



The University of Manchester  
Faculty of Humanities  
School of Arts, Languages and Cultures  
**MA Handbook 2024-25**  
**Religions and Theology**

**Please Note:**

Information relevant to all postgraduate taught programmes in the School of Arts, Languages and Cultures (SALC) can be found in the School Postgraduate Taught Handbook, which should be read and used as a reference in conjunction with this Handbook. The School Handbook is available online here:

<http://www.alc.manchester.ac.uk/studentintranet/postgraduatetaught>

## Religions and Theology

### Welcome and Introduction to Religions and Theology

Welcome to Religions and Theology at the University of Manchester. In this department we offer advanced teaching in a range of subjects in religious studies and theology covering various cultures, geographical areas and historical periods. Much of this teaching is research-led and relates to our on-going investigations of religious texts and their historical reception, alongside the manner in which contemporary societies apply religious texts to new topics in culture, gender, the environment, law and artificial intelligence. Our researchers also address the role of texts in competing faith traditions, secular contexts and everyday experience. These research strengths and specialisms, which you might well draw upon for your own dissertation work, are partly rooted in our research centres, which include the Lincoln Theological Institute (focussed on Christian theology), the Centre for Jewish Studies, and the Centre for Biblical Studies, and we also have specialists in philosophical approaches, including Western/Continental, Jewish and Islamic. An interlocking set of course options provides the basic material for our MA Religions and Theology, and, in addition to the course units taught by our own staff (the courses with RELT course codes), the programme draws on many of the riches of other parts of the School and beyond, especially in the Middle Eastern Studies subject area, with which we have particularly close links. In pursuing MA study in Religions and Theology at Manchester, you will be part of a scholarly community that, together, is engaging in the widest range of investigation in these subjects which are so crucial for life in today's world. And we're good at this! We won two related Faculty awards for postgraduate teaching for 2020-21, including Outstanding MA programme and Outstanding MA thesis supervision. I wish you well in your MA studies and will be pleased to talk with any of you by appointment.

Professor Daniel Langton  
Head of Religions and Theology

### Staff in Religions and Theology

#### PGT Programme Director (semester 1)

##### Dr Todd Klutz

Senior Lecturer in Biblical Studies and Early Christian Literature

todd.klutz@manchester.ac.uk Tel: 0161 275 3608 room S1.6 Sam Alex

Dr Michael Hoelzl (semester 2)  
S1.7 Sam Alex

Tel: 0161 306 1663 room

[michael.hoelzl@manchester.ac.uk](mailto:michael.hoelzl@manchester.ac.uk)

Dr Todd Klutz (semester 1) and Dr Michael Hoelzl (semester 2) are the persons to see for general academic or pastoral issues relating to the MA or your participation in it. They also sit on the School PGT Committee and welcome student suggestions about issues coming before the committee (there is also a subject student representative on the committee).

#### Head of Department

##### Professor Daniel Langton

Professor of Jewish History

[daniel.r.langton@manchester.ac.uk](mailto:daniel.r.langton@manchester.ac.uk)

Tel: 0161 275 8592 room S1.8 Sam Alex

The Head of Department is responsible overall for the running of courses in Religions and Theology. He is happy to meet with students by appointment.

### **Academic Staff:**

The Department has a wide range of teaching and research staff. Teaching staff (teaching fellow, lecturer, senior lecturer, reader or professor) are normally available for supervision of postgraduate dissertations. Other members of staff (research fellows etc.) are often also available for this. To check, ask the Programme Director. Further details of staff research interests, their publications and their affiliation to departmental research centres, may be found on the religions and theology web-site

<http://www.alc.manchester.ac.uk/subjects/religionstheology/people/>

(All members of staff have office hours during which students can consult them without an appointment. These are detailed on their room doors.)

