



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

MODULE DIRECTORY

LEVELS 4, 5, 6
DISTANCE LEARNING

SCHOOL OF HUMANITIES

**FACULTY OF EDUCATION, COMMUNITIES
& CULTURE**

2026-2027

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INTRODUCTION

This Module Directory includes all the distance learning modules for Levels 4, 5,6 within the School of Humanities in the Faculty of Education, Communities & Culture for the academic year 2026-2027.

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 School/Faculty. 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 Faculty 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 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-Clio, 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	HHPH4902
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	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	HPRS4902
Title	Introduction to Christian Ethics
Date	05/05/2021
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To deepen students' awareness of the Christian tradition and its approaches to ethical issues and analyse and assess the ways in which ethical questions have an impact on the world around us, shape our histories, and reflects concerns about the future.
- Using methods taught in class for critical reading and thinking, to identify underlying theological, social, and political impetus to historical and contemporary points of interaction between the Christian tradition and ethical questions.

LEARNING OUTCOMES

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

- Examine and explain motivating factors in points of ethical controversy within the Christian tradition in a variety of situations.
- Demonstrate charitable and thoughtful reflection of values held by others and the implications of those values (cause and effect).
- Critically assess values held in our contemporary society, and explore links that these values have with the past (change and continuity).
- Engage in appropriate work in the study of Christian ethics, and produce written work that conforms to standards that are established and upheld by the scholarly community, including the construction of a thoughtful claim that can be supported by evidence gathered, and work creatively, respectfully and effectively with each other and with course content.

INDICATIVE CONTENT

- Biblical Ethics
- Roman Catholic and Protestant Approaches
- Contemporary / Feminist / Liberation Ethics
- Political Ethics and War
- Sex, Marriage, and the Family

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	2,000 words	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	HPRS4902	
Module Title	Introduction to Christian Ethics	
Classification	Reading List entry	Electronic*
Essential	Wogaman J, (1993) 'Christian Ethics: A Historical Introduction', Louisville KY: Westminster John Knox Press	☐
Essential	Lovin R (2000) 'Christian Ethics: An Essential Guide', NY: Abingdon Press	☒
Essential	Cone J (2010) 'A Black Theology of Liberation', London: Orbis Books	☐
Further	Jordan M (2001) 'The Ethics of Sex' London: Wiley & Blackwell	☐
Further	Daly L (1994) 'Feminist Theological Ethics: A Reader', Louisville KY: Westminster John Knox Press	☒
Further	Niebuhr R (1951) 'Christ and Culture', NY: Harper Collins	☐
Further	Hauerwas S (1981) 'A Community of Character: Towards a Constructive Christian Social Ethic', Notre Dame IN: Notre Dame University Press	☐

Further	Cahill L (1996) 'Christian Ethics: Problems and Prospects', Cleveland OH: Pilgrim Press	☒
Further	Lodge D & Hamlin C, (2006) 'Religion and the New Ecology', Notre Dame IN: Notre Dame University Press	☐
Further	Weber M (2011) 'Protestantism and the Spirit of Capitalism', Oxford: Oxford University Press	☒

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
Written Assessment	1,500 words	40%

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	HPCS5014
Title	Representations of Brittany
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an overview of the way Brittany has been represented in texts and visual culture from 1789 to today, and discuss key themes and theoretical frameworks that may be employed when studying representations of Brittany, drawing appropriate comparison with other Celtic cultures such as Wales (e.g. Romanticism, Modernism, post-colonialism, translation studies).

LEARNING OUTCOMES

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

- possess a broad knowledge of the cultural history of Brittany from 1789 to the present, with particular emphasis on literature, sociolinguistics, or visual art;
- be able to analyse and evaluate various representations of Brittany;
- be able to present their understanding and knowledge of key aspects of these representations in written coursework.

INDICATIVE CONTENT

- This is an interdisciplinary module that examines Brittany from various perspectives, including literature, visual culture and politics. The approach will naturally be comparative (with other Celtic cultures and other aspects of French culture). Students are not expected to read French or Breton as the texts will be studied in English translation.
- Different literary representations of Brittany will be explored through analysis of selected extracts from texts ranging in date from 1828 to 1975, and in *genre* from the Realist novel to symbolist poetry and *bande dessinée*. The notion from literary criticism of place as a textual construct will be introduced.
- Brittany will be introduced both as a region within France and in a Celtic context. Students will begin by studying the Romantic discovery of Celts (using a comparative pan-Celtic, pan-European approach to Romanticism, and tracing this to present-day neo-Romanticism). Next representations of Brittany by outsiders will be analysed, including texts by Balzac (*Les Chouans*), and travel writing (extracts by Welsh travellers from *The Turn of the Ermine*). The key theme (arguably a cliché) of death will be discussed through analysis of texts by Le Braz and Villiers de l'Isle-Adam, and comparison with visual art. Similarly the idea of Brittany being inherently poetic will be scrutinized through analysis of poems by Tristan Corbière, contrasted with Brizeux, La Villemarqué and Anjela Duval.

- From the perspective of politics, the theoretical framework of post-colonialism will be presented, and its adoption by Breton activists will be traced. Brittany's political awakening in the twentieth century will be discussed, with particular reference to its cultural manifestations. The framework of postcolonialism will be critically evaluated.

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

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	HPCS5014	
Module Title	Representations of Brittany	
Classification	Reading List entry	Electronic*
Essential	Balzac, Honoré de, <i>Les Chouans</i> (Paris: Pocket, 1998), available in various English translations e.g. Penguin Classics, trans. M.A. Crawford (1972), or online, Project	☒

	Gutenberg, trans. Katharine Prescott Wormeley http://onlinebooks.library.upenn.edu/webbin/gutbook/lookup?num=1921	
Essential	Corbière, Tristan, <i>Les Amours jaunes</i> (Paris: Gallimard, 1973), <i>These Jaundiced Loves</i> , trans. Christopher Pilling (Calstock: Peterloo Poets, 1995). A good selection is available here https://www.poetryintranslation.com/PITBR/French/CorbiereSelectedPoems.php#anchor_Toc39568545 translated by A. S. Kline © Copyright 2020. If you can read French the original is available here http://www.gutenberg.org/ebooks/16883	☒
Essential	Duval, Anjela, her poetry as well as articles discussing her work are available here https://www.anjela.org/oberenn/?lang=en	☒
Essential	Renan, Ernest, <i>Souvenirs d'enfance et de jeunesse</i> (Paris: Pocket, 1992), various English translations, <i>Recollections of my Youth</i> available cheaply on Amazon, and online via Project Gutenberg https://www.gutenberg.org/files/12748/12748-h/12748-h.htm	☒
Essential	Villiers de l'Isle-Adam, 'L'Intersigne', in <i>Contes cruels</i> , or <i>Cruel Tales</i> trans. Robert Boldick, with an introduction by A.W. Raitt (Oxford: Oxford University Press, 1963, 1985). Digitized, on moodle.	☒
Essential	Le Braz, Anatole, <i>La Légende de la mort en basse-Bretagne</i> (1893), <i>Dealings with the Dead: Narratives from 'La Légende de la mort en Basse Bretagne</i> , trans. A.E. Whitehead (London: Redway, 1898), available on Amazon, and online via Internet Archive https://archive.org/details/DealingsWithTheDead_201902/page/n13/mode/2up	☒
Further	Blin-Rolland, Armelle, 'Adapting Brittany: The Ker-Is Legend in Bande Dessinée', <i>European Comic Art</i> 10: 1 (2017), p.58-73 DOI:10.3167/eca.2017.100106	☒
Further	Brown, Terence, (ed) <i>Celticism</i> (Amsterdam: Rodopi, 1996)	☐
Further	Coughlin, Maura, 'Sites of absence and presence: tourism and the morbid material culture of death in Brittany', in <i>Death Tourism: Disaster Sites as Recreational Landscape</i> , ed. Brigitte Sion (Chicago: University of Chicago Press, 2014), pp. 183-204	☐
Further	Coughlin, Maura, 'The Spectacle of piety on the Brittany coast', <i>Event Management</i> 14: 4 (2010), 287- 300 https://doi.org/10.3727/152599510X12901814777989	☒
Further	Denez, Per, <i>Brittany: A Language in Search of a Future</i> (Brussels: European Bureau for Lesser Used Languages, 1998)	☐

Further	deSaussure, Annie, 'Conflicts in <i>Bretagnes</i> : Identity Politics and Literary Networks in the Postwar Breton Movement(s)', <i>Journal of the Western Society for French History</i> 42 (2014), Permalink: http://hdl.handle.net/2027/spo.0642292.0042.014	☒
Further	Evans, David and Heather Williams (eds), <i>Nottingham French Studies</i> 60:2 (July 2021), special issue on Brittany and World literature.	☒
Further	Gemie, Sharif, <i>Brittany, 1750-1950: The Invisible Nation</i> (Cardiff: University of Wales Press, 2007)	☐
Further	Gemie, Sharif, <i>Brittany, 1750-1950: The Invisible Nation</i> (Cardiff: University of Wales Press, 2007)	☐
Further	Gibson, Jacqueline and Gwyn Griffiths, <i>The Turn of the Ermine: An Anthology of Breton Literature</i> (London: Francis Boutle, 2006)	☐
Further	Hincks, Rhisiart, 'The Breton Language in the Nineteenth Century', <i>Language and Community in the Nineteenth Century</i> , ed. Geraint H. Jenkins (Cardiff: University of Wales Press, 1998)	☐
Further	Hoare, Rachel, 'An integrative approach to language attitudes and identity in Brittany', <i>Journal of Sociolinguistics</i> 5:1 (2001), 73-84 https://onlinelibrary.wiley.com/doi/epdf/10.1111/1467-9481.00138?saml_referrer	☒
Further	Jones, Mari C., 'At what price language maintenance?: standardization in modern Breton', <i>French Studies</i> , 49: 4 (1995), 424-438, https://doi.org/10.1093/fs/XLIX.4.424	☒
Further	Jones, Mari C., 'Death of a Language, Birth of an Identity: Brittany and the Bretons', <i>Language Problems and Language Planning</i> , 22:2 (1998), 129-42	☐
Further	Koch, John T. (ed), <i>Celtic Culture: A Historical Encyclopedia</i> , 5 vols (Santa Barbara: ABC-CLIO, 2006)	☐
Further	Piette, Gwenno, <i>A Concise History of Brittany</i> (Cardiff: University of Wales Press, 2008)	☐
Further	Reece, Jack E., <i>The Bretons against France: Ethnic minority nationalism in twentieth-century Brittany</i> (Chapel Hill: University of North Carolina Press, 1977)	☐
Further	Sims-Williams, Patrick, 'Celtomania and Celtoscepticism', <i>Cambrian Medieval Celtic Studies</i> , 36 (1998), 1-35	☐
Further	Timm, Leonora, 'Ethnic Identity and Minority Language Survival in Brittany', in C.C. O'Reilly (ed) <i>Language, Ethnicity and the State</i> (London: Palgrave Macmillan, 2001), pp. 104-127 https://doi.org/10.1057/9780230504639_6	☒

Further	Williams, Heather, 'Séparisisme or internal colonialism', in <i>Francophone Postcolonial Studies: A critical introduction</i> , ed. by Charles Forsdick and David Murphy (London: Arnold, 2003), pp.102-11. Reprinted 2014.	☐
Further	Williams, Heather, <i>Postcolonial Brittany: Literature Between Languages</i> (Oxford, Peter Lang, 2007)	☐
Further	Williams, Heather, 'Between French and Breton: the politics of translation', <i>Romance Studies</i> , 27:3 (2009), 223–233	☐
Further	Williams, Heather, "'Me zo bet sklav": African Americans and Breton Literature', <i>Comparative American Studies</i> , 8:2 (2010), 126-39	☐
Further	Williams, Heather, 'Travelling Ideas Between Wales and Brittany', <i>VTU Review: Studies in the Humanities and Social Sciences</i> "St. Cyril and St. Methodius" University of Veliko Tarnovo, 2:1 (2018), 47-54, http://journals.uni-vt.bg/vtureview/eng/vol2/iss1/7	☒
Further	Young, Patrick, <i>Enacting Brittany: Tourism and Culture in Provincial France, 1871-1939</i> (London: Routledge, 2012)	☐

Module Code	HPCS5015
Title	Celtic Sanctity and Spirituality: Hagiography and Saints' Cults
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an understanding of the content, context, cultural, historical and theological importance of a selection of medieval hagiographical texts relating to the Celtic regions and encourage them to evaluate the main theories and concepts that have been proposed in relation to these texts.

