



Master of Arts in Mediterranean and European Studies

Handbook

April 2026

Introduction

Master of Arts in Mediterranean and European Studies

The MA in Mediterranean and European Studies provides a structured survey and close examination of the history and culture of the Mediterranean and Europe. Faculty members are drawn from a diverse disciplinary background in the humanities, and it aims to attract students with an aptitude for interdisciplinary study from a range of academic backgrounds in the humanities — particularly history, but also anthropology, archaeology, classics, literature, philosophy, area studies, theology, and religious studies. The bespoke nature of tutorial supervision supports a diversity of student backgrounds whilst ensuring alignment of outcomes with EQF Level 7 standards. The programme prepares students to undertake research on both broad themes and specific topics in Mediterranean and European studies, culminating in a substantial research dissertation.

Entry requirements

Education Requirements

Applicants are required to hold the equivalent of an EQF Level 6 degree of not less than 180 credits in a subject domain that prepares them for commencing the degree. Places are awarded competitively on the basis of: (1) evidence of academic ability, including both proven and potential excellence; (2) aptitude to benefit from personal tutorial education and supervised research; and (3) competence and genuine interest in the course subject. Applicants are evaluated through prior educational achievements, a statement of motivation, writing samples, reference letters, and an admissions interview conducted by course academics.

Language Requirements

The programme is delivered entirely in English. All written work, tutorials, and examinations are conducted in English. Applicants are assessed on their written English proficiency through the submission of writing samples and the admissions interview.

Instructional design

Teaching: The programme is delivered online using the Oxbridge-style tutorial method. The core mode of instruction is the one-to-one tutorial between a student and a faculty member, held twice per week during the taught session (75 minutes per session). In preparation for each tutorial, students review approximately 100 pages of material, prepare a five-page essay, and submit it to the tutor in advance. The tutor provides expert commentary and bespoke guidance for the next essay at the close of each tutorial. Additional methods include assigned video lectures and podcasts, assigned readings, handouts, and digital materials. The tutorial system is designed to be mentally demanding and personally engaging, producing high-quality domain-specific and transferable learning outcomes.

Assessment: For each taught module, 50% of the mark derives from the average of weekly tutorial essays (lowest mark dropped), and 50% from a cumulative examination by long essay (typically 5,000–7,000 words; up to 50% may be drawn from tutorial essays). The Methodology Module is examined by submitted portfolio. The Dissertation (40 ECTS) is assessed by the submitted dissertation and a viva voce examination, marked by two faculty members and moderated if marks diverge by more than five points.

Degree structure

The degree comprises 20 modules. Students must complete two modules from Elective Group A (historical survey modules), two modules from Elective Group B (specialist thematic modules), the compulsory Methodology Module, and the Dissertation — totalling a minimum of 90 ECTS required for the MA. Students may take additional elective modules up to a maximum of 230 ECTS. A Postgraduate Certificate is awarded after 30 ECTS; a Postgraduate Diploma after 60 ECTS.

Module	ECTS	Level
The Ancient Mediterranean World	10	EQF 7
Late Antiquity, c.284–c.800	10	EQF 7
The Medieval and Early Modern Mediterranean, c.1100–1600	10	EQF 7
Representations of the Mediterranean in 19th and 20th Century Literature	10	EQF 7
Europe in the Metal Ages	10	EQF 7
Art in Later Prehistoric Europe	10	EQF 7
Magic in the Ancient Mediterranean World	10	EQF 7
The Materiality of Death in the Ancient World	10	EQF 7

Art and Visual Culture in the Greek World (Archaic and Classical)	10	EQF 7
Making Sense of Greek Pots (Archaic and Classical)	10	EQF 7
Visual Culture in the Hellenistic World, c.330–c.30 BC	10	EQF 7
Greek Sculpture and Society, c.500–c.300 BC	10	EQF 7
Visual Culture in the Roman World, c.27 BC–337 AD	10	EQF 7
The Medieval Imagination	10	EQF 7
Inquisitions and Society in Mediterranean Europe, 1480–1650	10	EQF 7
Rome and Constantinople: Comparing Two Early Modern Metropolises	10	EQF 7
Staging the Mediterranean: A Cultural Geography of Opera, 17th–20th Centuries	10	EQF 7
Literary Modernism in the Mediterranean Region	10	EQF 7
Methodology Module for the Dissertation in Mediterranean and European Studies	10	EQF 7
Dissertation in Mediterranean and European Studies	40	EQF 7