### **Dr Andrew Boakye**

Lecturer in Biblical Studies

[andrew.boakye@manchester.ac.uk](mailto:andrew.boakye@manchester.ac.uk)

room S1.2 Sam Alex

Dr Boakye's research has centred upon the place of resurrection in identity construction in Paul and the early church, as outlined in his recent publication "Death and Life: Resurrection, Restoration and Rectification in Paul's Letter to the Galatians" (Wipf & Stock 2017). He has written on the significance of Abraham in Second Temple Jewish texts, particularly in the Pauline literature, continues to do research in Galatians and is co-author of the 2021 publication 'Rethinking Galatians: Paul's Vision of Oneness in the Living Christ' (T&T Clark, 2021).

### **Dr Michael Hoelzl**

Senior Lecturer in Political Philosophy and Religion

[Michael.hoelzl@manchester.ac.uk](mailto:Michael.hoelzl@manchester.ac.uk)

Tel: 0161 306 1663 room S1.7 Sam Alex

Dr Hoelzl's research focuses on Religion and Politics. Social Ethics, Political Theology, Philosophy of Law and Political Philosophy. Further research interests include theories of secularisation and what he has called 'The New Visibility of Religion' (in its legal, sociological and political dimension as well as in popular culture i.e. film, art and literature). Latest publications include:

Hoelzl, Michael (ed). The new visibility of religion and its impacts. Special Issue of *Religion* on The New Visibility and its Impact (MDPI, 2020), Hoelzl, Michael. *Theorie vom guten Hirten. Eine kurze Geschichte pastoralen Herrschaftswissens* [Reihe: Theologie: Forschung und Wissenschaft]. (Münster, Berlin, Zürich: LIT, 2017).

Dr Shiobhan Jolley

Lecturer in Christian Studies.

[siobhan.jolley@manchester.ac.uk](mailto:siobhan.jolley@manchester.ac.uk). A specialist in the portrayal of Mary Magdalene, her broader research interests include the work of female artists, the reception of biblical women and the New Testament, and feminist approaches. She completed her PhD at the University of Manchester in 2021

### **Dr Kamran Karimullah**

Lecturer in Islamic Thought

[karimullah.kamran@manchester.ac.uk](mailto:karimullah.kamran@manchester.ac.uk) Tel 0161 275 0475 room S1.12 Sam Alex

Kamran Karimullah has research interests in medieval Arabo-Islamic philosophy, ancient and medieval medicine, Graeco-Arabic studies, corpus linguistics and translation studies. He has published in the fields of Islamic philosophical ethics, philosophy of logic and Islamic medicine.

### **Dr Todd Klutz**

Senior Lecturer in Biblical Studies and Early Christian Literature

[todd.klutz@manchester.ac.uk](mailto:todd.klutz@manchester.ac.uk)

Tel: 0161 275 3608 room S1.6 Sam Alex

Dr Klutz's research has concentrated largely on the use of contemporary linguistics, literary theory, and anthropology to interpret the writings of the New Testament and other ancient Mediterranean texts. Especially prominent in his most recent work are the topics of ancient demonology and exorcistic praxis, which are the focus of two of his studies soon to appear in print.

### **Professor Daniel Langton**

Professor of Jewish History

[daniel.r.langton@manchester.ac.uk](mailto:daniel.r.langton@manchester.ac.uk)

Tel: 0161 275 8592 room S1.8 Sam Alex

Daniel Langton has research and teaching interests in Jewish history, with particular expertise in Jewish-Christian relations. He has explored Jewish intellectual history and the history of Jewish-Christian relations in a variety of contexts, including Jewish New Testament studies, the origins of Anglo-Reform and Anglo-Liberal Judaism, Israel and Zionism, Holocaust Theology, and Jewish religious engagement with Darwinism and with Atheism.

### **Professor David R. Law**

Professor of Christian Thought and Philosophical Theology

[david.r.law@manchester.ac.uk](mailto:david.r.law@manchester.ac.uk)

Tel: 0161 275 3596 room S1.41 Sam Alex

The current foci of Professor Law's research are kenotic theology and the thought of the Danish thinker Kierkegaard, on whom he has published extensively. He is currently working on a study of kenosis.