LEARNING OUTCOMES

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

- demonstrate knowledge and appreciation of a selection of medieval hagiographical texts relating to the Celtic regions;
- 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 texts in written coursework.

INDICATIVE CONTENT

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

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	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	HPCS5015	
Module Title	Celtic Sanctity and Spirituality: Hagiography and Saints' Cults	
Classification	Reading List entry	Electronic*
Essential	Stephen Boardman, John Reuben Davies and Eila Williamson (eds), <i>Saints' Cults in the Celtic World</i> (Woodbridge: Boydell Press, 2009)	☐
Essential	Jane Cartwright (ed.), <i>Celtic Hagiography and Saints' Cults</i> (Cardiff: University of Wales Press, 2003)	☐
Essential	Jane Cartwright, <i>Feminine Sanctity and Spirituality</i> (Cardiff: University of Wales Press, 2008)	☐

Essential	Wendy Davies, 'The Myth of the Celtic Church' in N. Edwards and A. Lane (eds), <i>The Early Church in Wales and the West</i> (Oxford: Oxbow Monographs 16, 1992), 12-21.	☒
Essential	Saints in Wales website www.welshsaints.ac.uk	☒
Essential	S. Baring-Gould and J. Fisher, <i>The Lives of the British Saints</i> , 4 vols (London, Cymmrodorion, 1907-13).	☒
Essential	Barry Lewis (ed. and tran.), <i>Medieval Welsh Poems to Saints and Shrines</i> (Dublin: Dublin Institute for Advanced Studies, 2015)	☐
Further	A. Berghölm, <i>Understanding Celtic Religion Revisiting the Pagan Past</i> (Cardiff: university of Wales Press, 2015)	☒
Further	Steve Boardman, 'The Survey of Dedications to Saints in Medieval Scotland', <i>The Innes Review</i> 59 (2) (2008, 189-191	☒
Further	Ian Bradley, <i>Celtic Christianity: Making Myths and Chasing Dreams</i> (Edinburgh: Edinburgh University Press, 1999)	☐
Further	Dauit Broun and Thomas Owen Clancy, <i>Spes Scotorum: Hope of Scots; Saint Columba, Iona and Scotland</i> (Edinburgh: T & T. Clark, 1999)	☐
Further	Jane Cartwright, <i>The Cult of St Ursula and the 11,000 Virgins</i> (Cardiff: University of Wales Press, 2016)	☒
Further	Thomas Charles-Edwards, <i>Early Christian Ireland</i> (Cambridge: Cambridge University Press, 2000)	☒
Further	Oliver Davies and Thomas O'Loughlin, <i>Celtic Spirituality</i> (New York: Paulist Press, 1999)	☒
Further	Peter B. Ellis, <i>The Druids</i> (London: Constable, 1994)	☒
Further	Miranda Green, 'The Druids in Classical Literature' in Miranda Green, <i>Exploring the World of the Druids</i> (London: Thames and Hudson, 1997), 39-53	☒
Further	David Howlett, <i>Muichú Moccu Macthéni'r 'Vita Sancti Patricii' Life of Saint Patrick</i> (Dublin: Four Courts Press, 2006)	☐
Further	Karen Jankulak, <i>The Medieval Cult of St Petroc</i> (Woodbridge: Boydell, 2000)	☐
Further	T. O'Loughlin, <i>St Patrick: The Man and His Works</i> (London: The Triangle, 1999)	☐
Further	A. W. Wade-Evans (ed. and trans.) <i>Vitae Sanctorum Britanniae et Genealogiae</i> (Cardiff: University of Wales Press, 1944).	☐
Further	Jane Webster, 'A Dirty Window on the Iron Age? Recent Developments in the Archaeology of Pre-Roman Celtic religion' in K. Ritari and A. Bergholm (eds), <i>Understanding Celtic Religion Revisiting the Pagan Past</i> (Cardiff: University of Wales Press, 2015), 121-154	☒

Further	J. Wyn Evans and Jonathan Wooding (eds), <i>St David of Wales: Cults, Church and Nation</i> (Woodbridge: The Boydell Press, 2007)	☒
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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	HPCS5017
Title	Welsh and Celtic Place-Names
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to the distribution and characteristics of Celtic place-naming across Europe, with special emphasis on Wales, and develop students' understanding of the contribution that place-name analysis can make to a range of historical and linguistic studies.

LEARNING OUTCOMES

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

- be familiar with the geography of Celtic place-names and with a wide range of name-types from Wales and beyond;
- have an understanding of the analytical techniques of place-name research;
- know how such research has been deployed to address a range of linguistic and historical questions.

INDICATIVE CONTENT

This module will introduce students to Celtic place-names and their study. It will explore the different types of name and some of the vocabulary used across the wide area where Celtic languages were once spoken. There will be a particular focus on Britain and Ireland and especially on the medieval and modern place-names of Wales, and how they can be used to enhance the study of Welsh language, landscape and culture. Other topics covered will include:

- the nature and distribution of Celtic names in Roman-period sources
- Irish place-names
- Cornish place-names
- the survival of Celtic names in England
- P-Celtic and Q-Celtic in Scotland
- saints and place-names
- Vikings and Celtic place-names.

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	2,000 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

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	HPCS5017	
Module Title	Welsh and Celtic Place-Names	
Classification	Reading List entry	Electronic*
Essential	Gelling, M., <i>Signposts to the Past</i> , 3rd edn (Chichester: Phillimore, 1997).	☐
Essential	Owen, H. W., and R. Morgan, <i>Dictionary of the Place-Names of Wales</i> (Llandysul: Gomer, 2007).	☐
Further	Falileyev, A., <i>Dictionary of Continental Celtic Place-Names</i> (Aberystwyth: CMCS, 2010).	☐
Further	Flanagan, D. and L., <i>Irish Place Names</i> (Dublin: Gill and MacMillan, 1994).	☐
Further	Koch, J. T., <i>An Atlas for Celtic Studies</i> (Oxford: Oxbow, 2007).	☐
Further	Nicolaisen, W. F. H., <i>Scottish Place-Names</i> , 2nd edn (Edinburgh: John Donald, 2001).	☐
Further	Padel, O. J., <i>A Popular Dictionary of Cornish Place-Names</i> (Penzance: Alison Hodge, 1988).	☐
Further	Pierce, G. O., <i>Place-Names in Glamorgan</i> (Cardiff: Merton Priory Press, 2002).	☐
Further	Pierce, G. O., 'Place-names', in <i>Settlement and Society in Wales</i> , ed. D. H. Owen (Cardiff: University of Wales Press, 1989), 73–94.	☐
Further	Rivet, A. L. F., and C. Smith, <i>The Place-Names of Roman Britain</i> (London: Batsford, 1979).	☐
Further	Sims-Williams, P., <i>Ancient Celtic Place-Names in Europe and Asia Minor</i> (Oxford: Philological Society, 2006).	☐

Module Code	HPCS5018
Title	Welsh Medieval Praise Poetry
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an understanding of the content, genres and context of the poetry associated with the medieval professional praise poets in Wales, from the Age of the Princes (c.1100–1282) to the end of the fifteenth century, through a detailed study of individual poems.

LEARNING OUTCOMES

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

- demonstrate a coherent knowledge and detailed understanding and appreciation of a selection of poems composed by medieval Welsh professional praise poets and demonstrate an ability to evaluate and analyze the hypotheses about these texts in key secondary sources;
- demonstrate an understanding of the medieval Welsh professional poet's craft and analyze his role in society;
- have a knowledge of the range of manuscript sources for medieval Welsh poetry and how to access them and demonstrate an ability to read have basic palaeographical skills.

INDICATIVE CONTENT

- The module will be based on eight units, each focusing on one specific poem to explore a particular aspect or theme: e.g. elements of praise, the poet-patron relationship, the medieval manuscript, elegy, love poetry, satire, the gentleman-patron. Each poem will be provided with notes giving its manuscript and historical context, and with an English translation: no previous knowledge of Welsh is required (however, support will be given if a student wishes to gain an understanding of the original Welsh text; and if students are competent Welsh readers, further items can be suggested in the bibliography).
- The majority of Welsh poets in the medieval period were professional poets who sang the praises of the members of the Welsh ruling classes and their families (including their daughters or wives). During the Age of the Princes, between c.1100 and 1282, their patrons were the princes of the Welsh courts and members of their families; by the fourteenth and fifteenth centuries, following the Edwardian Conquest of 1282 and the demise of the last prince of independent Wales, the poets would find patronage at the homes of the gentry. Whereas, in the earlier period, the lives of the heroic patrons were very much idealized, as was the relationship between the poet and his patron-prince, by

the later period there is much more emphasis on the actual lives of the patrons, and the poetry is therefore an important source for the study of material culture in Wales. Similarly, whereas the earlier poetry was kept in prestigious manuscripts, finely produced at important centres of learning (Cistercian monasteries, etc.), by the later period, with the spread of literacy, poetry is often preserved in multiple copies of varying quality, sometimes written down by the poet himself at a patron's home.

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
Commentary	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

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	HPCS5018	
Module Title	Welsh Medieval Praise Poetry	
Classification	Reading List entry	Electronic*
Essential	Andrews, Rhian, 2007. <i>Welsh Court Poems</i> . Cardiff: University of Wales Press.	☐
Essential	Huws, Daniel, 2000. <i>Medieval Welsh Manuscripts</i> . Cardiff: University of Wales Press and the National Library of Wales.	☐
Essential	Jarman, A.O.H and Hughes, Gwilym Rees (eds.) (1976) <i>A Guide to Welsh Literature, i</i> . Swansea: Christopher Davies.	☐
Essential	Jarman, A.O.H and Hughes, Gwilym Rees (eds.) (1997) <i>A Guide to Welsh Literature, ii: 1282–c. 1550</i> . Second edition, revised by D. Johnston. Cardiff.	☐
Essential	Johnston, D. (1994), <i>The Literature of Wales</i> . Cardiff: University of Wales Press.	☐
Essential	Williams, J. E. Caerwyn (1997), <i>The Court Poet in Medieval Wales: An Essay</i> . Lampeter: Edwin Mellon Press.	☐
Further	Gwefan Dafydd ap Gwilym / Dafydd ap Gwilym Website: < www.dafyddapgwilym.net >	☒
Further	Gwefan Guto'r Glyn / Guto'r Glyn Website: < www.gutoglyn.net >	☒

Module Code	HPCS5023
Title	Cornwall without Cornish
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an overview of the death of Cornish as a living community language and subsequent attempts at reviving it, and familiarise students with non-linguistic features which contribute towards the maintenance of a distinct Cornish identity today.

LEARNING OUTCOMES

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

- demonstrate a knowledge of the sequence of events leading up to the death of Cornish as a living community language and attempts at revival from then until the present day;
- evaluate the importance of the Cornish language to a separate Cornish identity;
- identify factors other than the Cornish language which contribute towards a distinct Cornish identity today;
- compare the current situation in Cornwall with that of the other Celtic countries in general, and the Isle of Man in particular.

INDICATIVE CONTENT

This module will begin by looking at the state of the Cornish language in the 17th and 18th centuries via contemporary texts marking its decline, from Richard Carew's Survey of Cornwall to William Bodinar's letter. Attention will then be drawn to attempts at documenting and reviving the language through the 19th and 20th centuries until the present day, and the 'survival' of the Cornish language in Cornwall's place-names. Non-linguistic features and symbols such as the landscape, mining and fishing industries and use of the Flag of St Piran will be examined, as well as developments in the political field such as the establishment of Mebyon Kernow, the Cornish Constitutional Convention and the recognition in 2014 of the Cornish as a minority ethnic group in the UK. The linguistic and non-linguistic strands will then be brought together to consider the relative strength of Cornish identity today.

