5908
Title	Civil Disobedience and the State
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To acquire a broad knowledge and understanding of themes and concepts that emerge from a study of civil disobedience and unrest in different societies.

LEARNING OUTCOMES

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

- Demonstrate knowledge of the nature of civil unrest in different societies and scholarly debates about how state apparatuses have responded to these challenges throughout history.
- Evaluate and define different conceptualisations of the state

INDICATIVE CONTENT

The module is a broad study looking at examples of civil or social unrest across historical contexts.

Topics covered could include:

- What is Civil Disobedience? What is the State?
- 'People Power' in Ancient Rome
- Slave Uprisings in Ancient Rome
- Magna Carta and 'People Power' in Medieval England
- Peasant Revolts in Medieval England
- Crime and Punishment in the Enlightenment
- Haitian Revolution and Slave Revolts
- Riots, Reform and Protest in Victorian Britain
- Suffragettes and Suffragists in 20th-Century Britain
- Surveillance and Subversion in the German Democratic Republic

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	3500 words	70%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	1500 words (max 3 items)	30%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI5908	
Module Title	Civil Disobedience and the State	
Classification	Reading List entry	Electronic*
Essential	Vallance, E. <i>A Radical History of Britain</i> , (London: Abacus, 2009)	☒
Essential	Musson, A. <i>Medieval Law in Context: The Growth of Legal Consciousness from Magna Carta to the Peasants' Revolt</i> (Manchester: Manchester University Press, 2018).	☒
Essential	Dubois, L. <i>Avengers of the New World the story of the Haitian Revolution</i> (London : Belknap, 2005)	☒
Essential	Urbainczyk, T. <i>Slave Revolts in Antiquity</i> (Abingdon: Routledge, 2014).	☒
Further	Betts, P. <i>Within Walls: Private Life in the German Democratic Republic</i> (Oxford: Oxford University Press, 2010).	☒

Further	Funder, A. <i>Stasiland: Stories from Behind the Berlin Wall</i> (London: Granta, 2011).	☒
Further	Fulbrook, M. <i>Dissonant Lives: Generations and Violence through the German Dictatorships</i> (Oxford: Oxford University Press, 2011).	☒
Further	Daube, D. <i>Civil Disobedience in Antiquity</i> (Edinburgh: Edinburgh University Press, 1972).	☐
Further	Bloom, C. <i>Violent London</i> (Oxford: Palgrave Macmillan, 2010)	☒
Further	Marlow, J. <i>Suffragettes</i> (London: Virago, 2015)	☒
Further	Meeres, F. <i>The Suffragettes</i> (Stroud Amberley, 2014)	☒
Further	James CLR <i>The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution</i> (London: Allison and Busby 1980).	☒

Module Code	HHPH5901
Title	Sex, Sexuality, and Gender
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To demonstrate an understanding of key issues, themes and traditions in the study of gender and sexuality in contemporary world.

LEARNING OUTCOMES

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

- Understand the different uses of the terms relating to gender and sexuality from a variety of perspectives.
- Read and comprehend key theorists linked to the study of gender and sexuality and apply the theoretical constructions to a variety of settings.
- Analyse both primary and secondary material relating to bodies, gender and sexuality.

INDICATIVE CONTENT

- Pain, Suffering and the Representative Body
- Masculinities and Femininities
- Performative Masculinity in Sexual Sub-Cultures
- Class, Gender and the Economy
- Heteronormativity and Heterosexualities
- Hyper-femininity and Hyper-Masculinity

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 minutes	25%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3,500 words	75%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HHPH5901	
Module Title	Sex, Sexuality, and Gender	
Classification	Reading List entry	Electronic*
Essential	Masterson, M. (et al.) <i>Sex in Antiquity: Exploring Gender and Sexuality in the Ancient World</i> (London: Routledge, 2015).	☐
Essential	Penner, T. and Stichelle, C.V. <i>Mapping Gender in Ancient Religious Discourse</i> (Leiden: Brill, 2006).	☒
Essential	Dillan S. and James, S.L. <i>A Companion to Women in the Ancient World</i> (Sussex: Blackwell, 2015).	☒
Further	Judith Butler, <i>Gender Trouble Feminism in The Subversion of Identity</i> (London: Routledge, 2006)	☒
Further	Foucault, M. <i>The History of Sexuality Vol 1&2</i> (London: Penguin Books, 1998)	☐
Further	Conway, C. <i>Behold the Man: Jesus and Greco-Roman Masculinity</i> (Oxford/New York: Oxford University Press, 2008).	☒
Further	Keady, J. <i>Vulnerability and Valour: A Gendered Analysis of Everyday Life in the Dead Sea Scrolls Communities</i> (London: Bloomsbury/T&T Clark, 2017).	☐
Further	Isherwood, L & Althaus-Reid, M. <i>Controversies in Body Theology</i> (London: SCM Press, 2008)	☐
Further	Clark, G., <i>Women in Late Antiquity: Pagan and Christian Lifestyles</i> , Oxford: Oxford University Press, 1993.	☒
Further	Sullivan, N. <i>A Critical Introduction to Queer Theory</i> (New York: New York University Press, 2013)	☐
Further	Richardson, D., <i>Theorising Heterosexuality</i> (Buckingham: Open University Press, 1996)	☐

Module Code	HHPH5903
Title	The Meaning of Life
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To engage students in the analysis of explanations of the meaning of life.

LEARNING OUTCOMES

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

- Demonstrate a coherent understanding of accounts of the meaning of life;
- Analyse, interpret, and evaluate relevant information and ideas related to the meaning of life.

INDICATIVE CONTENT

- God-Centred Approaches
- Soul-Centred Approaches
- Naturalism
- Nihilism

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 5000 words (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHP5903	
Module Title	The Meaning of Life	
Classification	Reading List entry	Electronic*
Essential	Hanfling, O. (ed.), 1987, Life and Meaning: A Reader, Cambridge: Basic Blackwell Inc.	☐
Essential	Cottingham, J., 2003, On the Meaning of Life, London: Routledge.	☐
Essential	Eagleton, T., 2007, The Meaning of Life: A Very Short Introduction, Oxford: Oxford University Press.	☒
Further	Benatar, D. (ed.), 2004, Life, Death & Meaning, Lanham, MD: Rowman & Littlefield Publishers, Inc.	☒
Further	Ford, D., 2007, The Search for Meaning: A Short History, Berkeley: University of California Press.	☒
Further	Martin, M., 2002, Atheism, Morality, and Meaning, Amherst, NY: Prometheus Books.	☐
Further	Wolf, S., 1997a, "Happiness and Meaning: Two Aspects of the Good Life", Social Philosophy and Policy, 14: 207–25.	☒
Further	Singer, P., 1993, Practical Ethics, 2nd Ed., New York: Cambridge University Press.	☒

Module Code	HHPH5905
Title	Independent Project
Date	05/06/2025
Level	5
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To provide students with an opportunity to bring together theories and concepts developed in previous modules in order to investigate in some depth a topic of their choice within their subject area through independent research and Module Tutor Guidance.
- To develop students' research skills and ability through a guided programme of independent research.

LEARNING OUTCOMES

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

- apply appropriate research methods and tools to pursue the chosen line of research;
- identify and engage critically with appropriate primary and secondary resources;
- develop a clear line of argumentation and analysis on the basis of new research and existing scholarship.

INDICATIVE CONTENT

- The Independent Project module will enable students across each Distance Learning Programme at Level 5 to write an assignment on a subject specific topic of their choice. They will receive scheduled learning and guidance (through online Tutorials) on their chosen subject and learn how to critically engage with their chosen subject through the use of both primary and secondary sources.
- The project may involve critical, theoretical, or creative approaches, and may take the form of an extended written essay, digital artefact, creative portfolio, or other agreed format, subject to approval.
- Students will be introduced to principles of independent research, including project design, ethical considerations, time management, and critical reflection. They will be supported through Module Tutor focused supervisory meetings and skills workshops covering research methodologies, literature review strategies, and appropriate academic conventions.

- The module encourages intellectual autonomy, originality, and the ability to synthesise and communicate complex ideas effectively, which will also build skills needed for their Level 6 Dissertation (important that the topic at Level 5 is not the same topic as the Level 6 Dissertation).