### **Dr Scott Midson**

Senior Lecturer in Liberal Arts and Digital Theology

[scott.midson@manchester.ac.uk](mailto:scott.midson@manchester.ac.uk)

Tel: 0161 275 6021 room S1.1 Sam Alex

Dr Midson specialises in post humanism and theology, which encompasses topics such as artificial intelligence, (non-)human technological augmentation ('transhumanism'), new media, and human-technology interaction. These topics relate to theological discussions about what it is to be human, particularly in relation to *imago dei* (the image of God) and doctrines of creation. Midson's research explores the significance of theology in relation to technology, which includes a monograph based on his PhD research (*Cyborg Theology: Humans, Technology and God*) and various articles and chapters, as well as his recent postdoctoral research project, *Living with and Loving Machines*.

### **Dr Holly Morse**

Senior Lecturer in Bible, Gender and Culture

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Tel: 0161 275 3600 room S1.3 Sam Alex

Dr Morse's research interests include gender, visual arts, and the Bible, female biblical interpretation, and hermeneutics. Her doctoral thesis was on the biblical figure of Eve

and her cultural reception, with a focus on marginalised readers and readings. Other publications include: 'Judgement was executed upon her, and she became a byword among women' (Ezek. 23.10): Divine Revenge Porn, Slut-shaming, Ethnicity and Exile in Ezekiel 16 and 23,' in M. Halvorson-Taylor and K. Southwood (eds.), *Women and the Exile*, (LHBOTS; Bloomsbury T&T Clark, forthcoming); 'The First Woman Question: Eve and the Women's Movement,' in Y. Sherwood with A. Fisk (eds.), *Bible, Feminism and Gender: Remapping the Field* (Oxford: Oxford University Press, forthcoming); and 'What's in a Name? Analysing the Appellation "Reception History" in Biblical Studies', *Biblical Reception* 3 (2015): 243-64.

### **Professor Peter Oakes**

Rylands Professor of Biblical Criticism and Exegesis

[peter.oakes@manchester.ac.uk](mailto:peter.oakes@manchester.ac.uk)

Tel: 0161 275 3612 room S1.42 Sam Alex

Professor Oakes' research interests are in Pauline Studies and in the relationship between the NT and the Graeco-Roman world. His recent publications include *Empire, Economics, and the New Testament* (Eerdmans, 2020) and, with Andrew Boakye, *Rethinking Galatians: Paul's Vision of Oneness in the Living Christ* (Bloomsbury T&T Clark, 2021). Currently he is writing a commentary on Philippians for the New International Greek Testament Commentary series.

### **Dr Eve Parker**

Lecturer in Liberal Arts

[Eve.parker@manchester.ac.uk](mailto:Eve.parker@manchester.ac.uk)

**Research Interest: Dalit Theology, World Christianity, Indecent Theology, Christianity in India, Liberation Theologies, abuse in religious communities, multiple religious belonging, transformation pedagogy.**

### **Dr Wren Radford**

Lecture in Liberal Arts

[wren.radford@manchester.ac.uk](mailto:wren.radford@manchester.ac.uk)

Tel. Room S1.4 Sam Alex

Dr Radford specialises in practical theology, with a specific focus on how marginalised lived experiences are engaged as a basis for theological reflection, and on developing collaborative research approaches. This includes working with feminist, womanist, and postcolonial theologies, as well as various qualitative and creative methods for engaging with research participants. Dr Radford's current role involves researching everyday embodiment as the basis for theologies of anti-poverty activism, as well as teaching the course Literature and Theology: Contemporary Approaches. Publications include: *Lived Experiences and Social Transformations: Poetics, Politics, and Power Dynamics in Practical Theology* (Brill, Jan 2022); co-authored with Katie Cross and Karen O'Donnell, 'Fragments from within the Pandemic: Theological Experiments in Silence, Speech, and Dislocated Time', *Practical Theology* 14/1-2 (2021); 'Creative Arts-based Research Methods in Practical Theology: Constructing New Theologies of Practice', *Practical Theology* 13/1-2 (2020); "The Desert is Our Neighbour": A Postcolonial Feminist Ethic of Narrative Encounter in Helen Oyeyemi's *Mr Fox*. *Literature and Theology* 32/2 (2018).