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	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

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	HPCS5023	
Module Title	Cornwall without Cornish	
Classification	Reading List entry	Electronic *
Essential	Ellis, Peter Berresford. <i>The Cornish language and its literature</i> (London: Routledge and Kegan Paul) 1974	☐
Essential	Padel, Oliver. <i>The Cornish writings of the Boson family: Nicholas, Thomas and John Boson of Newlyn, circa 1660 to 1730</i> (Redruth: Institute of Cornish Studies) 1975	☐
Essential	Payton, Philip. <i>A Vision of Cornwall</i> , (Fowey: Alexander Associates) 2002	☐

Essential	<i>Devolution for One and All: Governance for Cornwall in the 21st Century</i> (Truro: Cornish Constitutional Convention) 2002 http://www.cornishassembly.org/DevolutionOne&All.pdf	☒
Essential	<i>The Case for Cornwall: Cornwall's response to the Government's Devolution White Paper</i> (Truro: Cornish Constitutional Convention) 2003 http://www.cornishassembly.org/CaseForCornwall.pdf	☒
Essential	Williams, Derek. R. <i>A strange and unquenchable race: Cornwall and the Cornish in quotations</i> (Truro: Truran) 2006	☐
Further	Ball, Martin. J. and Fife, James. (eds.) <i>The Celtic Languages</i> (London: Routledge) 2002	☐
Further	Buckley, J. A. <i>The Cornish mining industry: a brief history</i> , (Penryn, Tor Mark) 1992	☐
Further	<i>Cornish granted minority status within the UK.</i> (H.M. Treasury Press Release) 2014 https://www.gov.uk/government/news/cornish-granted-minority-status-within-the-uk	☒
Further	Chynoweth, John. Orme, Nicholas & Walsham, Alexandra (eds) <i>The Survey of Cornwall by Richard Carew</i> , (Exeter: Devon and Cornwall Record Society) 2004	☐
Further	Gendall, Richard. <i>A student's grammar of late and modern Cornish</i> , (Liskeard: Teere ha Tavaz) 2004	☐
Further	Halliday, F.E. <i>A history of Cornwall</i> , (Thirsk: House of Stratus) 2001	☐
Further	Hamilton-Jenkin, A.K. <i>Cornwall and its People</i> (Newton Abbott: David & Charles) 1988	☐
Further	Jenner, Henry. <i>A handbook of the Cornish language: chiefly in its early stages with some account of its language and literature</i> , (New York: AMS Press) 1982	☐
Further	Lhuyd, Edward. <i>Archaeologia Britannica: an account of the languages, histories and customs of the original inhabitants of Great Britain</i> (Shannon: Irish University Press) 1971	☐
Further	MacAulay, Donald (ed), <i>The Celtic Languages</i> (Cambridge: CUP) 1992	
Further	Padel, O. J. <i>A popular dictionary of Cornish place-names</i> (Penzance: Alison Hodge) 1988	
Further	Payton, Philip. <i>Cornwall: A history</i> , (Fowey, Cornwall Editions) 2004	
Further	Price, Glanville. <i>The languages of Britain</i> , (London: Edward Arnold) 1984	
Further	Smart, Dave. <i>The Cornish fishing industry: a brief history</i> , (Penryn: Tor Mark) 1992	

Module Code	HPHE5003
Title	Heritage & Archaeology of Conflict
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To inform students of the main themes and approaches the heritage and archaeology of conflict and to explore the social and ethical issues connected with the heritage and archaeology of conflict and its presentation to the public.

LEARNING OUTCOMES

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

- critical understanding of the varied character of the heritage and archaeology of conflict;
- knowledge and critical understanding of various key ideas and concepts such as memorialisation, commemoration and remembrance;
- knowledge of the various heritage management debates surrounding conflict archaeology sites;
- an ability to evaluate and contextualise a variety of battlefield/conflict interpretations and an ability to evaluate battlefield/conflict material culture within its particular social, political and cultural setting.

INDICATIVE CONTENT

- This module examines the nature of the heritage and archaeology of conflict through the methodologies employed, the people concerned, the material culture recovered and the socio-political implications encountered. Sites of conflict and how they are appropriated, whether at a local or (inter)national level, raise important issues about the processes of commemoration and reconciliation, as well as preservation and presentation. Recent years have seen a focus of interest and research on the battle sites of the Twentieth Century and the module will examine how the understanding and awareness of these sites are not static but are continually being contested and reclaimed by a multitude of different agendas, be they academic, commercial or political. The module will also draw on battlefield examples from the distant past where archaeological research has allowed for new insights into the nature of conflict and subsequent memorialisation. Further, the module will consider the concept of 'battlefield' and will examine examples of conflict that do not necessarily consist of opposing military forces and engagement, such as sites of civil unrest and resistance.

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 elements, equivalent to 5,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHE5003	
Module Title	Heritage & Archaeology of Conflict	
Classification	Reading List Entry	Electronic*
Essential	Bevan, R. 2006 <i>The Destruction of Memory</i> Reaktion Books: London	☐
Essential	Lynch, T. & Cooksey, J. 2007 <i>Battlefield Archaeology</i> Tempus Publishing: Stroud	☐
Essential	Robertshaw, A. & Kenyon, D. 2008 <i>Digging the Trenches; the archaeology of the Western Front</i> Pen & Sword: Barnsley	☐
Essential	Sarkar, D. 1998 <i>Missing in Action, Resting in Peace</i> Ramrod Publications: Worcester	☐
Essential	Schofield, J. 2005 <i>Combat Archaeology</i> Duckworth: London	☐

Essential	Schofield, J. 2010 <i>Aftermath: Readings in the Archaeology of Recent Conflict</i> Springer: New York	☐
Essential	Summers, J. 2010 <i>Remembering Fromelles: A New Cemetery for a New Century</i> CWCG: London	☐
Further	Carman, J. 1999 Bloody meadows: the places of battle In Tarlow, Sarah & West, Susie (eds) <i>The Familiar Past? Archaeologies of later historical Britain</i> . Routledge: London	☐
Further	Crossland, J. 1990 To dig or not to dig <i>History Today</i> Vol.40	☐
Further	De la Bédoyère, G. 2000 <i>Battles over Britain: the archaeology of the air war</i> Tempus Publishing: Stroud	☐
Further	Gander, T. 1979 <i>Military Archaeology</i> Patrick Stephens Ltd: Cambridge	☐
Further	Hill, P. & Wileman, J. (2002) <i>Landscapes of War: The Archaeology of Aggression and Defence</i> . The History Press. ISBN-10: 0752419633	☐
Further	Niven, B. 2002 <i>Facing the Nazi Past</i> Routledge: London	☐
Further	Osgood, R. 2005 <i>The Unknown Warrior: The Archaeology of the Common Soldier</i> History Press	☐
Further	Osgood, R. 2009 Digging Up Plugstreet: The Archaeology of a Great War <i>Battlefield</i> J.H.Haynes & Co	☐
Further	Pollard, T. & Oliver, N. 2002 <i>Two Men in a Trench: Battlefield Archaeology - The Key to Unlocking the Past</i> Michael Joseph Ltd	☐
Further	Saunders, N. 2003 <i>Trench Art: Materialities and Memories of War</i> Berg	☐
Further	Saunders, N. 2004 Matters of Conflict: Material Culture, Memory and the First World War Routledge: London	☐
Further	Saunders, N. 2010 <i>Killing Time: Archaeology and the First World War</i> History Press	☐
Further	Schofield, J. (Ed) 1998 <i>Monuments of War: the evaluation, recording and management of twentieth-century military sites</i> . English Heritage Product code: XH20098	☐
Further	Scott, D., Babits, L. & Haecker, C. 2009 <i>Fields of Conflict: Battle Archaeology from the Roman Empire to the Korean War</i> Potomac Books Inc	☐

Further	Wason, D. 2003 <i>Battlefield Detectives</i> Granada: London	☐
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Module Code	HPHI5027
Title	<i>Gwlad, gwlad: Aspects of Welsh History 1200 to the present</i>
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To encourage students to acquire a broad knowledge and understanding of a selection of key events and themes that emerge from a study of Wales 1200 to the present and how change and transition can be identified and evaluated, and to enable students to understand the historiographical developments that have influenced approaches to the history of Wales and how Welsh history has been interpreted from different viewpoints.

LEARNING OUTCOMES

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

- demonstrate a knowledge and understanding of the history of Wales since 1200, through the experience of different communities during periods of major change and transition;
- demonstrate an ability to recognise and evaluate the impact of change on Welsh society and how Welsh people responded to cultural, political and/or economic changes over time;
- demonstrate an ability to evaluate different historiographical interpretations relating to key events and themes that emerge from the history of Wales between 1200 and the present.

INDICATIVE CONTENT

- The module consists of a broad study looking at a selection of key events, personages and major historical themes and concepts that emerge from a study of Wales between 1200 and the present day.
- The module will begin in 1200 when Llywelyn ap Iorwerth (Llywelyn Fawr/the Great) became sole ruler of Gwynedd. This period was one of the most momentous in the history of Wales since it was the time when the idea of Wales as a nation-state, as a single political entity, was founded. It saw the emergence of the leadership of the ruling dynasty of Gwynedd, and its attempts to put that notion of a single nation into practice. The successes and failures of the careers of Llywelyn ap Iorwerth (c. 1173-1240) and his grandson Llywelyn ap Gruffudd (1223-1282) will be considered, how the Welsh responded to these figureheads (e.g. in medieval literature) and how the Welsh princes remain crucially important and highly emotive symbols for the struggle for Welsh independence. We will also consider what life was like for medieval women in this period and how aristocratic women, such as the daughters of Llywelyn ap Iorwerth, also took political actions to safeguard themselves and their families' interests.

- The module will also consider the influence of religion on Welsh society and how key events and movements led to significant developments and change. It will consider the role played by the Cistercian monastic order and its political allegiances as well as its influence on Welsh culture. Pilgrimage and the response to the Protestant Reformation will be discussed as well as the significance of translating the Bible into Welsh in the sixteenth century.
- Discussion of Tudor Wales will consider the Welsh roots of Henry VII and the importance of Bosworth, the impact and changes on Wales throughout the reign of the Tudors and the development of modern Welsh society.
- Significant changes that affected Wales such as the eighteenth-century Methodist revival and the rise of the British Empire in the nineteenth century will provide a backdrop for the study of modern Wales. Focus on the modern period will include scrutiny of Welsh mining communities and examining the myths and realities around life in the coalfields, including the militancy of mining unions and the impact of change and slow decline. The impact of fighting 'Total War' will then be analysed around pro and anti-war sentiments during 1914-18 that emerged out of a pervading liberal and Nonconformist backdrop. Through the inter-war years, the changing make up and fabric of Welsh communities from all parts of the principality will be examined around the subject of custom, family, and popular culture, at a time of economic fluctuation and instability. Following this, the module will examine the impact of fighting World War Two on the social and economic life of Wales.
- The post-war period will be studied through the themes of change and the unravelling of old certainties around issues relating to class, culture, consumerism, and 'the Welsh way of life'. The final themes will look at the rise of nationalism and the significance of the Welsh language in the political, social, and cultural life of Wales, leading to a study of political change and developments around devolution, and the place of Wales within the modern United Kingdom and Europe. Key events to be studied here include protests at Pen-y-bont (1936) and the founding of Plaid Cymru and subsequently the Welsh language Society, the flooding of Capel Celyn (Tryweryn), the Aberfan disaster (1966), the Investiture of Prince Charles at Caernarfon (1969), the campaign for a Welsh-medium television channel and the effect of this on Welsh culture, the establishment of the Senedd and changing attitudes towards the Welsh language.