Module Descriptions

1. The Ancient Mediterranean World

The ancient Mediterranean world has profoundly influenced subsequent generations of history and helps us understand the foundations of today's world. This module offers an exploration of the political, social, and cultural history of the key civilizations of the ancient Mediterranean world — the Near East, Egypt, Greece, and Rome — from c.3000 BC to 284 AD, and engages with the archaeology of regions north and west of this world. Students gain comprehensive knowledge of major events, themes, and the processes behind them, developing critical skills in working with primary and secondary sources. Topics include sources and methods, the ancient Near East, Greek democracy, the Hellenistic world, Roman imperialism, the ancient city, ancient economy and trade, and ancient religion.

Learning Outcomes

1. Create synthetic contextualised discussions of the major events and themes in the ancient Mediterranean world.
2. Apply a professional approach to this specialised knowledge in order to deal effectively with research problems pertaining to the ancient Mediterranean world.
3. Efficiently manage interdisciplinary issues that arise in connection with the ancient Mediterranean world.
4. Demonstrate self-direction and originality in scholarship.
5. Act autonomously in identifying research problems related to the ancient Mediterranean world.
6. Solve problems and take strategic decisions that develop the capacity to contribute new understanding and methodological approaches on the theme of the ancient Mediterranean world.
7. Apply transferable skills to exercise leadership in analysing data and proposing solutions to complex problems in non-academic work settings.

2. Late Antiquity, c.284–c.800

Surveying historical trends during late antiquity in Europe and around the Mediterranean from c.284 to c.800 — from Diocletian to Charlemagne — this module takes advantage of recent developments in late antique studies that situate the late Roman empire and its successor kingdoms in the broader context of their neighbours. Students explore the transformation of classical civilization into early medieval societies, the rise of Christianity, relations between Rome and Persia, early Islam, and the reshaping of the Mediterranean world. Topics include late antique religion, the Byzantine Empire, the Umayyad caliphate, and the barbarian kingdoms.

Learning Outcomes

1. Create synthetic contextualised discussions of the major events and themes in Late Antiquity.
2. Apply a professional approach to this specialised knowledge in order to deal effectively with research problems pertaining to Late Antiquity.
3. Efficiently manage interdisciplinary issues that arise in connection with Late Antiquity.
4. Demonstrate self-direction and originality in scholarship.
5. Act autonomously in identifying research problems related to Late Antiquity.
6. Solve problems and take strategic decisions that develop the capacity to contribute new understanding and methodological approaches on the theme of Late Antiquity.
7. Apply transferable skills to exercise leadership in analysing data and proposing solutions to complex problems in non-academic work settings.

3. The Medieval and Early Modern Mediterranean, c.1100–1600

This module explores how cultures, religions, politics, and commerce in the Mediterranean region developed from 1100 to 1600. Rather than offering a comprehensive chronological political survey, it encourages students to reflect on the various approaches historians have taken to the period and the region, and to consider what is meant by the term 'Mediterranean' as a historical category. Topics include states and empires, trade and the Mediterranean economy, households and social structures, public and private religion, holy war, scholarship and philosophy, and travel and cultural encounters.

Learning Outcomes

1. Create synthetic contextualised discussions of the major events and themes in the Medieval and Early Modern Mediterranean.
2. Apply a professional approach to this specialised knowledge in order to deal effectively with research problems pertaining to the Medieval and Early Modern Mediterranean.
3. Efficiently manage interdisciplinary issues that arise in connection with the Medieval and Early Modern Mediterranean.
4. Demonstrate self-direction and originality in scholarship.
5. Act autonomously in identifying research problems related to the Medieval and Early Modern Mediterranean.
6. Solve problems and take strategic decisions that develop the capacity to contribute new understanding and methodological approaches on the theme of the Medieval and Early Modern Mediterranean.
7. Apply transferable skills to exercise leadership in analysing data and proposing solutions to complex problems in non-academic work settings.