### **Professor Alex Samely**

Professor of Jewish Thought [alexander.samely@manchester.ac.uk](mailto:alexander.samely@manchester.ac.uk) Tel: 0161 275 3072 room S1.40 Sam Alex Building

Alex Samely is author of a number of books on rabbinic and other Jewish literature of antiquity. He has research interests in the literary structures of ancient texts, historical hermeneutics, and Hebrew manuscripts, as well as in modern philosophy, both Jewish and non-Jewish. In the latter field, teaching and research interests include phenomenology and psychology, Spinoza, Husserl and Levinas. He is working on a book on the phenomenology of reading and convenes the Manchester Phenomenology Reading Group (<http://manchesterphenomenology.blogspot.com/>).

### **Professor Peter Scott**

Samuel Ferguson Professor of Applied Theology and Director of the Lincoln Theological Institute

[peter.scott@manchester.ac.uk](mailto:peter.scott@manchester.ac.uk)

Tel: 0161 275 3064 room S1.43 Sam Alex

Peter Scott is the author of *Theology, Ideology and Liberation* (1994), *A Political Theology of Nature* (2003), *Anti-Human Theology: Nature, Technology and the Postnatural* (2010) and *A Theology of Postnatural Right* (2019), and co-editor of the *Wiley Blackwell Companion to Political Theology* (2e 2019). His teaching and research are to be found at the intersection of political theology and ecological theology. Scott is a member of the Center of Theological Inquiry (Princeton, USA) and part of its enquiry in Astrobiology, and its international workshop on Religion and the Natural Environment, co-investigator on the ESRC project 'Life on the Breadline: Christianity, Poverty and Politics in the 21st Century City' (2018–21), chair of the European Forum for the Study of Religion and the Environment, and a member of the editorial board of *Crucible: Journal of Christian Social Ethics*. An Anglican priest, he serves in the Diocese of Manchester.

### **Dr Katja Stuerzenhofecker**

Lecturer in Gender Studies in Religion

[katja.stuerzenhofecker@manchester.ac.uk](mailto:katja.stuerzenhofecker@manchester.ac.uk)

room S1.14 Sam Alex

Katja Stuerzenhofecker has research interests in gender issues in contemporary Christian and Jewish practices and their relation to thought and tradition; and also in teaching and learning in higher education, with special interest in the study of contemporary religion.

### **Postdoctoral Fellows**

Four Postdoctoral Fellows are currently working in the department of Religions and Theology:

Dr Charlotte Bray

Dr Finlay Malcolm

Dr Samuel O'Connor Perks

Dr Sarah Parkhouse

For further information see:

## **Programme Aims and Outcomes**

The Department offers an MA in Religions and Theology.

The MA programme is made up of 180 credits and may be studied full-time over one year, or part-time over two years. There are two core courses, three to six elective courses and a dissertation of 12,000.

### **The aims of the MA programme are:**

This programme aims to provide students in Religions and Theology with the opportunity to deepen their knowledge of these fields. It stresses a broad, interdisciplinary and comparative approach. Courses can be taken from across the offerings within the discipline and beyond. Courses in Religions and Theology cover a wide range of topics, including subject oriented choices in Biblical Studies, Jewish Studies, Christian Studies, and method oriented courses in philosophy, gender studies, hermeneutics, political theory and more. More specifically:

- a) To provide multi-disciplinary curricula informed by the research and scholarly activities of the teaching staff.
- b) To develop in students a critical understanding of religion and theology through a range of learning and teaching methods.
- c) To equip students with the skills necessary to interpret primary and secondary sources and to make available appropriate language instruction, where feasible.
- d) To help students from diverse backgrounds progress through their programme by providing effective academic and pastoral support.
- e) To equip students for a variety of careers through subject specific knowledge, active engagement in their own learning and the development of analytical and other transferable skills.
- f) To provide a stimulating research environment through seminars, tutorials and programmes of guest lectures that will foster postgraduate study
- g) To develop skills in research and analysis that will foster postgraduate study.