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
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

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	HPHI5027	
Module Title	<i>Gwlad, gwlad: Aspects of Welsh History 1200 to the present</i>	
Classification	Reading List entry	Electronic*
Essential	A. D. Carr, <i>Llywelyn ap Gruffudd</i> (Cardiff: University of Wales Press, 1982)	☐
Essential	John Davies, <i>A History of Wales</i> (London: Penguin Books, 1994)	☐
Essential	Richard King, <i>Brittle with Relics: A History of Wales, 1962-97</i> (London: Faber and Faber, 2022)	☐
Essential	Kenneth O. Morgan, <i>Rebirth of a Nation: Wales 1880–1980</i> (Oxford: Oxford University Press, 1981)	☐
Essential	Huw Pryce, <i>Writing Welsh History: From the Early Middle Ages to the Twenty-First Century</i> (Oxford: Oxford University Press, 2022)	☐
Essential	J. Beverley Smith, <i>Llywelyn ap Gruffudd</i> (Cardiff: University of Wales Press, 1998)	☐
Further	Janet Burton and Karen Stöber (eds), <i>Monastic Wales: New Approaches</i> (Cardiff: University of Wales Press, 2013)	☐
Further	Russell Davies, <i>Peoples, Places, Passions in Wales, 1870-1945</i> (Cardiff: University of Wales Press, 2015)	☐

Further	Trevor Herbert et al., (eds) <i>Wales between the Wars</i> (Cardiff: University of Wales Press, 1988)	☐
Further	Dafydd Jenkins, <i>The Law of Hywel Dda: Law Texts of Medieval Wales</i> (Llandysul: Gwasg Gomer 1986)	☐
Further	David Jones (ed.), <i>A History of Christianity in Wales</i> (Cardiff: University of Wales Press, 2022)	☐
Further	Gareth Elwyn Jones, <i>Modern Wales</i> . (Cambridge: Cambridge University Press, [2nd ed] 1994).	☐
Further	Gareth Elwyn Jones, <i>Tudor Wales</i> (Llandysul: Gomer, 1986).	☐
Further	Gareth Elwyn Jones, Gareth E (ed). <i>A History of Education in Wales</i> (Cardiff: University of Wales Press, 2003)	☐
Further	K. Hurlock, <i>Medieval Welsh Pilgrimage, c. 1100-1500</i> (New York: Palgrave Macmillan, 2018)	☐
Further	Kenneth O. Morgan, <i>Modern Wales; Politics, Places and People</i> , (Cardiff: University of Wales Press, 1995).	☐
Further	Huw Pryce (ed.), <i>The Acts of the Welsh Rulers, 1120-1283</i> (Cardiff: University of Wales Press, 2010)	☐
Further	G. Richards, <i>Welsh Noblewomen in the Thirteenth Century: An Historical Study of Medieval Welsh Law and Gender Roles</i> (Lampeter: Edwin Mellen, 2009)	☐
Further	Dai Smith, <i>Wales: A Question of History</i> (Bridgend: Seren, 1999).	☐
Further	Roger Turvey, <i>Llywelyn the Great</i> (Llandysul: Gomer Press, 2007)	☐
Further	Dai Smith, <i>A People and a Proletariat: Essays in the History of Wales, 1780-1980</i> (Pluto Press in association with Llafur, the Society for the Study of Welsh Labour History, 1980)	☐
Further	Gwyn Alf Williams, <i>When Was Wales</i> (London: Penguin 1985)	☐
Further	John L. Williams, <i>Was Wales Industrialised? Essays in Modern Welsh History</i> (Llandysul: Gomer Press, 1995).	☐

Module Code	HPHI5909
Title	Tyranny and Revolution in the Ancient World
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To enable students to identify and discuss ancient constitutions and their relationship to conflict in ancient societies.

LEARNING OUTCOMES

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

- demonstrate a sophisticated knowledge and detailed understanding of the different types of constitutions in the ancient world, including their social and economic impact and modern scholarly debates;
- demonstrate the ability to discuss in depth the main relationships between constitutional change and internal and external conflict;
- present their informed opinion of the reasons and consequences of the main modern views and debates on ancient constitutions and social conflict.

INDICATIVE CONTENT

This module explores the political structures of ancient societies. It places emphasis on different types of constitutions and how these related to (and became sources of) conflict in ancient societies.

Topics covered could include:

- Main types of ancient constitutions
- The concept of stasis
- Imperial effects on constitutions
- Revolts and rebellions

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 Eq. (max 5 items)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPHI5909	
Module Title	Tyranny and Revolution in the Ancient World	
Classification	Reading List entry	Electronic*
Essential	Rhodes, P. J. <i>Ancient Democracy and Modern Ideology</i> (London: Duckworth, 2003).	☐
Essential	Syme, R. <i>The Roman Revolution</i> (Oxford: Oxford University Press, 2002).	☒
Further	<i>Origins of Democracy in Ancient Greece</i> , ed. by K.A. Raafaub, J. Ober and R. Wallace (Berkeley: University of California Press, 200).	☒
Further	Pestaña, J.L. 'Ancient Democracy as a Philosophical Problem in Foucault, Castoriadis and Rancière,' <i>Logos (Universidad Complutense De Madrid. Seminario De Metafísica)</i> 51 (2018): 139-56.	☒
Further	Kyriazis, N. and N. Paparrigopoulos. 'War and Democracy in Ancient Greece,' <i>European Journal of Law and Economics</i> 38.1 (2014): 163-183.	☒
Further	Syme, R. <i>Approaching the Roman Revolution</i> (Oxford: Oxford University Press, 2016).	☒

Further	Gray, B.D. <i>Stasis and Stability: Exile, the Polis, and Political Thought, C. 404-146 BC.</i> (Oxford: Oxford Classical Monographs, 2015).	☒
Further	Ober, J. <i>The Athenian Revolution: Essays on Ancient Greek Democracy and Political Theory</i> (Princeton, N.J.: Princeton University Press, 1999).	☐

Module Code	HPHI5912
Title	The Irish Question 1886-1998: from Charles Parnell to the Good Friday Agreement
Date	14/07/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

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

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Document analysis	2500 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

NB Items or parts of items that are not available electronically will be provided as scanned copies by the LRC on the VLE

Module Code	HPHI5912	
Module Title	The Irish Question 1886-1998: from Charles Parnell to the Good Friday Agreement	
Classification	Reading List entry	Electronic*
Essential	J.Bardon, <i>A History of Ulster</i> (Belfast: Blackstaff, 1992)	☐
Essential	D.G. Boyce, <i>The Irish Question in British Politics</i> (London: Macmillan, 1988).	☐
Essential	Charles Townshend, <i>Ireland: The Twentieth Century</i> (London: Bloomsbury, 1999)	☐
Further	T.P. Coogan, <i>Ireland in the Twentieth Century</i> (Dublin: Arrow, 2004)	☐
Further	Richard English, <i>Irish Freedom</i> , (London: Pan, 2007)	☐
Further	D. Fitzpatrick, <i>The Two Irelands 1912-39</i> (Oxford: OUP, 1998).	☐
Further	A. Jackson, <i>Ireland 1798-1998</i> , (Oxford: Blackwell, 1999)	☐
Further	Jeremy Smith, <i>Britain and Ireland: from Home Rule to Independence</i> (London: Longman, 1999)	☐

Module Code	HHP5905
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	HHPH5905	
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)	☒

MODULE CODE: HPRS5053

TITLE: Cross Cultural Ethics: Christian and Islamic Approaches

DATED: 14/10/2017

LEVEL: 5

CREDITS: 20

JACS CODE: V600

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- What is Ethics?
- Christian Approaches to Ethics
 - Scripture
 - Tradition
 - Reason
- Islamic Approaches to Ethics
 - Law / Ethics
 - Methodology of the Shari'ah
 - Sources of Ethics

- Cross-cultural comparisons
 - Meta-Ethics
 - Personal Ethics
 - Political Ethics
 - Sexual Ethics

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam
 ☒ Coursework
 ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements of around 650 words	40%

Assessment Component 2

(Tick one)

☐ Written exam
 ☒ Coursework
 ☐ Practical

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

Assessment Summary

Activity type	Percentage
Portfolio	40%
Written Assessment	60%
TOTAL	100%

If the module is linked to a Professional, Statutory and regulatory Body (PSRB), please provide an explanatory statement.

READING LIST

- Essential Reading: It is expected that the majority will contain no more than 7 items; however there will be instances where no more than 2 items is appropriate. The absolute maximum number of items to be included as essential on a reading list is up to 15 items.
- Further Reading: The absolute maximum number of items to be included as further reading on a reading list is up to 25 items, plus digitised chapters / articles as appropriate and within Copyright Licensing Agency (CLA) guidelines.

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

Module Code	HPRS5902
Title	Theology and Inter-religious Encounter
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To explore the nature of theological approaches to interreligious encounter from within the Christian tradition, and introduce a variety of Christian responses to religious plurality in contemporary society.

LEARNING OUTCOMES

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

- identify the reasons why interreligious encounter is a concern of Christian theology;
- display knowledge of differing theological approaches to aspects of interreligious encounter;
- assess and describe specific characteristics of the main approaches to religious diversity within the Christian tradition.

INDICATIVE CONTENT

- What is interreligious encounter?
- Resources for a Christian response.
 - Scripture.
 - Tradition.
 - Reason.
- Christian Approaches to Interreligious Encounter.
 - Exclusivism.
 - Inclusivism.
 - Pluralism.
 - Particularism.
- Alternative contexts.
 - Practice.
 - Culture.

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
Encyclopedia Article	2,000 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS5902	
Module Title	Theology and Inter-religious Encounter	
Classification	Reading List entry	Electronic*
Essential	Hedges, P & Race, A., <i>SCM Core Text: Christian Approaches to Other Faiths</i> . (London: SCM Press, 2008)	☒
Essential	Knitter, P & Hick, J., <i>The Myth of Christian Uniqueness</i> . (London: SCM Press, 2012)	☐
Essential	D'Costa, G., <i>Christian Uniqueness Reconsidered</i> . (New York: Orbis Books, 1977)	☐
Further	Cohen, C & Numbers R., <i>Gods in America</i> . (Oxford: Oxford University Press, 2013)	☒
Further	Hedges, P., <i>Controversies in Interreligious dialogue and the Theology of Religions</i> . (London: SCM Press, 2010)	☐
Further	Cornille, C., <i>The Impossibility of Interreligious Dialogue</i> . (New York: Crossroads, 2008)	☐
Further	Keller, C & Schenieder L., <i>Polydoxy</i> . (London: Routledge, 2011)	☒
Further	D'Costa, G., <i>The Meeting of Religions and the Trinity</i> . (New York: Orbis Books, 2000)	☐
Further	Griffiths, P., <i>Christianity Through Non-Christian Eyes</i> . (New York: Orbis Books, 1990)	☐
Further	Cheetham, D., <i>Ways of Meeting and the Theology of Religions</i> . (London: Routledge, 2013)	☒

Module Code	HPRS5904
Title	Confessing with Saint Augustine: God and Religion in the Tw the Roman Empire
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	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	HPRS5904	
Module Title	Confessing with Saint Augustine: God and Religion in the Twilight of the Roman Empire	
Classification	Reading List entry	Electronic*
Essential	Augustine, <i>Confessions</i> , trans. Henry Chadwick (Oxford World Classics, 2008).	☐
Essential	Peter Brown, <i>Augustine of Hippo: A Biography</i> (University of California, 2013).	☐
Essential	Augustine, <i>City of God</i> , Book XIX	☒
Further	O'Donnell, <i>Augustine's Confessions: Commentary</i> , vols. 2-3 (OUP, 2012)	☐
Further	Fitzgerald, <i>Augustine Through the Ages: An Encyclopaedia</i> (Eerdmans, 2009).	☐
Further	Rowan Williams, <i>On Augustine</i> (Bloomsbury, 2016).	☒
Further	Robin Lane Fox, <i>Augustine: Conversions and Confessions</i> (Penguin, 2016).	☐
Further	O'Donovan, <i>The Problem of Self-Love in Augustine</i> (Wipf & Stock, 2006).	☐
Further	Burnaby, <i>Amor Dei: A Study of the Religion of St Augustine</i> (Canterbury Press, 2012).	☐

Module Code	HPRS5908
Title	Travelling with Luke: A Journey through Luke-Acts
Date	05/05/2021
Level	5
Credits	20
Pre-Requisites	Introduction to the New Testament

AIM(S)

- To examine the content and context of the Gospel of Luke and the Book of Acts as a two-volume narrative of the history of the early Christian movement.
- To assess critically the significance of these documents as theological narratives in their cultural and socio-historical contexts.