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Independent Project Proposal	1000 words	20%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Independent Project	4000 words or equivalent	80%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HHP5905	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S. (2005), <i>Critical Thinking Skills: Developing effective Analysis and Argument</i> (Basingstoke: Palgrave).	☒
Essential	Cottrell, S. (2024), <i>The study skills handbook</i> 6 th edition (Bloomsbury Academic)	☒
Essential	Cottrell, S. (2023), <i>Critical thinking skills : effective analysis, argument and reflection</i> 4 th edition (Bloomsbury Academic)	☒

Further	Hopkins, D. & Reid, T. (2024), <i>The Academic Skills Handbook : Your Guide to Success in Writing, Thinking and Communicating at University</i> 2 nd edition (Sage)	☒
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Module Code	HPPH5904
Title	The Ethics of Life and Death
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To engage students in the analysis the problems and recent insights in the Ethics of Life and Death.

LEARNING OUTCOMES

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

- Demonstrate a coherent understanding of ethical issues relating to life and death;
- Demonstrate the ability to analyse key arguments in Applied Ethics.

INDICATIVE CONTENT

- Abortion
- Euthanasia
- War
- Poverty
- Our treatment of animals
- Killing and letting die
- The moral relevance of personhood
- The nature of moral obligation

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 5000 words (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH5904	
Module Title	The Ethics of Life and Death	
Classification	Reading List entry	Electronic*
Essential	Foot, P. 'The Problem of Abortion and the Doctrine of the Double Effect', <i>Virtues and Vices</i> (Oxford: Basil Blackwell, 1978)	☒
Essential	Hursthoues, R. <i>Beginning Live</i> (Oxford: Blackwell, 1995)	☐
Essential	Marquis, D. 'Why Abortion is Immoral', <i>The Journal of Philosophy</i> , 86:4 (April 1989): 183-202	☒
Essential	Singer, P. <i>Practical Ethics</i> (Cambridge: Cambridge University Press, 2011)	☒
Further	Tooley, M. 'Abortion and Infanticide,' <i>Philosophy and Public Affairs</i> , 2:1 (Autumn 1972): 37-65	☒
Further	Foot, P. 'The Problem of Abortion and the Doctrine of the Double Effect,' <i>Virtues and Vices</i> (Oxford: Basil Blackwell, 1978).	☒
Further	Glover, J. <i>Causing Death and Saving Lives</i> (London: Penguin, 1990),	☐
Further	Hursthoues, R. <i>Beginning Lives</i> (Oxford: Blackwell, 1995)	☐
Further	Javis Thomson, J. 'A Defence of Abortion' in <i>Applied Ethics</i> , ed. by Peter Singer, (Oxford: Oxford University Press, 1986)	☒
Further	Walzer, M. <i>Just and Unjust Wars</i> (Oxford: Clarendon Press, 2009)	☐

Further	Rachels, J. 'Active and Passive Euthanasia,' in <i>Applied Ethics</i> , ed. by P. Singer (Oxford: Oxford University Press, 1986)	☐
Further	<i>World Hunger and Moral Obligation</i> , ed. by W. Aiken and H. La Follette (Englewood Cliffs, N.J.: Prentice-Hall, 1977)	☐
Further	Campbell, R. and D. Collinson, <i>Ending Lives</i> (Oxford: Blackwell, 1995)	☐

Module Code	HPRS5905
Title	Modern Christian Theology
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To introduce students to the unique traits and features of modern theology, and survey major figures and movements in modern theology.
- To critically read and evaluate important texts in modern theology.

LEARNING OUTCOMES

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

- Identify major themes and figures in modern Christian theology
- Discuss the relation of modern theology to classical modes of Christian thought
- Identify and evaluate different trajectories of modern theology
- Assess the contribution of the modern theologians to the Christian tradition

INDICATIVE CONTENT

- Key themes and traits emerging from Christian thought under the conditions of modernity.
- Identifying variant strands of Christian teaching and their responses to the emergence of a “modern consciousness”.
- Attention to major figures and texts of modern Christian theology.
- Theological appropriations and critiques of modernity.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	5000 words equivalent (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS5905	
Module Title	Modern Christian Theology	
Classification	Reading List entry	Electronic*
Essential	Immanuel Kant, "What is Enlightenment?"	☒
Essential	Ernst Troeltsch, The Meaning of 'The Modern World'" in Protestantism and Progress.	☒
Essential	Friedrich Schleiermacher, "First Speech: Apology", On Religion: Speeches to Its Cultured Despisers (CUP, 1997).	☐
Further	Ludwig Feuerbach, <i>The Essence of Christianity</i> .	☒
Further	Karl Barth, <i>The Church Dogmatics</i> .	☐
Further	Hans Frei, <i>Types of Christian Theology</i> .	☐
Further	D. Ford, "Introduction to Modern Christian Theology", <i>Modern Theologians</i> , pp. 1-15.	☒
Further	John E. Wilson, <i>Introduction to Modern Theology</i> (WJKP, 2007).	☐
Further	Bruce McCormack and Kelly Kapic, <i>Mapping Modern Theology</i> (Baker, 2012).	☐
Further	John Webster, "Theological Theology".	☒

Module Code	HPRS5907
Title	Interpreting the Hebrew Bible from Contemporary Perspectives
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	Introduction to the Hebrew Bible

AIM(S)

- To analyse a range of contemporary critical approaches to the Hebrew Bible and its interpretation and examine the praxis of biblical interpretation and the ways in which such interpretation is dependent on cultural context

LEARNING OUTCOMES

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

- Engage with a range of strategies employed in the interpretation of the Hebrew Bible
- Apply contemporary methods of interpretation to a selection of texts from the Pentateuch, Prophets, the Psalms and Wisdom Literature

INDICATIVE CONTENT

- Social-scientific models for interpreting biblical texts
- The Hebrew Bible and gender studies
- Postcolonial criticism and Black theology
- Queer theory and the Hebrew Bible
- Ecological-critical approaches: Creation Narratives and Prophetic Texts
- Reception history and the 'afterlives' of biblical texts
- The use of the Hebrew Bible in political discourse
- The Hebrew Bible in popular culture

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
2 x Textual analysis	2500 words total	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS5907	
Module Title	Interpreting the Hebrew Bible from Contemporary Perspectives	
Classification	Reading List entry	Electronic*
Essential	Barton, John (ed.), <i>The Cambridge Companion to Biblical Interpretation</i> (Cambridge: Cambridge University Press, 2006).	☒
Essential	Brown William P. (ed.), <i>Engaging Biblical Authority: Perspectives on the Bible as Scripture</i> (Louisville, Kentucky: Westminster John Knox Press, 2007).	☐
Essential	Chapman, Stephen B. and Marvin Sweeney (eds), <i>The Cambridge Companion to the Hebrew Bible/Old Testament</i> (Cambridge: Cambridge University Press, 2016).	☒
Further	Brenner Athalya and Carole Fontaine (eds.), <i>A Feminist Companion to Reading the Bible: Approaches, Methods and Strategies</i> (Sheffield: Sheffield Academic Press, 2013).	☒
Further	Crossley, James G., <i>Harnessing Chaos: The Bible in English Political Discourse since 1968</i> (London and New York: T&T Clark/Bloomsbury, 2014).	☒
Further	Culbertson, Philip, and Wainwright, Elaine M., <i>The Bible in/and Popular Culture: A Creative Encounter</i> , Society of Biblical Literature Semeia Studies (Atlanta: Society of Biblical Literature, 2010).	☒
Further	Dawn, Maggi, <i>The Writing on the Wall: High Art, Popular Culture and the Bible</i> (London: Hodder and Stoughton, 2012).	☐
Further	Dell, Katharine and Paul M. Joyce (ed), <i>Biblical Interpretation and Method: Essays in Honour of</i>	☒