**The learning outcomes of the MA programme** are that on successful completion of the programme students will have:

- a) acquired an advanced knowledge of selected aspects of religion and theology
- b) developed an understanding of the methodological and theoretical issues involved in the advanced study of religion and theology
- c) actively engaged in their own learning through seminar work, one-to-one tutorials and giving presentations to groups of peers
- d) acquired an understanding of techniques applicable to their own research and developing scholarship

In addition to giving you knowledge of specific subjects, the MA programme is intended to help you develop certain skills – cognitive, practical/professional, transferable and affective.

## **MA Religions and Theology Programme Structure**

When choosing the course units you wish to take you must ensure you choose:

- 180 credits – Full Time students
- 60 credits in the first year (including both core courses) and 120 credits in the second year (including the Dissertation) – Part-time students

More specifically:

- 1) Two core courses (30 credits) and three to six further taught courses (15/30 credits each) to be chosen from a list of courses approved for this programme.
- 2) A dissertation of 12,000 words (60 credits). Students are allowed to submit the dissertation after satisfying the examiners in their taught course units and receiving the agreement in principle to proceed to dissertation by successfully completing the Research Outline.

### Helpful hints

- ✓ All courses are 15 or 30 credits unless stated otherwise
- ✓ The semester a course is taught in is identified by the last digit in the course code. A zero identifies the course unit is taught over both semesters.

### **Compulsory**

RELT61131 Religions and Theology - Methods – 15 credits

RELT61141 Religions and Theology – Impacts – 15 credits

RELT60000 PG Dissertation – 60 credits

RELT61160 Ehrhardt Research Seminar

RELT61170 Departmental Research Seminar

### **Optional**

RELT71201 Christian Thought and Practice in Contemporary Society – 15 credits

RELT71212 Philosophy of Decision-Making: Ethical and Legal Aspects of Moral Dilemmas – 15 credits

RELT71152 Jews among Christians and Muslims – 15 credits

RELT71002 Andres: Is RELT60232 the correct course code for “Bible in Ancient Contexts and Current Debates” – 15 credits

SALC62311 Religion and Gender Theory – 15 credits

RELT70140/20140 Introductory Biblical Hebrew – 30 credits

RELT70210/10120 Introductory New Testament Greek – 30 credits

RELT71171/20151 Interpreting Greek Texts – 30 credits



**Note One (Optional Free Choice)**

Students may also choose up to 30 credits in a relevant subject from another programme in the arts or social sciences, or a foreign language, with the approval of the Programme Director. The exact list of options may vary from year to year.

**Note Two (Non Credited Course Units)**

All PGT students in the School of Arts, Languages and Cultures will be enrolled upon the following course units. You will receive more information regarding these course units at the beginning of the academic year.

SALC60000 Postgraduate Skills Training  
SALC61230 SALC Health and Safety Unit  
SALC61240 Academic Malpractice  
SALC61250 Wellbeing and Diversity

**Teaching and Learning**

Most taught course units are small-group seminars. You will usually be expected to undertake preparatory reading for the seminars and, periodically, to lead all or part of a session. Assessment for course units is usually by writing of a 4,000.

You will prepare a proposal for your MA dissertation in January-February. However, it is often worth taking time during the first semester to discuss topics with possible supervisors, especially since some supervisors become 'booked up' fairly early in the academic year with as many dissertations as they can handle.

If you are having difficulties with any aspect of the classes or the assessment work, you should speak as soon as possible with the course tutor, or your Programme Director (Dr. Michael Hoelzl) or with the School's Student Support Office. Help with study skills is also available in courses organised through the SAGE programme.

**Self-Directed Learning**

In addition to the elements of organised teaching and learning described above, you are expected to undertake your own programme of self-directed learning and skills acquisition. This may involve self-directed reading, languages, computer training, attendance at research seminars in other departments, visits to local galleries and museums, voluntary work on excavations or in arts institutions, and many other forms of encounter.