LEARNING OUTCOMES

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

- Evaluate texts from the Gospel of Luke and the Book of Acts in light of their historical function for the early Christ-movement.
- Understand the methodological issues concerning theological and socio-historical-critical interpretations of texts from Luke-Acts.
- Interpret Luke-Acts with the aid of a range of critical methods and approaches.

INDICATIVE CONTENT

- The Gospel of Luke and the Book of Acts in their first-century socio-cultural context
- The structure of Luke-Acts as a narrative unity
- Beginnings: the opening of the Gospel of Luke and its infancy narratives
- The public ministry of the Lukan Jesus
- Disciples and Pharisees
- Jerusalem and the passion narratives
- The ending of the Gospel and the beginning of Acts
- The Spirit at work
- Crossing boundaries in Acts
- The Jerusalem Council and the role of Paul
- The spread of the Christ-movement and the end of Acts

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
Textual analysis	2000 words	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	HPRS5908	
Module Title	Travelling with Luke: A Journey through Luke-Acts	
Classification	Reading List entry	Electronic*
Essential	Balch, David, 'Luke', in <i>Eerdmans Commentary on the Bible</i> , in eds. James D.G. Dunn and John W. Rogerson (Grand Rapids: W.B. Eerdmans, 2021), 1082-139.	☐
Essential	Carey, Greg, <i>Luke: An Introduction and Study Guide</i> (London: Bloomsbury T&T Clark, 2017).	☒
Essential	Matthews, Shelly, <i>The Acts of the Apostles: An Introduction and Study Guide</i> (London: Bloomsbury T&T Clark, 2017).	☒
Essential	Shillington, V.G., <i>An Introduction to the Study of Luke-Acts</i> (London: Bloomsbury T&T Clark, 2015).	☒
Further	Alexander, Loveday, <i>The Preface to Luke's Gospel: Literary Convention and Social Context in Luke 1:1-4</i> (Cambridge: Cambridge University Press, 1993).	☒
Further	Brown, Raymond E., <i>The Birth of the Messiah: A Commentary on the Infancy Narratives</i> (3 rd edition; New Haven: Yale University Press, 2007).	☐

Further	Green, Joel B., <i>The Gospel of Luke</i> (Grand Rapids: W.B. Eerdmans, 1997).	☒
Further	Hatina, Thomas R., <i>Biblical Interpretation in Early Christian Gospels: Luke</i> (London: Bloomsbury, 2010).	☒
Further	Johnson, Luke T., <i>The Acts of the Apostles</i> , Sacra Pagina (Liturgical Press, 1997).	☒
Further	Marguerat, Daniel, <i>The First Christian Theologian: Writing 'the Acts of the Apostles'</i> (Cambridge: Cambridge University Press, 2009).	☒
Further	Tyson, Joseph B., <i>Images of Judaism in Luke-Acts</i> (Columbia: University of South Carolina Press, 2010).	☐
Further	Wolter, Michael, <i>The Gospel according to Luke</i> , 2 volumes (Waco: Baylor University Press, 2017, 2018).	☐

LEVEL 6

Module Code	HPCS6014
Title	Representations of Brittany
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an overview of the way Brittany has been represented in texts and visual culture from 1789 to today, and discuss key themes and theoretical frameworks that may be employed when studying representations of Brittany, drawing appropriate comparison with other Celtic cultures such as Wales (e.g. Romanticism, Modernism, post-colonialism, translation studies).

LEARNING OUTCOMES

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

- possess a critical knowledge of the cultural history of Brittany from 1789 to the present, with particular emphasis on literature, sociolinguistics, or visual art;
- be able to critically analyse and evaluate various representations of Brittany;
- be able to present their understanding and knowledge of key aspects of these representations in written coursework.

INDICATIVE CONTENT

- This is an interdisciplinary module that examines Brittany from various perspectives, including literature, visual culture and politics. The approach will naturally be comparative (with other Celtic cultures and other aspects of French culture). Students are not expected to read French or Breton as the texts will be studied in English translation.
- Different literary representations of Brittany will be explored through analysis of selected extracts from texts ranging in date from 1828 to 1975, and in *genre* from the Realist novel to symbolist poetry and *bande dessinée*. The notion from literary criticism of place as a textual construct will be introduced.
- Brittany will be introduced both as a region within France and in a Celtic context. Students will begin by studying the Romantic discovery of Celts (using a comparative pan-Celtic, pan-European approach to Romanticism, and tracing this to present-day neo-Romanticism). Next representations of Brittany by outsiders will be analysed, including texts by Balzac (*Les Chouans*), and travel writing (extracts by Welsh travellers from *The Turn of the Ermine*). The key theme (arguably a cliché) of death will be discussed through analysis of texts by Le Braz and Villiers de l'Isle-Adam, and comparison with visual art. Similarly the idea of Brittany being inherently poetic will be scrutinized through analysis of poems by Tristan Corbière, contrasted with Brizeux, La Villemarqué and Anjela Duval.

- From the perspective of politics, the theoretical framework of post-colonialism will be presented, and its adoption by Breton activists will be traced. Brittany's political awakening in the twentieth century will be discussed, with particular reference to its cultural manifestations. The framework of postcolonialism will be critically evaluated.

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	3000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3000 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	HPCS6014	
Module Title	Representations of Brittany	
Classification	Reading List entry	Electronic*
Essential	Balzac, Honoré de, <i>Les Chouans</i> (Paris: Pocket, 1998), available in various English translations e.g. Penguin Classics, trans. M.A. Crawford (1972), or online, Project Gutenberg, trans. Katharine Prescott Wormeley http://onlinebooks.library.upenn.edu/webbin/gutbook/lookup?num=1921	☒
Essential	Corbière, Tristan, <i>Les Amours jaunes</i> (Paris: Gallimard, 1973), <i>These Jaundiced Loves</i> , trans. Christopher Pilling (Calstock: Peterloo Poets, 1995). A good selection is available here https://www.poetryintranslation.com/PITBR/French/CorbierSelectedPoems.php#anchor_Toc39568545 translated by A. S. Kline © Copyright 2020. If you can read French the original is available here http://www.gutenberg.org/ebooks/16883	☒
Essential	Duval, Anjela, her poetry as well as articles discussing her work are available here https://www.anjela.org/oberenn/?lang=en	☒
Essential	Renan, Ernest, <i>Souvenirs d'enfance et de jeunesse</i> (Paris: Pocket, 1992), various English translations, <i>Recollections of my Youth</i> available cheaply on Amazon, and online via Project Gutenberg https://www.gutenberg.org/files/12748/12748-h/12748-h.htm	☒
Essential	Villiers de l'Isle-Adam, 'L'Intersigne', in <i>Contes cruels</i> , or <i>Cruel Tales</i> trans. Robert Boldick, with an introduction by A.W. Raitt (Oxford: Oxford University Press, 1963, 1985). Digitized, on moodle.	☒
Essential	Le Braz, Anatole, <i>La Légende de la mort en basse-Bretagne</i> (1893), <i>Dealings with the Dead: Narratives from 'La Légende de la mort en Basse Bretagne</i> , trans. A.E. Whitehead (London: Redway, 1898), available on Amazon, and online via Internet Archive https://archive.org/details/DealingsWithTheDead_201902/page/n13/mode/2up	☒
Further	Blin-Rolland, Armelle, 'Adapting Brittany: The Ker-Is Legend in Bande Dessinée', <i>European Comic Art</i> 10: 1 (2017), p.58-73 DOI:10.3167/eca.2017.100106	☒
Further	Brown, Terence, (ed) <i>Celticism</i> (Amsterdam: Rodopi, 1996)	☐
Further	Coughlin, Maura, 'Sites of absence and presence: tourism and the morbid material culture of death in Brittany', in <i>Death Tourism: Disaster Sites as Recreational Landscape</i> ,	☐

	ed. Brigitte Sion (Chicago: University of Chicago Press, 2014), pp. 183-204	
Further	Coughlin, Maura, 'The Spectacle of piety on the Brittany coast', <i>Event Management</i> 14: 4 (2010), 287-300 https://doi.org/10.3727/152599510X12901814777989	☒
Further	Denez, Per, <i>Brittany: A Language in Search of a Future</i> (Brussels: European Bureau for Lesser Used Languages, 1998)	☐
Further	deSaussure, Annie, 'Conflicts in <i>Bretagnes</i> : Identity Politics and Literary Networks in the Postwar Breton Movement(s)', <i>Journal of the Western Society for French History</i> 42 (2014), Permalink: http://hdl.handle.net/2027/spo.0642292.0042.014	☒
Further	Evans, David and Heather Williams (eds), <i>Nottingham French Studies</i> 60:2 (July 2021), special issue on Brittany and World literature.	☒
Further	Gemie, Sharif, <i>Brittany, 1750-1950: The Invisible Nation</i> (Cardiff: University of Wales Press, 2007)	☐
Further	Gemie, Sharif, <i>Brittany, 1750-1950: The Invisible Nation</i> (Cardiff: University of Wales Press, 2007)	☐
Further	Gibson, Jacqueline and Gwyn Griffiths, <i>The Turn of the Ermine: An Anthology of Breton Literature</i> (London: Francis Boutle, 2006)	☐
Further	Hincks, Rhisiart, 'The Breton Language in the Nineteenth Century', <i>Language and Community in the Nineteenth Century</i> , ed. Geraint H. Jenkins (Cardiff: University of Wales Press, 1998)	☐
Further	Hoare, Rachel, 'An integrative approach to language attitudes and identity in Brittany', <i>Journal of Sociolinguistics</i> 5:1 (2001), 73-84 https://onlinelibrary.wiley.com/doi/epdf/10.1111/1467-9481.00138?saml_referrer	☒
Further	Jones, Mari C., 'At what price language maintenance?: standardization in modern Breton', <i>French Studies</i> , 49: 4 (1995), 424-438, https://doi.org/10.1093/fs/XLIX.4.424	☒
Further	Jones, Mari C., 'Death of a Language, Birth of an Identity: Brittany and the Bretons', <i>Language Problems and Language Planning</i> , 22:2 (1998), 129-42	☐
Further	Koch, John T. (ed), <i>Celtic Culture: A Historical Encyclopedia</i> , 5 vols (Santa Barbara: ABC-CLIO, 2006)	☐
Further	Piette, Gwenno, <i>A Concise History of Brittany</i> (Cardiff: University of Wales Press, 2008)	☐
Further	Reece, Jack E., <i>The Bretons against France: Ethnic minority nationalism in twentieth-century Brittany</i> (Chapel Hill: University of North Carolina Press, 1977)	☐

Further	Sims-Williams, Patrick, 'Celtomania and Celtoscepticism', <i>Cambrian Medieval Celtic Studies</i> , 36 (1998), 1-35	☐
Further	Timm, Leonora, 'Ethnic Identity and Minority Language Survival in Brittany', in C.C. O'Reilly (ed) <i>Language, Ethnicity and the State</i> (London: Palgrave Macmillan, 2001), pp. 104-127 https://doi.org/10.1057/9780230504639_6	☒
Further	Williams, Heather, 'Séparisisme or internal colonialism', in <i>Francophone Postcolonial Studies: A critical introduction</i> , ed. by Charles Forsdick and David Murphy (London: Arnold, 2003), pp.102-11. Reprinted 2014.	☐
Further	Williams, Heather, <i>Postcolonial Brittany: Literature Between Languages</i> (Oxford, Peter Lang, 2007)	☐
Further	Williams, Heather, 'Between French and Breton: the politics of translation', <i>Romance Studies</i> , 27:3 (2009), 223–233	☐
Further	Williams, Heather, "'Me zo bet sklav": African Americans and Breton Literature', <i>Comparative American Studies</i> , 8:2 (2010), 126-39	☐
Further	Williams, Heather, 'Travelling Ideas Between Wales and Brittany', <i>VTU Review: Studies in the Humanities and Social Sciences</i> "St. Cyril and St. Methodius" University of Veliko Tarnovo, 2:1 (2018), 47-54, http://journals.uni-vt.bg/vtureview/eng/vol2/iss1/7	☒
Further	Young, Patrick, <i>Enacting Brittany: Tourism and Culture in Provincial France, 1871-1939</i> (London: Routledge, 2012)	☐

Module Code	HPCS6015
Title	Celtic Sanctity and Spirituality: Hagiography and Saints' Cult
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, historical and theological importance of a selection of medieval hagiographical texts relating to the Celtic regions and encourage them to critically evaluate the main theories and concepts that have been proposed in relation to these texts.