4. Representations of the Mediterranean in 19th and 20th Century Literature

This module examines the depiction of the Mediterranean in 19th and 20th century literature produced in the Mediterranean and Europe, focusing on two related classes of literary sources: those from the European margins of the Mediterranean, and those from the Mediterranean centre. The module considers the Mediterranean region as a centre of cultural exchange, shaping developments in both Literary Romanticism and Literary Modernism across the region. Students develop historically sensitive literary critical skills and gain an ability to analyse Mediterranean literary culture in its broader geopolitical and cultural contexts.

Learning Outcomes

1. Create synthetic contextualised discussions of the major works and themes pertaining to the representation of the Mediterranean in literature in the 19th and 20th centuries.
2. Cultivate and demonstrate professionalism in applying an academic approach to this specialised knowledge in order to deal effectively with research problems pertaining to the representation of the Mediterranean in literature.
3. Demonstrate self-direction and originality in scholarship.
4. Act autonomously in identifying research problems related to representation of the Mediterranean in literature in the 19th and 20th centuries.
5. Solve problems and take strategic decisions that develop the capacity to contribute new understanding and methodological approaches to the study of the representation of the Mediterranean in literature.
6. Apply transferable skills to exercise leadership in analysing data and proposing solutions to complex problems in non-academic work settings.

5. Europe in the Metal Ages

Towards the end of the third millennium BC, Central, Northern, and Western Europe were introduced to bronze technology, beginning a new era that would define the coming millennia. This course focuses on the diverse regional responses to the introduction of bronze and, later, iron across Europe. The module critically addresses the historical divide between the Bronze and Iron Ages and draws on archaeological and anthropological theory to interpret and explore the material culture of Central, Northern, and Western Europe, covering an extensive chronological range and a wide geographical area.

Learning Outcomes

1. Create synthetic contextualised discussions of the major developments and themes in the Bronze Age and Iron Age in Europe and the Mediterranean.
2. Apply a professional approach to this specialised knowledge in order to deal effectively with research problems pertaining to the archaeology of the Bronze Age and Iron Age in Europe.
3. Demonstrate self-direction and originality in scholarship.
4. Act autonomously in identifying research problems related to Europe in the Metal Ages.
5. Solve problems and take strategic decisions that develop the capacity to contribute new understanding and methodological approaches on the theme of Europe in the Metal Ages.

6. Art in Later Prehistoric Europe

The Metal Ages in Europe, from around c.2300 BC until the coming of Rome, was a period of increased activity in the production of visual material culture. This module focuses on the archaeological record of prehistoric art — from the British Isles to Scandinavia to Central Europe — exploring the role these images and objects played in society, investigating the archaeological contexts from which they came, and considering what they tell us about the societies that made them. The module engages traditional archaeological methods including artefact typology and stratigraphy alongside theoretical approaches to material culture.

Learning Outcomes

1. Create synthetic contextualised discussions of the major developments and themes in prehistoric art of the Bronze Age and Iron Age in Europe.
2. Apply a professional approach to this specialised knowledge in order to deal effectively with research problems pertaining to prehistoric art of the Bronze Age and Iron Age in Europe.
3. Demonstrate self-direction and originality in scholarship.
4. Act autonomously in identifying research problems related to prehistoric art of the Bronze Age and Iron Age in Europe.
5. Solve problems and take strategic decisions that develop the capacity to contribute new understanding and approaches to the study of prehistoric art of the Bronze Age and Iron Age in Europe.

7. Magic in the Ancient Mediterranean World

This module examines the basics of magic — the means and methods by which humanity manipulated nature and the supernatural in the ancient Mediterranean world — in order to affect various courses of events. The geographical area principally covers ancient Egypt, the Levant, Greece, Rome, and early

Christianity. Students explore these practices from comparative, historical, and sociological perspectives, studying various practices and the ideas behind them, their traditions, and their impact on different societies over time. Prime source material includes magical handbooks, narrative literature, legal texts, decrees, and everyday writings, as well as artefacts relating to magical practices.