You are encouraged to record and reflect upon these activities in some form or another (e.g. a dedicated notebook or on computer). Particular attention might be paid to noting down difficult or stimulating ideas that prompt you to think about Religions and Theology in new (especially unexpected) ways. It will also be useful to produce commentaries on stimulating books, visits to museums or archaeological sites etc. Such self-directed learning will help you to develop intellectual independence, confidence and creativity.

**Style Guidance for Religions and Theology MA Students**

You should use one of the professionally recognised citation systems that are in use in Religions and Theology publishing. The most convenient system in many cases is the 'notes and bibliography' system of the Chicago Manual of Style. This can be found in various places such as [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).

## **Appendix 1 - The MA Research Outline**

Successful completion of the Research Outline is the compulsory pre-requisite for the completion of the MA dissertation. Students are required to submit a written Research Outline (see key dates) and then present their Research Outline as a formal oral presentation followed by discussion and verbal feedback from their supervisor and peers. Presentations are arranged by the MA Programme Director or Postgraduate Officer in your discipline

We strongly recommend that students should make contact with one or more members of the academic staff with appropriate experience in their chosen field for advice and feedback on the proposed research before submitting the written proposal. Contact details and research interests are provided in the subject area section of this handbook.

### **Aims:**

- To help structure the second semester of the MA leading to the writing of a significant research-based dissertation
- To invite students to plan their project in a concise manner with a clear timetable and concrete attainable research objectives
- To enable students to present orally and in written form their research ideas in order to enable them to obtain rapid feedback at an early stage
- To give students the opportunity to develop skills in research design, project management and other transferable skills essential for their future career
- To help students considering further research to draft a potential funding application

### **Learning Outcomes:**

- a well defined research question
- a clear awareness of sources available to address the question
- a clear awareness of the methodological issues that need to be addressed in the research
- a clear awareness of research planning and timetabling
- correct use of bibliographical conventions applied in the discipline

### **The Written Research Outline**

Written Research Outlines should be submitted following the same guidelines as for other pieces of course-assessed work.

The research outline must consist of a core document of 500-750 words followed by an appendix. The core document should state clearly:

- Your reasons for undertaking this project
- The research problems or questions you intend to address
- The research context in which those problems or questions are located. In describing the context, you should refer to the current state of knowledge and any recent debate on the subject.

- The particular contribution to knowledge and understanding in this area that you hope to make. You should explain why the work is important. The fact that an area has not been studied previously is not, in itself, a reason for doing it.
- The methods and critical approaches that you plan to use to address the problems or questions you have set. We don't just need to know what you are going to work on, we need to know how you plan to go about it

In the appendix you should provide supporting information:

- A brief breakdown of the chapters or sections of the thesis (1 page maximum)
- A timetable of research and writing (1 page maximum)
- Additional training and preparation you may need, indicating any ethical issues which may arise and could require clearance from the Ethical Committee (1 page maximum)
- A working bibliography of sources that you intend to use. In the case of unpublished or rare materials you will need to state where these sources are located and how these will be accessed. For example, if you are undertaking an archaeology project, do you need a permit to access a particular site and how will this be obtained? It is sometimes helpful to put forward alternative strategies or approaches if you are aware that problems might arise. (2 pages maximum)

### **The Oral Presentation and Feedback**

The oral presentation should be no more than 5 minutes in length and concentrate on the context of the question and clearly defining the methodology to be employed. Images and video or sound clips may be used in support of your presentation, but students are strongly discouraged from using unnecessary powerpoint in their presentation.

The presentation will take place in a small group as arranged by the Programme Director.

Discussion and feedback of issues arising from the Research Outline will follow the presentation. This feedback is an opportunity for students to assess the validity of their project in terms of aims and methodology and represents the beginning of supervised guidance.