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 hagiographical texts relating to the Celtic regions;
- 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 detailed knowledge of key aspects of these texts in coherent written coursework.

INDICATIVE CONTENT

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

toponymic evidence, church dedications, relics, oral traditions and visual representations.

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	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	HPCS6015	
Module Title	Celtic Sanctity and Spirituality: Hagiography and Saints' Cults	
Classification	Reading List entry	Electronic*
Essential	Stephen Boardman, John Reuben Davies and Eila Williamson (eds), <i>Saints' Cults in the Celtic World</i> (Woodbridge: Boydell Press, 2009)	☐
Essential	Jane Cartwright (ed.), <i>Celtic Hagiography and Saints' Cults</i> (Cardiff: University of Wales Press, 2003)	☐
Essential	Jane Cartwright, <i>Feminine Sanctity and Spirituality</i> (Cardiff: University of Wales Press, 2008)	☐
Essential	Wendy Davies, 'The Myth of the Celtic Church' in N. Edwards and A. Lane (eds), <i>The Early Church in Wales and the West</i> (Oxford: Oxbow Monographs 16, 1992), 12-21.	☒
Essential	Saints in Wales website www.welshsaints.ac.uk	☒
Essential	S. Baring-Gould and J. Fisher, <i>The Lives of the British Saints</i> , 4 vols (London, Cymmrodorion, 1907-13).	☒
Essential	Barry Lewis (ed. and tran.), <i>Medieval Welsh Poems to Saints and Shrines</i> (Dublin: Dublin Institute for Advanced Studies, 2015)	☐
Further	A. Berghölm, <i>Understanding Celtic Religion Revisiting the Pagan Past</i> (Cardiff: university of Wales Press, 2015)	☒
Further	Steve Boardman, 'The Survey of Dedications to Saints in Medieval Scotland', <i>The Innes Review</i> 59 (2) (2008, 189-191	☒
Further	Ian Bradley, <i>Celtic Christianity: Making Myths and Chasing Dreams</i> (Edinburgh: Edinburgh University Press, 1999)	☐
Further	Dauit Broun and Thomas Owen Clancy, <i>Spes Scotorum: Hope of Scots; Saint Columba, Iona and Scotland</i> (Edinburgh: T & T. Clark, 1999)	☐
Further	Jane Cartwright, <i>Feminine Sanctity and Spirituality</i> (Cardiff: University of Wales Press, 2008)	☐
Further	Jane Cartwright, <i>The Cult of St Ursula and the 11,000 Virgins</i> (Cardiff: University of Wales Press, 2016)	☒
Further	Thomas Charles-Edwards, <i>Early Christian Ireland</i> (Cambridge: Cambridge University Press, 2000)	☒
Further	Oliver Davies and Thomas O'Loughlin, <i>Celtic Spirituality</i> (New York: Paulist Press, 1999)	☐
Further	Peter B. Ellis, <i>The Druids</i> (London: Constable, 1994)	☒
Further	Miranda Green, 'The Druids in Classical Literature' in Miranda Green, <i>Exploring the World of the Druids</i> (London: Thames and Hudson, 1997), 39-53	☒

Further	David Howlett, <i>Muichú Moccu Macthéni'r 'Vita Sancti Patricii' Life of Saint Patrick</i> (Dublin: Four Courts Press, 2006)	☐
Further	Karen Jankulak, <i>The Medieval Cult of St Petroc</i> (Woodbridge: Boydell, 2000)	☐
Further	T. O'Loughlin, <i>St Patrick: The Man and His Works</i> (London: The Triangle, 1999)	☐
Further	A. W. Wade-Evans (ed.and trans.) <i>Vitae Sanctorum Britanniae et Genealogiae</i> (Cardiff: University of Wales Press, 1944).	☐
Further	Jane Webster, 'A Dirty Window on the Iron Age? Recent Developments in the Archaeology of Pre-Roman Celtic religion' in K. Ritari and A. Bergholm (eds), <i>Understanding Celtic Religion Revisiting the Pagan Past</i> (Cardiff: University of Wales Press, 2015), 121-154	☒
Further	J. Wyn Evans and Jonathan Wooding (eds), <i>St David of Wales: Cults, Church and Nation</i> (Woodbridge: The Boydell Press, 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	HPCS6017
Title	Welsh and Celtic Place-Names
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to the distribution and characteristics of Celtic place-naming across Europe, with special emphasis on Wales, and develop students' understanding of the contribution that place-name analysis can make to a range of historical and linguistic studies

LEARNING OUTCOMES

Upon successful completion of this module, the student should:

- understand the geography of Celtic place-names and with a wide range of name-types from Wales and beyond;
- have a critical understanding of the analytical techniques of place-name research;
- know how such research has been deployed to address a range of linguistic and historical questions, and demonstrate an ability critically to evaluate secondary literature on these topics.

INDICATIVE CONTENT

This module will introduce students to Celtic place-names and their study. It will explore the different types of name and some of the vocabulary used across the wide area where Celtic languages were once spoken. There will be a particular focus on Britain and Ireland and especially on the medieval and modern place-names of Wales, and how they can be used to enhance the study of Welsh language, landscape and culture. Other topics covered will include:

- the nature and distribution of Celtic names in Roman-period sources
- Irish place-names
- Cornish place-names
- the survival of Celtic names in England
- P-Celtic and Q-Celtic in Scotland
- saints and place-names
- Vikings and Celtic place-names.

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	2,000 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

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	HPCS6017	
Module Title	Welsh and Celtic Place-Names	
Classification	Reading List entry	Electronic*
Essential	Gelling, M., <i>Signposts to the Past</i> , 3rd edn (Chichester: Phillimore, 1997).	☐
Essential	Owen, H. W., and R. Morgan, <i>Dictionary of the Place-Names of Wales</i> (Llandysul: Gomer, 2007).	☐
Further	Falileyev, A., <i>Dictionary of Continental Celtic Place-Names</i> (Aberystwyth: CMCS, 2010).	☐
Further	Flanagan, D. and L., <i>Irish Place Names</i> (Dublin: Gill and MacMillan, 1994).	☐
Further	Koch, J. T., <i>An Atlas for Celtic Studies</i> (Oxford: Oxbow, 2007).	☐
Further	Nicolaisen, W. F. H., <i>Scottish Place-Names</i> , 2nd edn (Edinburgh: John Donald, 2001).	☐
Further	Padel, O. J., <i>A Popular Dictionary of Cornish Place-Names</i> (Penzance: Alison Hodge, 1988).	☐
Further	Pierce, G. O., <i>Place-Names in Glamorgan</i> (Cardiff: Merton Priory Press, 2002).	☐
Further	Pierce, G. O., 'Place-names', in <i>Settlement and Society in Wales</i> , ed. D. H. Owen (Cardiff: University of Wales Press, 1989), 73–94.	☐
Further	Rivet, A. L. F., and C. Smith, <i>The Place-Names of Roman Britain</i> (London: Batsford, 1979).	☐
Further	Sims-Williams, P., <i>Ancient Celtic Place-Names in Europe and Asia Minor</i> (Oxford: Philological Society, 2006).	☐

Module Code	HPCS6018
Title	Welsh Medieval Praise Poetry
Date	14/07/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an understanding of the content, genres and context of the poetry associated with the medieval professional praise poets in Wales, from the Age of the Princes (c.1100–1282) to the end of the fifteenth century, through a detailed study of individual poems

LEARNING OUTCOMES

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

- demonstrate a coherent knowledge and critical understanding and appreciation of a selection of poems composed by medieval Welsh professional praise poets and demonstrate an ability to critically evaluate and analyze the hypotheses about these texts in key secondary sources;
- demonstrate a critical understanding of the medieval Welsh professional poet's craft and critically analyze his role in society;
- have coherent knowledge of the range of manuscript sources for medieval Welsh poetry and how to access them and have basic palaeographical skills, and an understanding of the changing styles between the 12th and 15th centuries.

INDICATIVE CONTENT

The module will be based on eight units, each focusing on one specific poem to explore a particular aspect or theme: e.g. elements of praise, the poet-patron relationship, the medieval manuscript, elegy, love poetry, satire, the gentleman-patron. Each poem will be provided with notes giving its manuscript and historical context, and with an English translation: no previous knowledge of Welsh is required (however, support will be given if a student wishes to gain an understanding of the original Welsh text; and if students are competent Welsh readers, further items can be suggested in the bibliography).

The majority of Welsh poets in the medieval period were professional poets who sang the praises of the members of the Welsh ruling classes and their families (including their daughters or wives). During the Age of the Princes, between c.1100 and 1282, their patrons were the princes of the Welsh courts and members of their families; by the fourteenth and fifteenth centuries, following the Edwardian Conquest of 1282 and the demise of the last prince of independent Wales, the poets would find patronage at the homes of the gentry. Whereas, in the earlier period, the lives of the heroic patrons were very much idealized, as was the relationship between the poet and his patron-prince, by the later period there is much more emphasis on the actual lives of the patrons, and the poetry is therefore an important source for the study of

material culture in Wales. Similarly, whereas the earlier poetry was kept in prestigious manuscripts, finely produced at important centres of learning (Cistercian monasteries, etc.), by the later period, with the spread of literacy, poetry is often preserved in multiple copies of varying quality, sometimes written down by the poet himself at a patron's home.

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
Commentary	2500 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

N.B. Essential reading chapters will be provided as scanned copies via the UWTSD LRC.

Module Code	HPCS6018	
Module Title	Welsh Medieval Praise Poetry	
Classification	Reading List entry	Electronic*
Essential	Andrews, Rhian, 2007. <i>Welsh Court Poems</i> . Cardiff: University of Wales Press.	☐
Essential	Huws, Daniel, 2000. <i>Medieval Welsh Manuscripts</i> . Cardiff: University of Wales Press and the National Library of Wales.	☐
Essential	Jarman, A.O.H and Hughes, Gwilym Rees (eds.) (1976) <i>A Guide to Welsh Literature, i</i> . Swansea: Christopher Davies.	☐
Essential	Jarman, A.O.H and Hughes, Gwilym Rees (eds.) (1997) <i>A Guide to Welsh Literature, ii: 1282–</i>	☐

	c. 1550. Second edition, revised by D. Johnston. Cardiff.	
Essential	Johnston, D. (1994), <i>The Literature of Wales</i> . Cardiff: University of Wales Press.	☐
Essential	Williams, J. E. Caerwyn (1997), <i>The Court Poet in Medieval Wales: An Essay</i> . Lampeter: Edwin Mellon Press.	☐
Further	Gwefan Dafydd ap Gwilym / Dafydd ap Gwilym Website: < www.dafyddapgwilym.net >	☒
Further	Gwefan Guto'r Glyn / Guto'r Glyn Website: < www.gutoglyn.net >	☒

Module Code	HPCS6023
Title	Cornwall without Cornish
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an overview of the death of Cornish as a living community language and subsequent attempts at reviving it, and familiarise students with non-linguistic features which contribute towards the maintenance of a distinct Cornish identity today

LEARNING OUTCOMES

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

- demonstrate a critical knowledge of the sequence of events leading up to the death of Cornish as a living community language and attempts at revival from then until the present day;
- critically evaluate the importance of the Cornish language to a separate Cornish identity;
- identify factors other than the Cornish language which contribute towards a distinct Cornish identity today;
- critically compare the current situation in Cornwall with that of the other Celtic countries in general, and the Isle of Man in particular.

INDICATIVE CONTENT

This module will begin by looking at the state of the Cornish language in the 17th and 18th centuries via contemporary texts marking its decline, from Richard Carew's Survey of Cornwall to William Bodinar's letter. Attention will then be drawn to attempts at documenting and reviving the language through the 19th and 20th centuries until the present day, and the 'survival' of the Cornish language in Cornwall's place-names. Non-linguistic features and symbols such as the landscape, mining and fishing industries and use of the Flag of St Piran will be examined, as well as developments in the political field such as the establishment of Mebyon Kernow, the Cornish Constitutional Convention and the recognition in 2014 of the Cornish as a minority ethnic group in the UK. The linguistic and non-linguistic strands will then be brought together to consider the relative strength of Cornish identity today.