	<i>John Barton</i> (Oxford: Oxford University Press, 2013).	
Further	Guest, Deryn, Robert E. Goss et al. (eds.), <i>The Queer Bible Commentary</i> (London: SCM Press, 2015).	☒
Further	Habel, Norman, <i>An Inconvenient Text: Is a Green Reading of the Bible Possible?</i> (Adelaide: ATF Press, 2009).	☒
Further	Horrell, David G., <i>The Bible and the Environment: Towards a Critical Ecological Biblical Theology</i> (London: Equinox, 2010).	☒
Further	Horrell, David G., Cheryl Hunt, Christopher Southgate, and Francesca Stavrakopoulou (eds.), <i>Ecological Hermeneutics: Biblical, Historical and Theological Perspectives</i> (London: T & T Clark, 2010).	☐
Further	Lieb, Michael, Emma Mason, and Jonathan Roberts (eds.), <i>The Oxford Handbook of the Reception History of the Bible</i> (Oxford: Oxford University Press, 2011).	☒
Further	Moore, Stephen D., <i>God's Beauty Parlor: And Other Queer Spaces in and Around the Bible</i> , Contraversions: Jews and Other Differences (Stanford, CA: Stanford University Press, 2002).	☐
Further	Newsom, Carol A., Sharon Ringe and Jacquelin E. Lapsley (eds), <i>Women's Bible Commentary</i> (3 rd edition; Louisville: Westminster John Knox Press, 2012).	☐
Further	Rowland, Christopher, and Jonathan Roberts, <i>The Bible for Sinners: Interpretation in the Present Time</i> (London: SPCK, 2008).	☐
Further	Setzer, Claudia and David A. Shefferman (eds.), <i>The Bible and American Culture: A Sourcebook</i> (Abingdon, Oxon: Routledge, 2011).	☐
Further	Sherwood, Yvonne (ed.), <i>The Bible and Feminism: Remapping the Field</i> (Oxford: Oxford University Press, 2017).	☐
Further	Soulen, Richard N. and R. Kendall Soulen, <i>Handbook of Biblical Criticism</i> (Fourth Edition; Louisville, Kentucky: Westminster John Knox Press, 2011).	☐
Further	Sugirtharajah, R. S., <i>The Bible and Empire: Postcolonial Explorations</i> (Cambridge: Cambridge University Press, 2009).	☒

Module Code	HPRS5910
Title	Jews, Christians and Romans: From Maccabees to Masada
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To enable students to interpret and analyse the historical, political and religious significance of the events between the Maccabean Revolt and Masada (167 BCE – 74 CE)

LEARNING OUTCOMES

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

- Demonstrate an understanding and knowledge of the main historical, political and religious events between the Maccabean Revolt and Masada;
- Analyse the principal areas of modern debates surrounding the events between the Maccabean Revolt and Masada.

INDICATIVE CONTENT

- The beliefs and practices of Jews, Christians and Romans between the Maccabean Revolt and Masada
- Jewish and Christian communities in the Roman Empire
- Political, cultural, social and religious norms between second century BCE and first century CE
- Themes such as the rise of the Maccabees, Roman religion, Qumran and the Dead Sea Scrolls, Apocalypticism, Gender and sexuality

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	2000 words (max 4 items)	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS5910	
Module Title	Jews, Christians and Romans: From Maccabees to Masada	
Classification	Reading List entry	Electronic*
Essential	Barclay, John M. G., <i>Jews in the Mediterranean Diaspora: From Alexander to Trajan (323BCE–117CE)</i> (Edinburgh: T & T Clark, 1996).	☐
Essential	Boyarín, Daniel, <i>Borderlines: The Partition of Judaeo-Christianity</i> (Philadelphia: University of Pennsylvania Press, 2004).	☒
Essential	Donfried Karl P. and P. Richardson (eds), <i>Judaism and Christianity in First Century Rome</i> (Grand Rapids: Eerdmans, 1998).	☒
Further	Brooke, George and Charlotte Hempel (eds), <i>T&T Clark Companion to the Dead Sea Scrolls</i> (London: Bloomsbury, 2018).	☒
Further	Carter Warren, <i>The Roman Empire and the New Testament: An Essential Guide</i> (Nashville: Abingdon Press, 2006).	☒
Further	Grabbe, Lester, <i>The History of the Jews and Judaism in the Second Temple Period: Volume 4: The Jews Under the Roman Shadow 4BCE-150 CE</i> (London: Bloomsbury, 2021).	☒
Further	Humphries, Mark, <i>Early Christianity</i> (London: Routledge, 2006).	☒
Further	Morgan, Teresa, <i>Roman Faith and Christian Faith: Pistis and Fides in the Early Roman Empire and Early Churches</i> (Oxford: Oxford University Press, 2015).	☒
Further	Goodman, Martin, <i>Memory and Its Uses in Judaism and Christianity in the Early Roman Empire: The</i>	☒

	<i>Portrayal of Abraham</i> (Oxford: Oxford University Press, 2012).	
Further	Goldhill, Simon, <i>Being Greek under Rome: Cultural Identity, the Second Sophistic and the Development of Empire</i> (Cambridge: Cambridge University Press, 2001).	☒
Further	Hezser, Catherine, <i>The Oxford Handbook of Jewish Daily Life in Roman Palestine</i> (Oxford: Oxford University Press, 2010).	☒
Further	Waterfield, Robin, <i>Dividing the Spoils: The War for Alexander the Great's Empire</i> (Oxford: Oxford University Press, 2014).	☒
Further	Yadin, Yigael, <i>Masada: Herod's Fortress and the Zealots Last Stand</i> (London: Weidenfeld and Nicolson, 1996).	☒

LEVEL 6

Module Code	HPCS6011
Title	Relics of the Celtic Revival: Ten Key Texts in Context
Date	05/06/2025
Level	6
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To introduce students to a range of key texts relating to the Celtic revivalist movements of the eighteenth, nineteenth, and early-twentieth centuries, analysing them to an advanced critical standard, and placing them in a detailed historical and cultural context.

LEARNING OUTCOMES

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

- gain a detailed understanding of the major historical watersheds in Celtic revivalism, and an ability to critically analyse the ways in which these developments influenced the production of scholarly, literary, political, and cultural texts;
- learn the advanced skills needed to synthesize very different kinds of source (be they novels, scholarly works, poems, societal transactions, or journalism) into a unified and original scholarly argument;
- have the ability to critically analyse the works of major authors of the Celtic revival in and of themselves, but also in the context of more "minor" and marginalised works.

INDICATIVE CONTENT

The Celtic revivals were a series of historical processes through which the modern Celtic-speaking cultures of Europe came to be valued for being distinctively Celtic, and began to proclaim the importance of this heritage in their literature, culture, and politics. This module will be structured around ten key texts in the history of Celtic revivalism, each being of vital importance to the development of Celtic revivalist movements, or indicative of significant currents within them. The texts will be ordered chronologically, from the eighteenth century to the twentieth, and will cover a range of Celtic-speaking regions – though with particular focus on Wales and Ireland. Through close reading of these texts, and consideration of them in their wider cultural context, students will gain a multi-faceted understanding of this influential and controversial period in the history of Celticity. The following is an example of the kinds of text that will be considered:

- The Constitutions of the Honourable Society of Cymmrodorion* (1755).

- James Macpherson/Ossian, *Fragments of Ancient Poetry* (1760).
- William Owen Pughe and Iolo Morganwg, 'A Sketch of British Bardism', from *The Heroic Elegies and Other Pieces of Llywarch Hen* (1792).
- Sydney Owenson, *The Wild Irish Girl* (1806).
- Augusta Hall, *Advantages Resulting From the Preservation of The Welsh Language, and National Costumes of Wales* (1834).
- Ernest Renan, *La Poésie des Races Celtiques* (1854).
- Matthew Arnold, *On the Study of Celtic Literature* (1867).
- W. B. Yeats, *The Celtic Twilight* (1893).
- Fanny Parnell, 'To My Fellow Women' (1880) [as printed in *Bean na hÉireann*, February 1909].
- Saunders Lewis, 'Tynged yr Iaith' (1962) / David Jones 'The Sleeping Lord' (1974).