### **Guidance for the Assessment of the Research Outline**

The Research Outline is marked on a pass/refer basis: it is not given a numerical mark and in that sense does not contribute towards your overall degree result. A successful Research Outline will contain all the elements specified above, and will demonstrate satisfactorily that this is a viable project capable of being brought to completion in the time available. Successful completion of the Research Outline results in an agreement in principle to proceed to the dissertation. Students who do not achieve the agreement in principle will be allowed to resubmit the research outline up until the final submission date for semester two coursework. Re-submissions can be made at any time before that date and, in agreement with the potential supervisor, students can re-submit as many times as they wish before the final deadline. All submissions and re-submissions should be made to the Taught Programmes office.

A final fail will be recorded if the outline remains grossly inadequate on re-submission or if the student has failed to submit a research outline. Failing to resubmit the research outline will result in the student being ineligible to submit a dissertation.

**Appendix 2 – Key Dates Please change key-dates Please update all dates according to SALC schedule! Andres, are you going to change the dates? Apart from the dates for the beginning of teaching and reading week in sem 1, I don't know the submission dates.**

### **Key Dates for Full Time Students**

#### **Semester One Coursework**

*To be confirmed*

#### **Submission of Written Research Outline**

*To be confirmed*

#### **Semester Two Coursework**

*To be confirmed*

#### **Resubmitted Coursework**

*To be confirmed*

#### **MA Dissertation Submission**

Monday 2<sup>nd</sup> September 2023

### **Key Dates for Part Time Students**

**NOTE FOR FIRST YEAR PART TIME STUDENTS:** All submission dates in your second year will be confirmed in the 2024-25 handbook. All assessment below is required, but some only in your second year (such as the research outline and dissertation).

#### **Semester One Coursework**

*To be confirmed*

#### **Submission of Written Research Outline**

*To be confirmed*

#### **Semester Two Coursework**

*To be confirmed*

#### **Resubmitted Coursework**

*To be confirmed*

#### **MA Dissertation Submission**

Monday 4<sup>th</sup> September 2023

#### **Late Submission**

Please see the School's late submission penalty information in the School PGT Handbook here (Page 51): <https://documents.manchester.ac.uk/display.aspx?DocID=14089>

If you are registered on units outside of the School, you should ensure that you are aware of the penalties that will be imposed for late course work submission for that School. Schools may operate different penalty schemes for late submission.

## **Appendix 3 MA dissertation guidelines**

Please see the SALC PGT Handbook for detailed guidance on the Dissertation.

## **Appendix 4 Marking criteria**

### **Assessed Coursework**

#### **Marks below 30%**

The work fails to provide a competent description of the topic, and falls far short of a competent discussion. It is poorly structured and has no coherent argument. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Diploma or Master's level.

#### **Marks 30 - 39%**

The work is almost wholly descriptive. It displays no awareness at all of theoretical or critical ideas such as those learned on the core course units. It displays some potential to move from description to discussion of the topic and to structure a basic argument derived from this descriptive approach but it fails to achieve this in clearly identifiable respects. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in Humanities have been understood, but communication is maintained. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Diploma or Master's level.

#### **Marks 40 - 49%**

The work provides a superficial discussion of the topic but remains predominantly descriptive. It demonstrates a basic grasp of the topic but is lacking in critical or analytical insight in general. It reveals a very limited awareness of theoretical or critical ideas such as those learned on the core course units, and no attempt is made to use such ideas in practice. An identifiable argument is discernible but this is poorly and inconsistently sustained. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood. In some cases it may be possible to compensate marks of 40-49%. For further details on compensation, please see item 15.2 below.

#### **Marks 50 - 59%**

The work demonstrates a reasonable understanding of the topic and can discuss it competently even if it is not able to develop complex ideas in relation to this topic. There is an awareness of critical or theoretical ideas such as those learned on the core course units accompanied by limited attempts to use them in practice. The approach is generally unambitious, but a coherently structured argument is in place and there is an awareness of relevant secondary literature. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in Humanities is predominant.

#### **Marks 60 - 69%**

The work demonstrates thorough understanding of the topic, and provides a good discussion of it with appropriate examples. The work shows an awareness of critical or theoretical ideas such as those learned on the core course units, supported by a sustained ability to use these

ideas relevantly in critical practice. The argument will be clearly structured and the student has begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area. There are few errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.