Learning Outcomes

1. Create synthetic contextualised discussions of the major evidence and themes related to magic in the ancient Mediterranean world.
2. Apply a professional approach to this specialised knowledge in order to deal effectively with research problems pertaining to magic in the ancient Mediterranean world.
3. Efficiently manage interdisciplinary issues that arise in connection with the study of magic in the ancient Mediterranean world.
4. Demonstrate self-direction and originality in scholarship.
5. Act autonomously in identifying research problems related to magic in the ancient Mediterranean world.
6. Solve problems and take strategic decisions that develop the capacity to contribute new understanding and methodological approaches on the theme of magic in the ancient Mediterranean world.
7. Apply transferable skills to exercise leadership in analysing data and proposing solutions to complex problems in non-academic work settings.

8. The Materiality of Death in the Ancient World

How did the ancient Greeks and Romans mourn their dead? How was death interacted with in the ancient world, and how is this expressed in classical material culture? This module examines the funerary sphere as a primary area of representation in antiquity, where the commemoration of a broader cross-section of society — from citizens to slaves, men to women, children to the elderly — was permitted. Studying case studies in their ancient contexts, students consider how material culture enriches our understanding of ancient Mediterranean society and human responses to death. Topics include elite commemoration, civic death, royal tombs, gender and death, and the funerary monuments of the upwardly mobile classes of Rome.

Learning Outcomes

1. Create synthetic contextualised discussions of the major events and themes in ancient funerary visual culture and art.
2. Apply a professional approach to this specialised knowledge in order to deal effectively with research problems pertaining to death in the ancient world.
3. Efficiently manage interdisciplinary issues that arise in connection with the topic of death in the ancient world.
4. Demonstrate self-direction and originality in scholarship.
5. Act autonomously in identifying research problems related to the study of ancient funerary visual culture and art.
6. Solve problems and take strategic decisions that develop the capacity to contribute new understanding and methodological approaches to ancient funerary visual culture and art.
7. Apply transferable skills to exercise leadership in analysing data and proposing solutions to complex problems in non-academic work settings.

9. Art and Visual Culture in the Greek World (Archaic and Classical)

Ancient societies, and Greeks in particular, employed a wide variety of visual media to communicate shared ideas and beliefs. This module explores the visual and material culture of ancient Greece from the Archaic to the Late Classical period, exposing students to a range of different forms of art — including sculpture, wall painting, pottery, mosaics, and architecture — across a range of contexts, both public and private, sacred and secular. Questions explored include what art meant to the Greek viewer, how the built and natural environment shaped the meaning of works of art, and how geography and urban space played a role in meaning-making. Topics include architectural sculpture, Pan-Hellenic sanctuaries, wall painting, vase painting, and funerary monuments.

Learning Outcomes

1. Create synthetic contextualised discussions of the major events and themes in art and visual culture in the Greek world.
2. Apply a professional approach to this specialised knowledge in order to deal effectively with research problems pertaining to art and visual culture in the Greek world.
3. Efficiently manage interdisciplinary issues that arise in connection with art and visual culture in the Greek world.
4. Demonstrate self-direction and originality in scholarship.
5. Act autonomously in identifying research problems related to art and visual culture in the Greek world.
6. Solve problems and take strategic decisions that develop the capacity to contribute new understanding and methodological approaches on the theme of art and visual culture in the Greek world.
7. Apply transferable skills to exercise leadership in analysing data and proposing solutions to complex problems in non-academic work settings.

10. Making Sense of Greek Pots (Archaic and Classical)

Pottery is virtually indestructible and is one of the very few material remains that still exist in abundance from ancient Greek culture. This module offers a detailed exploration of Athenian vases — their fabric, ornament, artisans, market, function, and social context — as well as the main methodologies employed for their study. Topics include the production of Athenian pottery, chronology debates, methods of attribution, patrons and the market, aristocratic life and subjects of vase painting in the Archaic period, and democratic world subjects in the Classical period.

Learning Outcomes

1. Create synthetic contextualised discussions of the major evidence and themes pertaining to Athenian pottery and its images.
2. Apply a professional approach to this specialised knowledge in order to deal effectively with research problems pertaining to Athenian pottery and its images.
3. Efficiently manage interdisciplinary issues that arise in connection with Athenian pottery and its images.
4. Demonstrate self-direction and originality in scholarship.
5. Act autonomously in identifying research problems related to Athenian pottery and its images.
6. Solve problems and take strategic decisions that develop the capacity to contribute new understanding and methodological approaches on the theme of Athenian pottery and its images.
7. Apply transferable skills to exercise leadership in analysing data and proposing solutions to complex problems in non-academic work settings.