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCS6011	
Module Title	Relics of the Celtic Revival: Ten Key Texts in Context	
Classification	Reading List entry	Electronic*

Essential	Brown, T. (ed). <i>Celticism</i> , Amsterdam: Rodopi, 1996.	☒
Essential	Stewart, I. <i>The Celts: A Modern History</i> , Princeton, NJ: Princeton, 2025	☐
Further	Constantine, M-A. <i>The Truth Against the World: Iolo Morganwg and Romantic Forgery</i> , Cardiff: University of Wales Press, 2007.	☐
Further	Garrigan Mattar, S. <i>Primitivism, Science and the Irish Revival</i> , Oxford, UK: Oxford University Press, 2004.	☒
Further	Gaskill, H. (ed.) <i>The Poems of Ossian and Related Works</i> , Edinburgh: Edinburgh University Press, 1996.	☒
Further	Hutton, R. <i>Blood and Mistletoe: The History of the Druids in Britain</i> , New Haven: Yale, 2009.	☐
Further	Jenkins, G. H. (ed.) <i>A Rattleskull Genius: The Many Faces of Iolo Morganwg</i> , Cardiff: University of Wales Press, 2002.	☐
Further	Leerssen, J. <i>Remembrance and Imagination: Patterns in the Historical and Literary Representation of Ireland in the Nineteenth Century</i> , Cork: Cork University Press, 1996.	☐
Further	Morgan, P. <i>The Eighteenth Century Renaissance</i> , Llandybie: Christopher Davies, 1981	☐
Further	Parker, J. <i>The Harp and the Constitution: Myths of Celtic and Gothic Origin</i> , Leiden: Brill, 2015.	☒
Further	Pittock, M. <i>Celtic Identity and the British Image</i> , Manchester, UK: Manchester University Press, 1999.	☐
Further	Williams, M. <i>Ireland's Immortals: A History of the Gods of Irish Myth</i> , Princeton, NJ: Princeton, 2016.	☒

Module Code	HPCS6019
Title	Medieval Prose in Wales
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with a systematic understanding of the content, context, cultural and historical importance of a selection of medieval prose texts relating to Wales, familiarise them with the key themes, theories and concepts that have been proposed in relation to these texts and encourage them to critically evaluate these ideas.

LEARNING OUTCOMES

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

- demonstrate a detailed knowledge and critical appreciation of a selection of medieval prose texts relating to Wales;
- critically analyse, interpret and evaluate specific examples of primary medieval sources and the hypotheses proposed about these texts in a range of secondary sources;
- transmit their systematic understanding and knowledge of key aspects of these medieval texts in coherent written coursework.

INDICATIVE CONTENT

- This module analyses the history and culture of medieval Wales via a study of prose texts from different genres. Students are not expected to read Middle Welsh or Latin as the texts will be studied in translation.
- Having summarized the development of Welsh literature from the early medieval period and outlined some of the key historical events throughout the Middle Ages, students will be introduced to the texts that will be studied during the module and the different periods and genres to be discussed. The module will familiarise students with some of the most important manuscripts written in the Welsh language and consider issues relating to their production, sponsorship, transmission and usage. Students will explore in detail the *Four Branches of the Mabinogi* and consider issues relating to dating these native prose tales, characterization, style, structure and literary motifs.
- The module will also consider the figure of Arthur in medieval Welsh literature and whether Arthur was a literary or historical figure. The relationship between the Welsh and French Romances and the influence of Geoffrey of Monmouth's *History of the Kings of Britain* on Arthurian tales will be discussed as well as the depiction of Arthur in texts such as *Culhwch and Olwen*.
- Other concepts to be considered will be medieval chivalry and key medical ideas such as the four humours and a selection of medicinal recipes some of which are associated with the Physicians of Myddfai. Native medieval Welsh law texts and what they reveal about social status, the ruler and his court, murder, insult, rape, marriage and divorce will also be studied. The importance

of religious texts in medieval Wales and the traditions associated with a selection of Welsh saints (such as David, Winefride and Ursula) will also be considered and hagiography will be compared with secular historical writings such as the medieval Life of Gruffudd ap Cynan.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	5,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPCS6019	
Module Title	Medieval Prose in Wales	
Classification	Reading List entry	Electronic*
Essential	Bromwich, R. <i>et al.</i> (eds), <i>The Arthur of the Welsh</i> (Cardiff: University of Wales Press, 1991).	☐
Essential	Davies, S. (trans.) <i>The Mabinogion</i> (Oxford: Oxford University Press, 2007).	☐
Essential	Jenkins, Dafydd. <i>The Law of Hywel Dda: Law Texts from Medieval Wales</i> (Llandysul: Gomer, 1986).	☐
Essential	Jenkins, Dafydd and Owen, Morfydd E. (eds), <i>The Welsh Law of Women</i> (Cardiff: University of Wales Press, 1980).	☐
Essential	Lloyd-Morgan, Ceridwen and Poppe, Erich (eds), <i>Arthur in the Celtic Languages</i> (Cardiff: University of Wales Press, 2019)	☒
Essential	Luft, Diana, <i>Medieval Welsh Medical Texts Volume One: The Recipes</i> (Cardiff: University of Wales Press, 2020)	☒
Essential	Owen, Morfydd E. 'Meddygon Myddfai: a preliminary survey of some medieval writings in Welsh', <i>Studia Celtica</i> , 9/10 (1995), 201-33.	☐
Further	Cartwright, Jane (ed.) <i>The Cult of St Ursula and the 11,000 Virgins</i> (Cardiff: University of Wales Press, 2016)	☐

Further	Cartwright, Jane, <i>Hystoria Gweryddon yr Almaen: The Middle Welsh Life of St Ursula and the 11,000 Virgins</i> (Cambridge: MHRA, 2020)	☐
Further	Davies, S. 'Written text as performance: the implications for Middle Welsh prose narratives', in Huw Pryce (ed.), <i>Literacy in Medieval Celtic Societies</i> (Cambridge: Cambridge University Press), 1998, pp. 133-48.	☐
Further	Evans, D. Simon (ed. and trans.) <i>A Mediaeval Prince of Wales: the life of Gruffudd ap Cynan</i> (Felinfach: Llanerch, 1990).	☐
Further	Geoffrey of Monmouth, <i>History of the Kings of Britain</i> (trans.) Lewis Thorpe (Harmondsworth: Penguin, 1966).	☐
Further	Henken, Elissa R. <i>Traditions of the Welsh Saints</i> (Cambridge: D.S. Brewer, 1987).	☐
Further	Huws, Daniel. <i>Medieval Welsh Manuscripts</i> (Cardiff: University of Wales Press and the National Library of Wales, 2000).	☐
Further	Jones, Thomas (ed. and trans.), <i>Brut y Tywysogion or the Chronicles of the Princes: Peniarth MS 20 Version</i> (Cardiff: University of Wales Press, 1952).	☐
Further	Luft, Diana, 'The meaning of Mabinogi', <i>Cambrian Medieval Celtic Studies</i> , 62 (2011), 57-80 Roberts, Brynley F. <i>Studies on Middle Welsh Prose Narratives: From Traditional Tale to Literary Stories</i> (Lampeter: E. Mellen, 1992)	☒
Further	Sims-Williams, P. 'The submission of Irish kings in fact and fiction: Henry II, Bendigeidfran and the dating of the Four Branches', <i>Cambridge Medieval Celtic Studies</i> , 6 (1991), 31-61.	☒
Further	Sims-Williams, P. <i>Irish Influence on Medieval Welsh Literature</i> (Oxford: Oxford University Press, 2010)	☒
Further	Evans, J. Wyn and Wooding, J (eds), <i>St David of Wales: Cult, Church and Nation</i> (Woodbridge: Boydell, 2007)	☒

Chapters from items not available as ebooks will be scanned in line with copyright regulations so that electronic versions are available in Moodle.

Module Code	HPCS6021
Title	Welsh Language Skills 2
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To enhance students' general communicative Welsh language skills, further develop a basic knowledge of the key grammatical features of Welsh, and guide students to appreciate and use a range of different oral and written registers and styles with increased fluency and confidence

LEARNING OUTCOMES

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

- effectively use a wide range of complex vocabulary and range of sentence structures;
- display a high level of accuracy with regards to pronunciation skills;
- demonstrate a clear understanding of the basic spoken language and key elements of Welsh grammar;
- utilise their knowledge in a range of grammatical and communicative exercises;
- demonstrate an enhanced appreciation of Welsh society and culture through communicative tasks.