#### **Marks 70 - 79%**

The work demonstrates a sophisticated grasp of the topic supporting critical analysis with pertinent examples. An in depth awareness of critical or theoretical ideas such as those learned on the core course units is relevantly applied in critical practice. The work is based on wide reading in a range of source materials and shows clear originality. The work goes well beyond the mere exposition of ideas, providing a consistently sustained and lucid argument. It demonstrates the ability to critically evaluate existing research on the object of study in a confident, directed manner giving evidence of very strong potential to complete a research degree successfully. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.

#### **Marks above 80%**

The work shows extensive knowledge of both the topic and the academic context(s) in which it is applied, such that it begins to make a significant contribution at the forefront of scholarship in the given field. A complex, original and relevant application of critical or theoretical ideas such as those learned on the core course unit is demonstrated in critical practice. There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. The work demonstrates considerable originality and is of publishable or near-publishable quality. The style and presentation are virtually flawless.

#### **Master's Dissertation**

##### **Marks Below 30%**

The work fails to provide a competent description of the topic, and falls far short of a competent discussion. It is poorly structured and has no coherent argument. It displays no awareness at all of theoretical or critical ideas such as those learned on the core course units. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate will not be allowed to resubmit, and will be awarded and exit award of Postgraduate Diploma/Postgraduate Certificate, as appropriate.

##### **Marks 30 - 39%**

The work is almost wholly descriptive. It reveals little awareness of theoretical or critical ideas such as those learned on the core course units and makes no sustained or developed attempt to apply them in practice. The work displays some potential to move from description to discussion of the topic and to structure a basic argument derived from this descriptive approach but it fails to achieve this in clearly identifiable respects. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in the Humanities have been understood, but communication is maintained. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.

##### **Marks 40 - 49%**

The work provides a superficial discussion of the topic but remains predominantly descriptive. It demonstrates a basic grasp of the topic but is lacking in critical or analytical insight in general. It reveals some awareness of theoretical or critical ideas such as those learned on

the core course units, but attempts to apply them in practice are inappropriate or confused. An identifiable argument is discernible but this is poorly and inconsistently sustained. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.

#### **Marks 50 - 59%**

The work demonstrates a reasonable understanding of the topic and the discussion provides some evidence of analytical thought. The work also shows comprehension of critical or theoretical ideas such as those learned on the core course units, but attempts to use these ideas relevantly in practice are limited in scope. The approach is generally unambitious, but a coherent argument is in place. There is an awareness of relevant secondary literature and an ability to evidence assertions by reference to relevant literature/research. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in the Humanities is predominant.

#### **Marks 60 - 69%**

The work demonstrates a thorough understanding of the topic, and provides a good discussion of it with appropriate examples. The work shows an awareness of critical or theoretical ideas such as those learned on the core course units, supported by an ability to use these ideas relevantly in critical practice. The argument is clearly structured and the students have begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area. There is some evidence of potential for conducting research at a higher level, but this may not be wholly consistent. There are few errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.

#### **Marks 70 - 79%**

The work is focused and comprehensive, demonstrating a thorough and sophisticated grasp of the topic. The work is based on wide reading in a range of source materials and shows clear originality. The work goes well beyond the mere exposition of ideas, providing a sustained and lucid argument. An in depth awareness of critical or theoretical ideas, such as those learned on the core course units, is demonstrated through relevant and consistent application in critical practice. The work demonstrates the ability to critically evaluate existing research on the object of study in a confident, directed manner, giving clear evidence of the candidate's ability to complete a research degree successfully. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.

#### **Marks above 80%**

The work is excellent in every respect. It shows extensive knowledge of both the topic and the academic context(s) in which it is applied. A complex, original and relevant application of critical or theoretical ideas such as those learned on the core course units is demonstrated in critical practice. There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. The work demonstrates considerable originality and is of publishable or near-publishable quality making a significant contribution at the forefront of the discipline. The style and presentation are virtually faultless.