11. Visual Culture in the Hellenistic World, c.330–c.30 BC

The period from the fall of the Persian Empire to the death of Cleopatra VII is one of intensified interaction around the Mediterranean and beyond, bringing the visual cultures of Greece, the Near East, Egypt, and Central Asia into contact in unprecedented ways. Using materials such as sculpture, terracottas, coins, seals, architecture, mosaics, and wall paintings, this module explores the role of visual culture in the Hellenistic kingdoms. It encourages critical appraisal of theoretical models of cultural interaction and an interrogation of how the period is defined, through themes such as trade, migration, civic and ethnic identity, and royal patronage.

Learning Outcomes

1. Create synthetic contextualised discussions of the major events and themes in Hellenistic visual culture.
2. Apply a professional approach to this specialised knowledge in order to deal effectively with research problems pertaining to Hellenistic visual culture.
3. Efficiently manage interdisciplinary issues that arise in connection with Hellenistic visual culture.
4. Demonstrate self-direction and originality in scholarship.
5. Act autonomously in identifying research problems related to Hellenistic visual culture.
6. Solve problems and take strategic decisions that develop the capacity to contribute new understanding and methodological approaches on the theme of Hellenistic visual culture.
7. Apply transferable skills to exercise leadership in analysing data and proposing solutions to complex problems in non-academic work settings.

12. Greek Sculpture and Society, c.500–c.300 BC

From monumental statues of gods in ivory and gold to bronze athletes, and from civic architectural reliefs carved in marble to small terracotta figurines, sculpted images formed a distinctive element of the visual environment of ancient Greece. This module focuses on how sculptural practices relate to the social and cultural dynamics of the Greek world, investigating how historical factors affected artistic development and exploring the reception of Greek sculpture in the ideology and art of subsequent civilisations. Topics include sculpture and gender, politics, social values, death, athletics, religion, and cultural identity, with particular focus on Archaic and Classical Athens and dynasts in Asia Minor.

Learning Outcomes

1. Create synthetic contextualised discussions of the major events and themes in Greek sculpture and society.
2. Apply a professional approach to this specialised knowledge in order to deal effectively with research problems pertaining to Greek sculpture and society.
3. Efficiently manage interdisciplinary issues that arise in connection with Greek sculpture and society.
4. Demonstrate self-direction and originality in scholarship.
5. Act autonomously in identifying research problems related to Greek sculpture and society.
6. Solve problems and take strategic decisions that develop the capacity to contribute new understanding and methodological approaches to the study of Greek sculpture and society.

7. Apply transferable skills to exercise leadership in analysing data and proposing solutions to complex problems in non-academic work settings.

13. Visual Culture in the Roman World, c.27 BC–337 AD

The relative stability of the Roman Imperial era resulted in a fantastic array of artistic and architectural innovation and expression. This module allows students to explore the Roman Empire through its visual legacy, beginning with the establishment of the Principate under Augustus and ending with the death of Constantine. Topics include imperial portraiture, the imperial fora in Rome, Rome's relationship with Greek art and culture, wall painting in Pompeii and Herculaneum, and the visual culture of Roman religion and funerary practice. Students select their own specific case studies within the broad themes of the course for in-depth research.

Learning Outcomes

1. Create synthetic contextualised discussions of the major evidence and themes in visual culture in the Roman world.
2. Apply a professional approach to this specialised knowledge in order to deal effectively with research problems pertaining to visual culture in the Roman world.
3. Efficiently manage interdisciplinary issues that arise in connection with visual culture in the Roman world.
4. Demonstrate self-direction and originality in scholarship.
5. Act autonomously in identifying research problems related to visual culture in the Roman world.
6. Solve problems and take strategic decisions that develop the capacity to contribute new understanding and methodological approaches to the study of visual culture in the Roman world.
7. Apply transferable skills to exercise leadership in analysing data and proposing solutions to complex problems in non-academic work settings.

14. The Medieval Imagination

What did medieval people see when they looked up at the night sky? This module engages that question through attention to the 'medieval imagination.' With a focus on the western Mediterranean world c.800–1300, the course examines an intersection of theology, natural philosophy, and cosmology. Working through existing sources, it aims to go inside the medieval imagination and reconstruct ways of thinking and acting in a world both continuous with and profoundly different from our own. The module brings interdisciplinary attention to classical and medieval texts, images, and material culture.