INDICATIVE CONTENT

This is the second of two modules which offer students the opportunity to learn Welsh. Emphasis is placed in the module to develop the range of language skills needed to speak and understand Welsh in everyday situations, e.g. speaking about events in the past, visiting the doctor, shopping, telling the time, etc. Increasingly complex linguistic patterns are introduced to give a structured overview of key aspects of the Welsh language. Assignments are designed in order to consolidate the critical use of grammar and to create an awareness of register and style. The module contains sound files, revision exercises, lessons on Panopto and an opportunity to attend the weekly Skype sessions. This module aims to aid the development of written and oral skills and enhance grammatical awareness.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Linguistic Assessments	Eq. to 2000 words	75%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Oral Exam	8 mins	25%

Assessment Summary

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

INDICATIVE READING LIST

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPCS6021	
Module Title	Welsh Language Skills 2	
Classification	Reading List entry	Electronic*
Essential	Gruffudd, H., <i>Welsh Rules</i> , Tal-y-bont: Y Lolfa, 2003.	☐
Essential	Jones, C.M. & Brake, J., <i>The Complete Welsh Course</i> . London: Hodder & Stoughton, 2010.	☐
Essential	Jones, C., <i>Essential Welsh Grammar</i> . London and New York: Hodder & Stoughton, 2010.	☐
Essential	King, G., <i>Modern Welsh: A Comprehensive Grammar</i> . (2 nd ed.). London: Routledge, 2003.	☐
Essential	Davies, C., <i>Geiriau Bach: Idioms for Welsh learners</i> . Llandysul: Gwasg Gomer, 1987.	☐
Dictionaries	http://geiriadur.ac.uk/gpc/gpc.html	☒
Dictionaries	http://geiriaduracademi.org/	☒
Dictionaries	http://www.termiaduraddysg.org/	☒

Module Code	HPHI6009
Title	Identity and Myth: The Normans and their World
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

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

- To encourage students to acquire a broad knowledge of the Normans in the Middle Ages, to allow students to develop a close and critical familiarity with a substantial range of primary source material relating to the origins of the Normans and their spread from Normandy to Italy, Sicily, England and the Holy Land and to develop a detailed appreciation of historiographical issues surrounding aspects of Norman historiography.

LEARNING OUTCOMES

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

- demonstrate a detailed and critical understanding of the Normans as a phenomenon;
- demonstrate a detailed and critical understanding of the distinctive contribution of the Norman myth to the historiography of the Middle Ages;
- demonstrate advanced skills in the handling and interpretation of relevant primary source material.

INDICATIVE CONTENT

- Week One: The Normans – who were they and where did they come from?
- Week Two: Italy and Sicily.
- Week Three: England, Ireland, Scotland, Wales.
- Week Four: The Holy Land.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 elements, Equivalent to 2,500 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI6009	
Module Title	Identity and Myth: The Normans and their World	
Classification	Reading List entry	Electronic*
Essential	Albu, Emily, <i>The Normans in their Histories: propaganda, myth, and subversion</i> (Woodbridge, 2001)[	☐
Essential	Bates, David, <i>The Normans and Empire</i> , (Oxford, 2013)	☒
Essential	Davies, R. H. C, <i>The Normans and their Myth</i> (London, 1976)	☐
Further	Brown, R. A., <i>The Normans</i> (1984)	☐
Further	Crouch, David, <i>The Normans: the history of a dynasty</i> (London, 2002)	☐
Further	Douglas, David, <i>The Norman Achievement</i> (London, 1969)	☐
Further	Le Patourel, <i>The Norman Empire</i> , (Oxford, 1976)	☐

Further	Shopkow, Leah, <i>History and Community: Norman Historical Writing in the Eleventh and Twelfth Centuries</i> (Washington, 1997)	☐
Further	Loud, G. A, 'The 'Gens Normannorum': Myth or Reality?', <i>ANS</i> , 4 (1981), 104-116	☒
Further	Crouch, David, 'God and the Normans', <i>History Today</i> , 52:10 (2002), 11-17	☒

Module Code	HPHI6012
Title	Cults, Cures and Canonisation: Saints in the Middle Ages
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

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

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

LEARNING OUTCOMES

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

- demonstrate a critical understanding of saints, miracles and canonisation;
- demonstrate a critical understanding of the distinctive contribution of these phenomenon to the wider society and culture of the middle ages;
- demonstrate advanced skills in the handling and interpretation of relevant primary source material.

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 6 items (Equivalent to 5,000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

NB Appropriate items that are not available electronically will be made available to students via scanned copies by the LRC on the VLE.

Module Code	HPHI6012	
Module Title	Cults, Cures and Canonisation: Saints in the Middle Ages	
Classification	Reading List entry	Electronic*
Essential	Bartlett, R., <i>The Hanged Man: A Story of Miracle, Memory, and Colonialism in the Middle Ages</i> (Princeton: Princeton University Press, 2004)	☐
Essential	Brown, P., <i>The Cult of Saints: Its Rise and Function in Latin Christianity</i> (Chicago: University of Chicago Press, 1981)	☐
Essential	Crook, J., <i>English Medieval Shrines</i> (Boydell: Woodbridge, 2011)	☐
Further	Clayton, M., <i>The Cult of the Virgin Mary in Anglo-Saxon England</i> (Cambridge: Cambridge University Press: 1990)	☐
Further	Abou-El-Haj, B., <i>The Medieval Cult of Saints: Formations and Transformation</i> (Cambridge: Cambridge University Press: 1994)	☐
Further	Finucane, R.C., <i>Miracles and Pilgrims: Popular Beliefs in Medieval England</i> (Palgrave: Basingstoke, 1977)	☐
Further	Webb, D., <i>Pilgrimage in Medieval England</i> (A&C Black: London, 2000)	☐
Further	Sumption, J., <i>Pilgrimage: An Image of Medieval Religion</i> (Rowman and Littlefield: Maryland, 1975)	☐
Further	Porterfield, A., <i>Healing in the History of Christianity</i> (Oxford: Oxford University Press, 2005)	☒
Further	Vauchez, A., <i>Sainthood in the Later Middle Ages</i> (Cambridge: Cambridge University Press: 1997)	☒

Module Code	HPHI6022
Title	From Desert Myths to Sheep Tales: The Cistercians in the Middle Ages
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To refine students' historical skills through a study of primary materials, to acquire a broad knowledge of the Cistercian order in the twelfth century, to develop a close and critical familiarity with a substantial range of primary source material relating to the origins of Cîteaux and the Cistercian order, and the history of the Cistercians in England and Wales, and to develop a detailed appreciation of historiographical issues surrounding aspects of Cistercian history.

LEARNING OUTCOMES

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

- demonstrate a critical understanding of the Cistercian order in the twelfth century;
- demonstrate a secure understanding of the distinctive contribution of the Cistercian order to the medieval world;
- demonstrate good skills in the handling and interpretation of relevant primary source material.

INDICATIVE CONTENT

- Trace the birth, rise, spread and eventual decline of the Cistercians.
- Demonstrate a sophisticated knowledge of monastic life in the twelfth century, in areas such as the relationship of one abbey to another, their ideas about the economic basis of monastic houses, and their thoughts on architecture, and how Cistercian houses functioned both as communities in themselves and as part of wider society.
- Show a critical understanding of the various historiographical debates and interpretations surrounding the Cistercians.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 3 elements, 2500 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI6022	
Module Title	From Desert Myths to Sheep Tales: The Cistercians in the Middle Ages	
Classification	Reading List entry	Electronic*
Essential	Brooke, Christopher, <i>The monastic world 1000–1300</i> (London, 1974)	☐
Essential	Burton, Janet, <i>Monasticism in the medieval west: from its origins to the coming of the friars</i> (Headstart History papers, 1995)	☐
Essential	Knowles, David, <i>Christian monasticism</i> (London, 1969)	☐
Further	Lawrence, C.H., <i>Medieval monasticism: forms of religious life in western Europe in the middle ages</i> , 2nd edn. (London, 1989)	☐
Further	Southern, R.W., <i>Western society and the church in the middle ages</i> (Harmondsworth, 1970)	☐
Further	Lekai, Louis J., <i>The White Monks</i> (Okauchee, Wisconsin, 1953)	☐
Further	Sommerfeldt, J.R., <i>Cistercian ideals and reality</i> (1978).	☐

Further	Berman, Constance, <i>The Cistercian Evolution: the invention of a religious order in twelfth-century Europe</i> (Philadelphia: University of Pennsylvania Press, 2000).	☐
Further	Burton, Janet, 'Past Models and Current Concerns: the origins and growth of the Cistercian Order', in <i>Revival and Resurgence on Christian History</i> , ed. Kate Cooper and Jeremy Gregory, <i>Studies in Church History</i> , 44 (Woodbridge: Boydell, 2008), pp. 27–45.	☐
Further	Coppack, G., <i>The White Monks</i> (Stoud, 1998).	☐

Module Code	HPHI6036
Title	Gender, Violence and Empire, 1800-2020
Date	12/05/2025
Level	6
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To explore the embodied histories of gender, sexualities and the British Empire, through the lens of violence.