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	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

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	HPCS6023	
Module Title	Cornwall without Cornish	
Classification	Reading List entry	Electronic *
Essential	Ellis, Peter Berresford. <i>The Cornish language and its literature</i> (London: Routledge and Kegan Paul) 1974	☐
Essential	Padel, Oliver. <i>The Cornish writings of the Boson family: Nicholas, Thomas and John Boson of Newlyn, circa 1660 to 1730</i> (Redruth: Institute of Cornish Studies) 1975	☐
Essential	Payton, Philip. <i>A Vision of Cornwall</i> , (Fowey: Alexander Associates) 2002	☐

Essential	<i>Devolution for One and All: Governance for Cornwall in the 21st Century</i> (Truro: Cornish Constitutional Convention) 2002 http://www.cornishassembly.org/DevolutionOne&All.pdf	☒
Essential	<i>The Case for Cornwall: Cornwall's response to the Government's Devolution White Paper</i> (Truro: Cornish Constitutional Convention) 2003 http://www.cornishassembly.org/CaseForCornwall.pdf	☒
Essential	Williams, Derek. R. <i>A strange and unquenchable race: Cornwall and the Cornish in quotations</i> (Truro: Truran) 2006	☐
Further	Ball, Martin. J. and Fife, James. (eds.) <i>The Celtic Languages</i> (London: Routledge) 2002	☐
Further	Buckley, J. A. <i>The Cornish mining industry: a brief history</i> , (Penryn, Tor Mark) 1992	☐
Further	<i>Cornish granted minority status within the UK.</i> (H.M. Treasury Press Release) 2014 https://www.gov.uk/government/news/cornish-granted-minority-status-within-the-uk	☒
Further	Chynoweth, John. Orme, Nicholas & Walsham, Alexandra (eds) <i>The Survey of Cornwall by Richard Carew</i> , (Exeter: Devon and Cornwall Record Society) 2004	☐
Further	Gendall, Richard. <i>A student's grammar of late and modern Cornish</i> , (Liskeard: Teere ha Tavaz) 2004	☐
Further	Halliday, F.E. <i>A history of Cornwall</i> , (Thirsk: House of Stratus) 2001	☐
Further	Hamilton-Jenkin, A.K. <i>Cornwall and its People</i> (Newton Abbott: David & Charles) 1988	☐
Further	Jenner, Henry. <i>A handbook of the Cornish language: chiefly in its early stages with some account of its language and literature</i> , (New York: AMS Press) 1982	☐
Further	Lhuyd, Edward. <i>Archaeologia Britannica: an account of the languages, histories and customs of the original inhabitants of Great Britain</i> (Shannon: Irish University Press) 1971	☐
Further	MacAulay, Donald (ed), <i>The Celtic Languages</i> (Cambridge: CUP) 1992	☐
Further	Padel, O. J. <i>A popular dictionary of Cornish place-names</i> (Penzance: Alison Hodge) 1988	☐
Further	Payton, Philip. <i>Cornwall: A history</i> , (Fowey, Cornwall Editions) 2004	☐
Further	Price, Glanville. <i>The languages of Britain</i> , (London: Edward Arnold) 1984	☐
Further	Smart, Dave. <i>The Cornish fishing industry: a brief history</i> , (Penryn: Tor Mark) 1992	☐

Module Code	HPHI6027
Title	<i>Gwlad, gwlad: Aspects of Welsh History 1200 to the present</i>
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To encourage students to acquire a broad knowledge and understanding of a selection of key events and themes that emerge from a study of Wales 1200 to the present and how change and transition can be identified and evaluated, and to enable students to understand the historiographical developments that have influenced approaches to the history of Wales and how Welsh history has been interpreted from different viewpoints.

LEARNING OUTCOMES

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

- demonstrate a knowledge and understanding of the history of Wales since 1200, through the experience of different communities during periods of major change and transition;
- demonstrate an ability to recognise and critically evaluate the impact of change on Welsh society and how Welsh people responded to cultural, political and/or economic changes over time;
- demonstrate an ability to critically evaluate different historiographical interpretations relating to key events and themes that emerge from the history of Wales between 1200 and the present.

INDICATIVE CONTENT

- The module consists of a broad study looking at a selection of key events, personages and major historical themes and concepts that emerge from a study of Wales between 1200 and the present day.
- The module will begin in 1200 when Llywelyn ap Iorwerth (Llywelyn Fawr/the Great) became sole ruler of Gwynedd. This period was one of the most momentous in the history of Wales since it was the time when the idea of Wales as a nation-state, as a single political entity, was founded. It saw the emergence of the leadership of the ruling dynasty of Gwynedd, and its attempts to put that notion of a single nation into practice. The successes and failures of the careers of Llywelyn ap Iorwerth (c. 1173-1240) and his grandson Llywelyn ap Gruffudd (1223-1282) will be considered, how the Welsh responded to these figureheads (e.g. in medieval literature) and how the Welsh princes remain crucially important and highly emotive symbols for the struggle for Welsh independence. We will also consider what life was like for medieval women in this period and how aristocratic women, such as the daughters of Llywelyn ap Iorwerth, also took political actions to safeguard themselves and their families' interests.

- The module will also consider the influence of religion on Welsh society and how key events and movements led to significant developments and change. It will consider the role played by the Cistercian monastic order and its political allegiances as well as its influence on Welsh culture. Pilgrimage and the response to the Protestant Reformation will be discussed as well as the significance of translating the Bible into Welsh in the sixteenth century.
- Discussion of Tudor Wales will consider the Welsh roots of Henry VII and the importance of Bosworth, the impact and changes on Wales throughout the reign of the Tudors and the development of modern Welsh society.
- Significant changes that affected Wales such as the eighteenth-century Methodist revival and the rise of the British Empire in the nineteenth century will provide a backdrop for the study of modern Wales. Focus on the modern period will include scrutiny of Welsh mining communities and examining the myths and realities around life in the coalfields, including the militancy of mining unions and the impact of change and slow decline. The impact of fighting 'Total War' will then be analysed around pro and anti-war sentiments during 1914-18 that emerged out of a pervading liberal and Nonconformist backdrop. Through the inter-war years, the changing make up and fabric of Welsh communities from all parts of the principality will be examined around the subject of custom, family, and popular culture, at a time of economic fluctuation and instability. Following this, the module will examine the impact of fighting World War Two on the social and economic life of Wales.
- The post-war period will be studied through the themes of change and the unravelling of old certainties around issues relating to class, culture, consumerism, and 'the Welsh way of life'. The final themes will look at the rise of nationalism and the significance of the Welsh language in the political, social, and cultural life of Wales, leading to a study of political change and developments around devolution, and the place of Wales within the modern United Kingdom and Europe. Key events to be studied here include protests at Pen-y-bont (1936) and the founding of Plaid Cymru and subsequently the Welsh language Society, the flooding of Capel Celyn (Tryweryn), the Aberfan disaster (1966), the Investiture of Prince Charles at Caernarfon (1969), the campaign for a Welsh-medium television channel and the effect of this on Welsh culture, the establishment of the Senedd and changing attitudes towards the Welsh language.

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
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

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	HPHI6027	
Module Title	<i>Gwlad, gwlad: Aspects of Welsh History 1200 to the present</i>	
Classification	Reading List entry	Electronic*
Essential	A. D. Carr, <i>Llywelyn ap Gruffudd</i> (Cardiff: University of Wales Press, 1982)	☐
Essential	John Davies, <i>A History of Wales</i> (London: Penguin Books, 1994)	☐
Essential	Richard King, <i>Brittle with Relics: A History of Wales, 1962-97</i> (London: Faber and Faber, 2022)	☐
Essential	Kenneth O. Morgan, <i>Rebirth of a Nation: Wales 1880–1980</i> (Oxford: Oxford University Press, 1981)	☐
Essential	Huw Pryce, <i>Writing Welsh History: From the Early Middle Ages to the Twenty-First Century</i> (Oxford: Oxford University Press, 2022)	☐
Essential	J. Beverley Smith, <i>Llywelyn ap Gruffudd</i> (Cardiff: University of Wales Press, 1998)	☐
Further	Janet Burton and Karen Stöber (eds), <i>Monastic Wales: New Approaches</i> (Cardiff: University of Wales Press, 2013)	☐

Further	Russell Davies, <i>Peoples, Places, Passions in Wales, 1870-1945</i> (Cardiff: University of Wales Press, 2015)	☐
Further	Trevor Herbert et al., (eds) <i>Wales between the Wars</i> (Cardiff: University of Wales Press, 1988)	☐
Further	Dafydd Jenkins, <i>The Law of Hywel Dda: Law Texts of Medieval Wales</i> (Llandysul: Gwasg Gomer 1986)	☐
Further	David Jones (ed.), <i>A History of Christianity in Wales</i> (Cardiff: University of Wales Press, 2022)	☐
Further	Gareth Elwyn Jones, <i>Modern Wales</i> . (Cambridge: Cambridge University Press, [2nd ed] 1994).	☐
Further	Gareth Elwyn Jones, <i>Tudor Wales</i> (Llandysul: Gomer, 1986).	☐
Further	Gareth Elwyn Jones, Gareth E (ed). <i>A History of Education in Wales</i> (Cardiff: University of Wales Press, 2003)	☐
Further	K. Hurlock, <i>Medieval Welsh Pilgrimage, c. 1100-1500</i> (New York: Palgrave Macmillan, 2018)	☐
Further	Kenneth O. Morgan, <i>Modern Wales; Politics, Places and People</i> , (Cardiff: University of Wales Press, 1995).	☐
Further	Huw Pryce (ed.), <i>The Acts of the Welsh Rulers, 1120-1283</i> (Cardiff: University of Wales Press, 2010)	☐
Further	G. Richards, <i>Welsh Noblewomen in the Thirteenth Century: An Historical Study of Medieval Welsh Law and Gender Roles</i> (Lampeter: Edwin Mellen, 2009)	☐
Further	Dai Smith, <i>Wales: A Question of History</i> (Bridgend: Seren, 1999).	☐
Further	Roger Turvey, <i>Llywelyn the Great</i> (Llandysul: Gomer Press, 2007)	☐
Further	Dai Smith, <i>A People and a Proletariat: Essays in the History of Wales, 1780-1980</i> (Pluto Press in association with Llafur, the Society for the Study of Welsh Labour History, 1980)	☐
Further	Gwyn Alf Williams, <i>When Was Wales</i> (London: Penguin 1985)	☐
Further	John L. Williams, <i>Was Wales Industrialised? Essays in Modern Welsh History</i> (Llandysul: Gomer Press, 1995).	☐

Module Code	HHP6902
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	HHP6904
Title	God and the World: The Cosmos in Religious & Ethical Persp
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To introduce students to major thinkers on the relationship between God and the world and read key texts on the religious and moral significance of the world and its order.
- To survey key debates on God's relation to the world and evaluate its significance.

LEARNING OUTCOMES

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

- Critically consider leading figures on the question in philosophy and theology.
- Analyse key disputes about God & the World in different eras.
- Outline key concepts informing thought on the creation of the world, the natural order, and its moral and religious significance.
- Critically assess the logics used to describe differentiate and relate the transcendent to the immanent.

INDICATIVE CONTENT

- The nature of the knowledge of God, and how human language refers to the transcendent.
- Survey different perspectives on whether, or in what manner, the created order reveals God.
- Examination of various traditions on the origin of the universe.
- Discussion of the "natural order", and the nature of God's agency within that order.
- Exploration of the moral and ethical significance of nature in a variety of different intellectual traditions.