Learning Outcomes

1. Create synthetic contextualised discussions of the major events and themes in medieval history in the Mediterranean.
2. Apply a professional approach to this specialised knowledge in order to deal effectively with research problems pertaining to medieval history in the Mediterranean.
3. Efficiently manage interdisciplinary issues that arise in connection with medieval history in the Mediterranean.
4. Demonstrate self-direction and originality in scholarship.
5. Act autonomously in identifying research problems related to medieval history in the Mediterranean.

6. Solve problems and take strategic decisions that develop the capacity to contribute new understanding and methodological approaches to the study of medieval history in the Mediterranean.
7. Apply transferable skills to exercise leadership in analysing data and proposing solutions to complex problems in non-academic work settings.

15. Inquisitions and Society in Mediterranean Europe, 1480–1650

The societies of the Mediterranean's European shore were complex hierarchies of different ethnic and religious groups and key sites of cultural and intellectual exchange. During the long sixteenth century, the Catholic Church established several Inquisitions to enforce orthodoxy and police the boundaries of the faith. This module introduces students to the vast records produced by each of the early modern Inquisitions, using them as a window for reconstructing the societies in which they operated — their fault lines, their limits of tolerance, their mechanisms of social control, and their cultures of negotiation.

Learning Outcomes

1. Create synthetic contextualised discussions of the major events and themes pertaining to Inquisitions and Society in Mediterranean Europe.
2. Apply a professional approach to this specialised knowledge in order to deal effectively with research problems pertaining to the study of Inquisitions and Society in Mediterranean Europe.
3. Efficiently manage interdisciplinary issues that arise in connection with the topic of Inquisitions and Society in Mediterranean Europe.
4. Demonstrate self-direction and originality in scholarship.
5. Act autonomously in identifying research problems related to the topic of Inquisitions and Society in Mediterranean Europe.
6. Solve problems and take strategic decisions that develop the capacity to contribute new understanding and methodological approaches to the study of Inquisitions and Society in Mediterranean Europe.
7. Apply transferable skills to exercise leadership in analysing data and proposing solutions to complex problems in non-academic work settings.

16. Rome and Constantinople: Comparing Two Early Modern Metropolises

This module explores the urban spaces and institutions of two of the Mediterranean's greatest cities — Rome and Constantinople — from the early sixteenth century until the end of the seventeenth. One city was the centre of Christendom, the other the capital of the Ottoman Empire. Students consider how such urban environments developed and how historians understand the complex dynamics within them, examining and critiquing sources and approaches, comparing a variety of urban institutions across both cities, including political administration, religious communities, economic guilds, and social welfare organisations.

Learning Outcomes

1. Create synthetic contextualised discussions of the major events and themes in the history of Rome and Constantinople in the sixteenth and seventeenth centuries.
2. Apply a professional approach to this specialised knowledge in order to deal effectively with research problems pertaining to the history and historiography of Rome and Constantinople in the period.

3. Efficiently manage interdisciplinary issues that arise in connection with the history of Rome and Constantinople in the sixteenth and seventeenth centuries.
4. Demonstrate self-direction and originality in scholarship.
5. Act autonomously in identifying research problems related to the history of Rome and Constantinople in the period.
6. Solve problems and take strategic decisions that develop the capacity to contribute new understanding and methodological approaches to the study of the history of Rome and Constantinople in the sixteenth and seventeenth centuries.
7. Apply transferable skills to exercise leadership in analysing data and proposing solutions to complex problems in non-academic work settings.

17. Staging the Mediterranean: A Cultural Geography of Opera, 17th–20th Centuries

This module proposes a Mediterranean turn in opera studies. It uses a rich operatic repertoire to address issues of national identity, cultural appropriation, musical exoticism, and ethnic characterisation in opera from the Baroque to the 20th century. Case studies include works of ancient mythological or historical themes such as Purcell's *Dido and Aeneas* and Gluck's *Iphigénie en Tauride*, the romantic period operas of Rossini and Donizetti, and works such as Bizet's *Carmen*. The module also examines the technical and artistic demands of opera production, including dramaturgy, composition, set design, and acoustics.