LEARNING OUTCOMES

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

- demonstrate a deep understanding of key themes in the history of gender and empire;
- reflect critically on the concept of 'violence', considering it in institutional, structural, epistemic, and physical forms;
- critically evaluate the concepts of 'tradition' and 'culture' as they are often applied to communities in the Global South;
- reflect critically upon the legacies of imperial gender policies for the world today;
- critically analyse primary and secondary sources.

INDICATIVE CONTENT

The module examines the centrality of, and contestations over, notions of gender, sexuality and the body in the British Empire and its aftermath. We will consider gender as a key 'justification' deployed by imperialists who referred to the treatment of women and girls as a key motivation for the so-called 'civilising mission'. We will interrogate and critically reflect upon notions of 'civilisation', 'tradition' and 'culture', and explore the notion of 'violence', considering not only the use of physical force, but also institutional, structural, and epistemic forms of violence. In so doing, we will consider how imperial and colonial treatments of gender have shaped the present moment, influencing current humanitarian, human rights, and policy discourses.

We will explore key themes and case studies which may include:

- Atlantic slavery and gender.
- Liberal humanitarianism and campaigns against *sati* (widow burning) in nineteenth-century India.
- Missionary encounters and the construction of domesticity.
- 'Black peril' and the maintenance of racial hierarchies.

- The *mui-tsai* system and forced child labour in 1920s and 1930s Hong Kong.
- Children's commercial activity in 1940s West Africa.
- The regulation of 'deviant' sexualities in British colonial Africa.
- Imperial feminisms and campaigns against forced and child marriage in Africa and India.
- Women and anti-colonial struggles.
- Global South women's activism at the United Nations, 1950-1985.
- Neocolonialism, evangelicalism, and LGBT+ communities in Uganda, Kenya, and Ghana.
- Conflict-related gender-based violence in Rwanda, Sierra Leone, the Democratic Republic of the Congo.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Maximum 4 elements (equivalent to 2500 words)	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI6036	
Module Title	Gender, Violence and Empire, 1800-2020	
Classification	Reading List entry	Electronic*

Essential	Mrinalini Sinha, <i>Colonial Masculinity: The “Manly Englishman” and the “Effeminate Bengali” in the Late Nineteenth Century</i> (Manchester, 1995)	☒
Essential	Nupur Chaudhuri and Margaret Strobel, <i>Western Women and Imperialism: Complicity and Resistance</i> (Bloomington, 1992).	☒
Essential	Ronald Hyam, <i>Empire and Sexuality: The British Experience</i> (Manchester, 1990).	☒
Essential	Ulrike Lindner and Dorte Lerp (eds), <i>New Perspectives on the History of Gender and Empire: Comparative and Global Approaches</i> (London, 2018)	☒
Essential	Philippa Levine (ed.), <i>Gender and Empire</i> (Oxford, 2007)	☒
Further	Tabitha Kanogo, <i>African Womanhood in Colonial Kenya, 1900-1950</i> (Woodbridge, 2005)	☒
Further	Elizabeth Prevost, <i>The communion of women: Missions and gender in colonial Africa and the British Metropole</i> (Oxford, 2010)	☒
Further	Luise White, <i>The Comforts of Home: Prostitution in Colonial Nairobi</i> (Chicago, 1990).	☒
Further	Frederick Cooper and Ann Laura Stoler (eds.), <i>Tensions of Empire: Colonial Cultures in a Bourgeois World</i> (Berkeley, 1997)	☒
Further	Lata Mani, <i>Contentious Traditions: The Debate on Sati in Colonial India</i> (Berkeley, 1998).	☒
Further	Karen Tranberg Hansen, <i>African encounters with domesticity</i> (New Brunswick, 1992).	☒
Further	Andrea Cornwall, <i>Readings in Gender in Africa</i> (Oxford, 2005)	☒
Further	Anne McClintock, <i>Imperial Leather: Race, gender and sexuality in the colonial context</i> (New York, 1995)	☒
Further	Susan Pedersen, 'The Maternalist Moment in British Colonial Policy: The Controversy over “Child Slavery” in Hong Kong 1917-1941', <i>Past & Present</i> , 171, 2001, 161–202	☒
Further	Abosede George, 'Within salvation: Girl hawkers and the colonial state in development era Lagos', <i>Journal of Social History</i> 44:3 (2011), 837-59.	☒
Further	Saheed Aderinto, <i>When Sex Threatened the State: Illicit Sexuality, Nationalism and Politics in Colonial Nigeria, 1900-1958</i> (Urbana, 2017).	☐

Module Code	HPHI6908
Title	Civil Disobedience and the State
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To acquire a broad knowledge and understanding of themes and concepts that emerge from a study of civil disobedience and unrest in different societies.

LEARNING OUTCOMES

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

- Demonstrate sophisticated knowledge of the nature of civil unrest in different societies and critical understanding of the scholarly debates about how state apparatuses have responded to these challenges throughout history.
- Critically evaluate and define different conceptualisations of the state

INDICATIVE CONTENT

The module is a broad study looking at examples of civil or social unrest across historical contexts.

Topics covered could include:

- What is Civil Disobedience? What is the State?
- 'People Power' in Ancient Rome
- Slave Uprisings in Ancient Rome
- Magna Carta and 'People Power' in Medieval England
- Peasant Revolts in Medieval England
- Crime and Punishment in the Enlightenment
- Haitian Revolution and Slave Revolts
- Riots, Reform and Protest in Victorian Britain
- Suffragettes and Suffragists in 20th-Century Britain
- Surveillance and Subversion in the German Democratic Republic

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	3500 words	70%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	1500 words (max 3 items)	30%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI6908	
Module Title	Civil Disobedience and the State	
Classification	Reading List entry	Electronic*
Essential	Vallance, E. <i>A Radical History of Britain</i> , (London: Abacus, 2009)	☒
Essential	Musson, A. <i>Medieval Law in Context: The Growth of Legal Consciousness from Magna Carta to the Peasants' Revolt</i> (Manchester: Manchester University Press, 2018).	☒
Essential	Dubois, L. <i>Avengers of the New World the story of the Haitian Revolution</i> (London : Belknap, 2005)	☒
Essential	Urbainczyk, T. <i>Slave Revolts in Antiquity</i> (Abingdon: Routledge, 2014).	☒
Further	Betts, P. <i>Within Walls: Private Life in the German Democratic Republic</i> (Oxford: Oxford University Press, 2010).	☒
Further	Funder, A. <i>Stasiland: Stories from Behind the Berlin Wall</i> (London: Granta, 2011).	☒
Further	Fulbrook, M. <i>Dissonant Lives: Generations and Violence through the German Dictatorships</i> (Oxford: Oxford University Press, 2011).	☒
Further	Daube, D. <i>Civil Disobedience in Antiquity</i> (Edinburgh: Edinburgh University Press, 1972).	☐

Further	Bloom, C. <i>Violent London</i> (Oxford: Palgrave Macmillan, 2010)	☒
Further	Marlow, J. <i>Suffragettes</i> (London: Virago, 2015)	☒
Further	Meeres, F. <i>The Suffragettes</i> (Stroud Amberley, 2014)	☒
Further	James CLR <i>The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution</i> (London: Allison and Busby 1980).	☒

Module Code	HPPH6901
Title	Sex, Sexuality, and Gender
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To demonstrate key issues, themes and traditions in the study of gender and sexuality in contemporary world.

LEARNING OUTCOMES

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

- Critically understand the different uses of the terms relating to gender and sexuality from a variety of perspectives.
- Critically engage with key theorists linked to the study of gender and sexuality and apply the theoretical constructions to a variety of settings.
- Critically analyse both primary and secondary material relating to bodies, gender and sexuality.