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	HPHP6904	
Module Title	God and the World: The Cosmos in Religious & Ethical Perspective	
Classification	Reading List entry	Electronic*
Essential	Anselm, <i>Monologion</i> . Available Online.	☒
Essential	Aquinas, <i>Summa Contra Gentes</i> . Available Online.	☒
Essential	Aquinas, <i>Summa Theologica</i> . Available Online.	☒
Further	Bonaventure, <i>Breviloquium</i> (St Bonaventure University, 2005).	☐
Further	Richard of St Victor, <i>On the Trinity</i> (Cascade, 2011).	☐
Further	Duns Scotus, <i>De Primo Principio</i> . Available Online.	☐
Further	Abu Isa al-Warraq, "Against the Trinity" in <i>Anti-Christian Polemic in Early Islam</i> (Cambridge University Press, 1992).	☐
Further	<i>The Philosophy and Theology of Averroes</i> . Available Online.	☐
Further	David Burrell, <i>Knowing the Unknowable God: Ibn Sina, Maimonides, Aquinas</i> (University of Notre Dame, 1987).	☐
Further	van Nieuwenhove, <i>An Introduction to Medieval Theology</i> (Cambridge University Press, 2012).	☐

Module Code	HPPH6905
Title	The Ethics of Violence
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To engage students in a critical analysis of the ethics of violence.

LEARNING OUTCOMES

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

- Demonstrate the ability to understand and critically analyse key concepts and arguments in the ethics of violence;
- Demonstrate the ability to apply ethical theory in the critical analysis of 'real world' accounts of violence.

INDICATIVE CONTENT

- The Ethics of War
- The Use of Artificial Intelligence in War
- Violence in Popular Culture
- The Ethics of Torture

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	HPPH6905	
Module Title	The Ethics of Violence	
Classification	Reading List entry	Electronic*
Essential	Orend, B. 'War' in <i>The Stanford Encyclopedia of Philosophy</i> (Stanford, CA: Stanford University Press, 2008)	☒
Essential	Nagel, T. 'War and Massacre', <i>Philosophy and Public Affairs</i> , 1:2 (Winter, 1972)	☒
Essential	Moseley, Alexander, 'The Philosophy of War,' <i>Internet Encyclopedia of Philosophy</i>	☒
Further	Norman, R. <i>Ethics, Killing and War</i> , (Cambridge: University of Cambridge, 1995)	☐
Further	Walzer, M. <i>Just and Unjust Wars</i> , (Oxford: Clarendon Press, 2009)	☐
Further	Anscombe, G.E.M, 'War and Murder', in <i>Nuclear Weapons: A Catholic Response</i> , ed. by W. Stein (London and New York, 1961)	☒
Further	McMahan, J. <i>Killing in War</i> , (Oxford: Oxford University Press, 2009)	☐
Further	Leveringhaus, A. <i>Ethics and Autonomous Weapons</i> , (Oxford: Palgrave Pivot, 2015)	☐

Module Code	HPRS6902
Title	Theology and Inter-religious Encounter
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To explore the nature of theological approaches to interreligious encounter from within the Christian tradition.
- To introduce a variety of Christian responses to religious plurality in contemporary society.

LEARNING OUTCOMES

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

- Identify and critically discuss the reasons why interreligious encounter is a concern of Christian theology;
- display critical knowledge of differing theological approaches to aspects of interreligious encounter;
- critically assess and describe specific characteristics of the main approaches to religious diversity within the Christian tradition.

INDICATIVE CONTENT

- What is interreligious encounter?
- Resources for a Christian response.
 - Scripture.
 - Tradition.
 - Reason.
- Christian Approaches to Interreligious Encounter.
 - Exclusivism.
 - Inclusivism.
 - Pluralism.
 - Particularism.
- Alternative contexts.
 - Practice.
 - Culture.

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
Encyclopedia Article	2,000 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS6902	
Module Title	Theology and Inter-religious Encounter	
Classification	Reading List entry	Electronic*
Essential	Hedges, P & Race, A., <i>SCM Core Text: Christian Approaches to Other Faiths</i> . (London: SCM Press, 2008)	☒
Essential	Knitter, P & Hick, J., <i>The Myth of Christian Uniqueness</i> . London: SCM Press, 2012)	☐
Essential	D'Costa, G., <i>Christian Uniqueness Reconsidered</i> . (New York: Orbis Books, 1977)	☐
Further	Cohen, C & Numbers R., <i>Gods in America</i> . (Oxford: Oxford University Press, 2013)	☒
Further	Hedges, P., <i>Controversies in Interreligious dialogue and the Theology of Religions</i> . (London: SCM Press, 2010)	☐

Further	Cornille, C., <i>The Impossibility of Interreligious Dialogue</i> . (New York: Crossroads, 2008)	☐
Further	Keller, C & Schenieder L., <i>Polydoxy</i> . (London: Routledge, 2011)	☒
Further	D'Costa, G., <i>The Meeting of Religions and the Trinity</i> . (New York: Orbis Books, 2000)	☐
Further	Griffiths, P., <i>Christianity Through Non-Christian Eyes</i> . (New York: Orbis Books, 1990)	☐
Further	Cheetham, D., <i>Ways of Meeting and the Theology of Religions</i> . (London: Routledge, 2013)	☐

Module Code	HPRS6904
Title	Confessing with Saint Augustine: God and Religion in the Tw the Roman Empire
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	

AIM(S)

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

LEARNING OUTCOMES

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

- Identify and critically discuss key events in Augustine's life.
- Define, summarise and critically analyse significant themes and concepts in Augustine's writings.
- Critically assess the influence of Augustine's career in terms of his influence on Western thinkers.

INDICATIVE CONTENT

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

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	HPRS6904	
Module Title	Confessing with Saint Augustine: God and Religion in the Twilight of the Roman Empire	
Classification	Reading List entry	Electronic*
Essential	Augustine, <i>Confessions</i> , trans. Henry Chadwick (Oxford World Classics, 2008).	☒
Essential	Peter Brown, <i>Augustine of Hippo: A Biography</i> (University of California, 2013).	☐
Essential	Augustine, <i>City of God</i> , Book XIX	☒
Further	O'Donnell, <i>Augustine's Confessions: Commentary</i> , vols. 2-3 (OUP, 2012)	☐
Further	Fitzgerald, <i>Augustine Through the Ages: An Encyclopaedia</i> (Eerdmans, 2009).	☐
Further	Rowan Williams, <i>On Augustine</i> (Bloomsbury, 2016).	☐
Further	Robin Lane Fox, <i>Augustine: Conversions and Confessions</i> (Penguin, 2016).	☐
Further	O'Donovan, <i>The Problem of Self-Love in Augustine</i> (Wipf & Stock, 2006).	☐
Further	Burnaby, <i>Amor Dei: A Study of the Religion of St Augustine</i> (Canterbury Press, 2012).	☐

Module Code	HPRS6908
Title	Travelling with Luke: A Journey through Luke-Acts
Date	05/05/2021
Level	6
Credits	20
Pre-Requisites	Introduction to the New Testament

AIM(S)

- To examine the content and context of the Gospel of Luke and the Book of Acts as a two-volume narrative of the history of the early Christian movement.
- To assess critically the significance of these documents as theological narratives in their cultural and socio-historical contexts.

LEARNING OUTCOMES

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

- Evaluate critically texts from the Gospel of Luke and the Book of Acts in light of their historical function for the early Christ-movement.
- Discuss critically the methodological issues concerning theological and socio-historical-critical interpretations of texts from Luke-Acts.
- Analyse Luke-Acts with the aid of a range of critical methods and approaches.

INDICATIVE CONTENT

- The Gospel of Luke and the Book of Acts in their first-century socio-cultural context
- The structure of Luke-Acts as a narrative unity
- Beginnings: the opening of the Gospel of Luke and its infancy narratives
- The public ministry of the Lukan Jesus
- Disciples and Pharisees
- Jerusalem and the passion narratives
- The ending of the Gospel and the beginning of Acts
- The Spirit at work
- Crossing boundaries in Acts
- The Jerusalem Council and the role of Paul
- The spread of the Christ-movement and the end of Acts

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
Textual analysis	1500 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3500 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS6908	
Module Title	Travelling with Luke: A Journey through Luke-Acts	
Classification	Reading List entry	Electronic*
Essential	Balch, David, 'Luke', in <i>Eerdmans Commentary on the Bible</i> , in eds. James D.G. Dunn and John W. Rogerson (Grand Rapids: W.B. Eerdmans, 2021), 1082-139.	☐
Essential	Carey, Greg, <i>Luke: An Introduction and Study Guide</i> (London: Bloomsbury T&T Clark, 2017).	☒
Essential	Matthews, Shelly, <i>The Acts of the Apostles: An Introduction and Study Guide</i> (London: Bloomsbury T&T Clark, 2017).	☒
Essential	Shillington, V.G., <i>An Introduction to the Study of Luke-Acts</i> (London: Bloomsbury T&T Clark, 2015).	☒
Further	Alexander, Loveday, <i>The Preface to Luke's Gospel: Literary Convention and Social Context in Luke 1:1-4</i> (Cambridge: Cambridge University Press, 1993).	☒

Further	Brown, Raymond E., <i>The Birth of the Messiah: A Commentary on the Infancy Narratives</i> (3 rd edition; New Haven: Yale University Press, 2007).	☐
Further	Green, Joel B., <i>The Gospel of Luke</i> (Grand Rapids: W.B. Eerdmans, 1997).	☒
Further	Hatina, Thomas R., <i>Biblical Interpretation in Early Christian Gospels: Luke</i> (London: Bloomsbury, 2010).	☒
Further	Johnson, Luke T., <i>The Acts of the Apostles, Sacra Pagina</i> (Liturgical Press, 1997).	☒
Further	Marguerat, Daniel, <i>The First Christian Theologian: Writing 'the Acts of the Apostles'</i> (Cambridge: Cambridge University Press, 2009).	☒
Further	Tyson, Joseph B., <i>Images of Judaism in Luke-Acts</i> (Columbia: University of South Carolina Press, 2010).	☐
Further	Wolter, Michael, <i>The Gospel according to Luke</i> , 2 volumes (Waco: Baylor University Press, 2017, 2018).	☐

Module Code	HPRS6053
Title	Cross Cultural Ethics: Christian and Islamic Approaches
Date	15/07/2026
Level	6
Credits	20
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

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

LEARNING OUTCOMES

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

- critically assess the meaning and significance of ethics to two different religious traditions;
- demonstrate the ability to display detailed knowledge of ethical approaches within the Christian and Islamic religious traditions;
- demonstrate the ability to compare and contrast and critically analyse the key philosophical features of differing ethical methodologies between two religious traditions.

INDICATIVE CONTENT

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

- Meta-Ethics
- Personal Ethics
- Political Ethics
- Sexual Ethics

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	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	3 elements of around 650 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	HPRS6053	
Module Title	Cross Cultural Ethics: Christian and Islamic Approaches	
Classification	Reading List entry	Electronic*
Essential	Gill, Robin, <i>The Cambridge Companion to Christian Ethics</i> . 2 nd edition. (Cambridge: Cambridge University Press, 2012)	☒
Essential	Hallaq, Wael, <i>An Introduction to Islamic Law</i> . (Cambridge: Cambridge University Press, 2009)	☐
Essential	Abou El Fadl, Khaled, <i>And God Knows the Soldiers: The Authoritative and the Authoritarian in</i>	☐

	<i>Islamic Discourses</i> . (Lanham: University Press of America, 2001)	
Further	Abou El Fadl Khaled, <i>A Conference of the Books: The Search for Beauty in Islam</i> . (Lanham: University Press of America, 2006)	☐
Further	Hashmi, Sohail, <i>Islamic Political Ethics</i> . (Princeton: Princeton University press, 2002)	☐
Further	Vikor, Knut, <i>Between god and the Sultan: A History of Islamic Law</i> . (London: C Hurst and Co., 2005)	☐
Further	Scott, Peter & Cavanaugh William, <i>The Blackwell Companion to Political Theology</i> . (Oxford: Blackwell, 2007)	☒
Further	Marshall, David, <i>Communicating the Work: Revelation, Translation, and Interpretation in Christianity and Islam</i> . (Georgetown: Georgetown University Press, 2011)	☐
Further	Wolfe Regina & Gudorf Christine, <i>Ethics and World Religions</i> . (New York: Orbis Books, 1999)	☐
Further	Ali, Kecia, <i>Sexual Ethics and Islam</i> . (London: Oneworld, 2006)	☒