INDICATIVE CONTENT

- Pain, Suffering and the Representative Body
- Masculinities and Femininities
- Performative Masculinity in Sexual Sub-Cultures
- Class, Gender and the Economy
- Heteronormativity and Heterosexualities
- Hyper-femininity and Hyper-Masculinity

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 minutes	25%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3,500 words	75%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HHP6901	
Module Title	Sex, Sexuality, and Gender	
Classification	Reading List entry	Electronic*
Essential	Masterson, M. (et al.) <i>Sex in Antiquity: Exploring Gender and Sexuality in the Ancient World</i> (London: Routledge, 2015).	☐
Essential	Penner, T. and Stichelle, C.V. <i>Mapping Gender in Ancient Religious Discourse</i> (Leiden: Brill, 2006).	☒
Essential	Dillan S. and James, S.L. <i>A Companion to Women in the Ancient World</i> (Sussex: Blackwell, 2015).	☒
Further	Judith Butler, <i>Gender Trouble Feminism in The Subversion of Identity</i> (London: Routledge, 2006)	☒
Further	Foucualt, M. <i>The History of Sexuality Vol 1&2</i> (London: Penguin Books, 1998)	☐
Further	Conway, C. <i>Behold the Man: Jesus and Greco-Roman Masculinity</i> (Oxford/New York: Oxford University Press, 2008).	☒
Further	Keady, J. <i>Vulnerability and Valour: A Gendered Analysis of Everyday Life in the Dead Sea Scrolls Communities</i> (London: Bloomsbury/T&T Clark, 2017).	☐
Further	Isherwood, L & Althaus-Reid, M. <i>Controversies in Body Theology</i> (London: SCM Press, 2008)	☐

Further	Clark, G., <i>Women in Late Antiquity: Pagan and Christian Lifestyles</i> , Oxford: Oxford University Press, 1993.	☒
Further	Sullivan, N. <i>A Critical Introduction to Queer Theory</i> (New Yor: New York University Press, 2013)	☐
Further	Richardson, D., <i>Theorising Heterosexuality</i> (Buckingham: Open University Press, 1996)	☐

Module Code	HHPH6902
Title	Dissertation
Date	05/05/2021
Level	6
Credits	40
Pre-Requisites	

AIM(S)

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

LEARNING OUTCOMES

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

- Identify a suitable topic and question for in-depth research.
- Construct and manage a sizeable body of raw data drawn from extensive research amongst source materials.
- Critically evaluate that body of raw data, drawing interpretations and conclusions that are informed and rooted in the original research.
- Embed those ideas and conclusions within a framework of established scholarly writing and theoretical explanation.
- Write up the results of personal research in a clear, structured and extended format

INDICATIVE CONTENT

- Students will conceive, plan, research and complete independent research on the topic of their choice.
- Supervision can include preliminary work in identifying a topic, group seminars and individual tutorials which do not exceed 20 hours.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	20	5
Independent learning	380	95
Placement learning		
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Eq to 2000 words	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Dissertation	10,000 words	90%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHP6902	
Module Title	Dissertation	
Classification	Reading List entry	Electronic*
Essential	As per individual topic	☐

Module Code	HHP6903
Title	The Meaning of Life
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To engage students in the critical analysis of explanations of the meaning of life.

LEARNING OUTCOMES

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

- Demonstrate a critical understanding of accounts of the meaning of life;
- Critically analyse, interpret, and evaluate relevant information and ideas related to the meaning of life.

INDICATIVE CONTENT

- God-Centred Approaches
- Soul-Centred Approaches
- Naturalism
- Nihilism

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 5000 words (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HHPH6903	
Module TITLE	The Meaning of Life	
Classification	Reading List entry	Electronic*
Essential	Hanfling, O. (ed.), 1987, <i>Life and Meaning: A Reader</i> , Cambridge: Basic Blackwell Inc.	☐
Essential	Cottingham, J., 2003, <i>On the Meaning of Life</i> , London: Routledge.	☐
Essential	Eagleton, T., 2007, <i>The Meaning of Life: A Very Short Introduction</i> , Oxford: Oxford University Press.	☒
Further	Benatar, D. (ed.), 2004, <i>Life, Death & Meaning</i> , Lanham, MD: Rowman & Littlefield Publishers, Inc.	☒
Further	Ford, D., 2007, <i>The Search for Meaning: A Short History</i> , Berkeley: University of California Press.	☒
Further	Martin, M., 2002, <i>Atheism, Morality, and Meaning</i> , Amherst, NY: Prometheus Books.	☐
Further	Wolf, S., 1997a, "Happiness and Meaning: Two Aspects of the Good Life", <i>Social Philosophy and Policy</i> , 14: 207–25.	☒
Further	Singer, P., 1993, <i>Practical Ethics</i> , 2nd Ed., New York: Cambridge University Press.	☒

Module Code	HPPH6904
Title	The Ethics of Life and Death
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To engage students in the critical analysis the problems and recent insights in the ethics of life and death.

LEARNING OUTCOMES

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

- Demonstrate a critical understanding of ethical issues relating to life and death;
- Demonstrate the ability to critically analyse key arguments in Applied Ethics.

INDICATIVE CONTENT

- Abortion
- Euthanasia
- War
- Poverty
- Our treatment of animals
- Killing and letting die
- The moral relevance of personhood
- The nature of moral obligation

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Equivalent to 5000 words (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPPH6904	
Module Title	The Ethics of Life and Death	
Classification	Reading List entry	Electronic*
Essential	Foot, P. 'The Problem of Abortion and the Doctrine of the Double Effect', <i>Virtues and Vices</i> (Oxford: Basil Blackwell, 1978)	☒
Essential	Hursthoues, R. <i>Beginning Live</i> (Oxford: Blackwell, 1995)	☐
Essential	Marquis, D. 'Why Abortion is Immoral', <i>The Journal of Philosophy</i> , 86:4 (April 1989): 183-202	☒
Essential	Singer, P. <i>Practical Ethics</i> (Cambridge: Cambridge University Press, 2011)	☒
Further	Tooley, M. 'Abortion and Infanticide,' <i>Philosophy and Public Affairs</i> , 2:1 (Autumn 1972): 37-65	☒
Further	Foot, P. 'The Problem of Abortion and the Doctrine of the Double Effect,' <i>Virtues and Vices</i> (Oxford: Basil Blackwell, 1978).	☒
Further	Glover, J. <i>Causing Death and Saving Lives</i> (London: Penguin, 1990),	☐
Further	Hursthoues, R. <i>Beginning Lives</i> (Oxford: Blackwell, 1995)	☐
Further	Javis Thomson, J. 'A Defence of Abortion' in <i>Applied Ethics</i> , ed. by Peter Singer, (Oxford: Oxford University Press, 1986)	☒

Further	Walzer, M. <i>Just and Unjust Wars</i> (Oxford: Clarendon Press, 2009)	☐
Further	Rachels, J. 'Active and Passive Euthanasia,' in <i>Applied Ethics</i> , ed. by P. Singer (Oxford: Oxford University Press, 1986)	☐
Further	<i>World Hunger and Moral Obligation</i> , ed. by W. Aiken and H. La Follette (Englewood Cliffs, N.J.: Prentice-Hall, 1977)	☐
Further	Campbell, R. and D. Collinson, <i>Ending Lives</i> (Oxford: Blackwell, 1995)	☐

Module Code	HPRS6905
Title	Modern Christian Theology
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To introduce students to the unique traits and features of modern theology, and to major figures and movements in modern theology.
- To critically read and evaluate important texts in modern theology.

LEARNING OUTCOMES

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

- Identify and critically analyse major themes and figures in modern Christian theology
- Discuss critically the relation of modern theology to classical modes of Christian thought
- Identify and critically evaluate different trajectories of modern theology
- Critically assess the contribution of the modern theologians to the Christian tradition

INDICATIVE CONTENT

- Key themes and traits emerging from Christian thought under the conditions of modernity.
- Identifying variant strands of Christian teaching and their responses to the emergence of a “modern consciousness”.
- Attention to major figures and texts of modern Christian theology.
- Theological appropriations and critiques of modernity.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	6000 words equivalent (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS6905	
Module Title	Modern Christian Theology	
Classification	Reading List entry	Electronic*
Essential	Immanuel Kant, "What is Enlightenment?"	☒
Essential	Ernst Troeltsch, The Meaning of 'The Modern World'" in Protestantism and Progress.	☒
Essential	Friedrich Schleiermacher, "First Speech: Apology", On Religion: Speeches to Its Cultured Despisers (CUP, 1997).	☐
Further	Ludwig Feuerbach, <i>The Essence of Christianity</i> .	☒
Further	Karl Barth, <i>The Church Dogmatics</i> .	☐
Further	Hans Frei, <i>Types of Christian Theology</i> .	☐
Further	D. Ford, "Introduction to Modern Christian Theology", <i>Modern Theologians</i> , pp. 1-15.	☐
Further	John E. Wilson, <i>Introduction to Modern Theology</i> (WJKP, 2007).	☐
Further	Bruce McCormack and Kelly Kapic, <i>Mapping Modern Theology</i> (Baker, 2012).	☐
Further	John Webster, "Theological Theology".	☐

Module Code	HPRS6907
Title	Interpreting the Hebrew Bible from Contemporary Perspectives
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	Introduction to the Hebrew Bible

AIM(S)

- To analyse critically a range of contemporary critical approaches to the Hebrew Bible and its interpretation and engage with the praxis of biblical interpretation and the ways in which such interpretation is dependent on cultural context

LEARNING OUTCOMES

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

- Engage critically with a range of strategies employed in the interpretation of the Hebrew Bible
- Critically apply contemporary methods of interpretation to a selection of texts from the Pentateuch, Prophets, the Psalms and Wisdom Literature

INDICATIVE CONTENT

- Social-scientific models for interpreting biblical texts
- The Hebrew Bible and gender studies
- Postcolonial criticism and Black theology
- Queer theory and the Hebrew Bible
- Ecological-critical approaches: Creation Narratives and Prophetic Texts
- Reception history and the 'afterlives' of biblical texts
- The use of the Hebrew Bible in political discourse
- The Hebrew Bible in popular culture

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
2 x Textual analysis	1000 words x 2	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3000 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS6907	
Module Title	Interpreting the Hebrew Bible from Contemporary Perspectives	
Classification	Reading List entry	Electronic*
Essential	Barton, John (ed.), <i>The Cambridge Companion to Biblical Interpretation</i> (Cambridge: Cambridge University Press, 2006).	☒
Essential	Brown William P. (ed.), <i>Engaging Biblical Authority: Perspectives on the Bible as Scripture</i> (Louisville, Kentucky: Westminster John Knox Press, 2007).	☐
Essential	Chapman, Stephen B. and Marvin Sweeney (eds), <i>The Cambridge Companion to the Hebrew</i>	☒

	<i>Bible/Old Testament</i> (Cambridge: Cambridge University Press, 2016).	
Further	Brenner Athalya and Carole Fontaine (eds.), <i>A Feminist Companion to Reading the Bible: Approaches, Methods and Strategies</i> (Sheffield: Sheffield Academic Press, 2013).	☒
Further	Crossley, James G., <i>Harnessing Chaos: The Bible in English Political Discourse since 1968</i> (London and New York: T&T Clark/Bloomsbury, 2014).	☒
Further	Culbertson, Philip, and Wainwright, Elaine M., <i>The Bible in/and Popular Culture: A Creative Encounter</i> , Society of Biblical Literature Semeia Studies (Atlanta: Society of Biblical Literature, 2010).	☒
Further	Dawn, Maggi, <i>The Writing on the Wall: High Art, Popular Culture and the Bible</i> (London: Hodder and Stoughton, 2012).	☐
Further	Dell, Katharine and Paul M. Joyce (ed), <i>Biblical Interpretation and Method: Essays in Honour of John Barton</i> (Oxford: Oxford University Press, 2013).	☒
Further	Guest, Deryn, Robert E. Goss et al. (eds.), <i>The Queer Bible Commentary</i> (London: SCM Press, 2015).	☒
Further	Habel, Norman, <i>An Inconvenient Text: Is a Green Reading of the Bible Possible?</i> (Adelaide: ATF Press, 2009).	☒
Further	Horrell, David G., <i>The Bible and the Environment: Towards a Critical Ecological Biblical Theology</i> (London: Equinox, 2010).	☒
Further	Horrell, David G., Cheryl Hunt, Christopher Southgate, and Francesca Stavrakopoulou (eds.), <i>Ecological Hermeneutics: Biblical, Historical and Theological Perspectives</i> (London: T & T Clark, 2010).	☐
Further	Lieb, Michael, Emma Mason, and Jonathan Roberts (eds.), <i>The Oxford Handbook of the Reception History of the Bible</i> (Oxford: Oxford University Press, 2011).	☒
Further	Moore, Stephen D., <i>God's Beauty Parlor: And Other Queer Spaces in and Around the Bible</i> , Contraversions: Jews and Other Differences (Stanford, CA: Stanford University Press, 2002).	☐
Further	Newsom, Carol A., Sharon Ringe and Jacquelin E. Lapsley (eds), <i>Women's Bible Commentary</i> (3 rd edition; Louisville: Westminster John Knox Press, 2012).	☐
Further	Rowland, Christopher, and Jonathan Roberts, <i>The Bible for Sinners: Interpretation in the Present Time</i> (London: SPCK, 2008).	☐
Further	Setzer, Claudia and David A. Shefferman (eds.), <i>The Bible and American Culture: A Sourcebook</i> (Abingdon, Oxon: Routledge, 2011).	☐

Further	Sherwood, Yvonne (ed.), <i>The Bible and Feminism: Remapping the Field</i> (Oxford: Oxford University Press, 2017).	☐
Further	Soulen, Richard N. and R. Kendall Soulen, <i>Handbook of Biblical Criticism</i> (Fourth Edition; Louisville, Kentucky: Westminster John Knox Press, 2011).	☐
Further	Sugirtharajah, R. S., <i>The Bible and Empire: Postcolonial Explorations</i> (Cambridge: Cambridge University Press, 2009).	☒

Module Code	HPRS6910
Title	Jews, Christians and Romans: From Maccabees to Masada
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To enable students to interpret and analyse critically the historical, political and religious significance of the events between the Maccabean Revolt and Masada (167 BCE – 74 CE)

LEARNING OUTCOMES

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

- Demonstrate a solid understanding and knowledge of the main historical, political and religious events between the Maccabean Revolt and Masada;
- Analyse critically the principal areas of modern debates surrounding the events between the Maccabean Revolt and Masada.

INDICATIVE CONTENT

- The beliefs and practices of Jews, Christians and Romans between the Maccabean Revolt and Masada
- Jewish and Christian communities in the Roman Empire
- Political, cultural, social and religious norms between second century BCE and first century CE
- Themes such as the rise of the Maccabees, Roman religion, Qumran and the Dead Sea Scrolls, Apocalypticism, Gender and sexuality

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	2500 words (max 3 items)	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS6910	
Module Title	Jews, Christians and Romans: From Maccabees to Masada	
Classification	Reading List entry	Electronic*
Essential	Barclay, John M. G., <i>Jews in the Mediterranean Diaspora: From Alexander to Trajan (323BCE–117CE)</i> (Edinburgh: T & T Clark, 1996).	☐
Essential	Boyarín, Daniel, <i>Borderlines: The Partition of Judaeo-Christianity</i> (Philadelphia: University of Pennsylvania Press, 2004).	☒
Essential	Donfried Karl P. and P. Richardson (eds), <i>Judaism and Christianity in First Century Rome</i> (Grand Rapids: Eerdmans, 1998).	☒
Further	Brooke, George and Charlotte Hempel (eds), <i>T&T Clark Companion to the Dead Sea Scrolls</i> (London: Bloomsbury, 2018).	☒
Further	Carter Warren, <i>The Roman Empire and the New Testament: An Essential Guide</i> (Nashville: Abingdon Press, 2006).	☒
Further	Grabbe, Lester, <i>The History of the Jews and Judaism in the Second Temple Period: Volume 4: The Jews Under the Roman Shadow 4BCE-150 CE</i> (London: Bloomsbury, 2021).	☒
Further	Humphries, Mark, <i>Early Christianity</i> (London: Routledge, 2006).	☒
Further	Morgan, Teresa, <i>Roman Faith and Christian Faith: Pistis and Fides in the Early Roman Empire and Early Churches</i> (Oxford: Oxford University Press, 2015).	☒

Further	Goodman, Martin, <i>Memory and Its Uses in Judaism and Christianity in the Early Roman Empire: The Portrayal of Abraham</i> (Oxford: Oxford University Press, 2012).	☒
Further	Goldhill, Simon, <i>Being Greek under Rome: Cultural Identity, the Second Sophistic and the Development of Empire</i> (Cambridge: Cambridge University Press, 2001).	☒
Further	Hezser, Catherine, <i>The Oxford Handbook of Jewish Daily Life in Roman Palestine</i> (Oxford: Oxford University Press, 2010).	☒
Further	Waterfield, Robin, <i>Dividing the Spoils: The War for Alexander the Great's Empire</i> (Oxford: Oxford University Press, 2014).	☒
Further	Yadin, Yigael, <i>Masada: Herod's Fortress and the Zealots Last Stand</i> (London: Weidenfeld and Nicolson, 1996).	☒