Learning Outcomes

1. Create synthetic contextualised discussions of the major events and themes in opera during the modern period in the Mediterranean region.
2. Apply a professional approach to this specialised knowledge in order to deal effectively with research problems pertaining to opera during the modern period in the Mediterranean.
3. Efficiently manage interdisciplinary issues that arise in connection with opera during the modern period in the Mediterranean.
4. Demonstrate self-direction and originality in scholarship.
5. Act autonomously in identifying research problems related to opera during the modern period in the Mediterranean region.
6. Solve problems and take strategic decisions that develop the capacity to contribute new understanding and methodological approaches to the study of opera during the modern period in the Mediterranean.
7. Apply transferable skills to exercise leadership in analysing data and proposing solutions to complex problems in non-academic work settings.

18. Literary Modernism in the Mediterranean Region

This module explores the ways in which modernist authors drew on the cultural and geopolitical Mediterranean to shape their art, and conversely, how Mediterranean authors used innovative literary aesthetics to represent the wide variety of political modernities unique to the region. From James Joyce's engagement with Homer's *Odyssey* to Turkish poet Yahya Kemal's theory designed to reconnect Turkey with its Mediterranean heritage, one of literary modernism's defining features was its engagement with the culture and history of the Mediterranean. Students read novels, poetry, travel writing, and critical essays from canonical modernist authors, and engage with concepts of literary and cultural theory including imperialism, nationalism, and postcolonialism.

Learning Outcomes

1. Create synthetic contextualised discussions of the major works and themes in literary modernism in the Mediterranean region.
2. Apply a professional academic approach to this specialised knowledge in order to deal effectively with research problems pertaining to literary modernism in the Mediterranean region.
3. Sensitively manage interdisciplinary issues that arise in connection with literary modernism in the Mediterranean region.
4. Demonstrate self-direction and originality in scholarship.
5. Act autonomously in identifying research problems related to literary modernism in the Mediterranean region.
6. Solve problems and take strategic decisions that develop the capacity to contribute new understanding and methodological approaches to the study of literary modernism in the Mediterranean region.
7. Apply transferable skills to exercise leadership in analysing data and proposing solutions to complex problems in non-academic work settings.

19. Methodology Module for the Dissertation in Mediterranean and European Studies

The Methodology Module prepares students to embark upon a substantial, sustained, and unified piece of research at EQF Level 7. Taught by the proposed dissertation supervisor, it marks the end of the taught portion of the degree and the transition to the research portion. By this stage, students will have composed 32 unique essays under personal faculty guidance. The module is not a general introduction to research, but a practical and bespoke preparation for the dissertation. Students select their dissertation topic, identify a provisional title, evaluate research methods, write an abstract, compose a provisional table of contents, and develop a structured timeline. The module is assessed by portfolio.

Learning Outcomes

1. Demonstrate practical skills in gathering information from a variety of primary and secondary sources and in applying it to specific historical questions.
2. Grasp the theoretical issues that affect the proposed field of enquiry and the relative strengths and weaknesses of alternative approaches in the secondary literature.
3. Display the competence to manage complex, sustained research on a problem in Mediterranean and European studies, and develop new interpretive strategies.
4. Demonstrate the capacity for independent responsibility for a programme of research that contributes to professional knowledge.

20. Dissertation in Mediterranean and European Studies

Upon completion of the methodology module, students have a well-defined research topic, a clear structure, a firm grasp of the relevant literature, and a practical timeline. In the dissertation module, students write a 25,000-word dissertation constituting a substantial, original, independent piece of research, clearly articulated in relation to the field. Undertaken full-time over approximately 22 weeks including the viva voce examination, the dissertation is supervised through weekly meetings (75 minutes) that concentrate on pre-submitted sections of research. After the completion of the first draft, meetings focus on harmonising the parts and ensuring a single, coherent line of enquiry. The dissertation is examined by viva voce.

Learning Outcomes

1. Demonstrate practical skills in gathering information from a variety of primary and secondary sources and in applying it to specific historical questions.
2. Show awareness of the theoretical issues that affect the field of enquiry covered in the dissertation, and the relative strengths and weaknesses of alternative approaches in the secondary literature.
3. Understand state-of-the-art research in the subject and contribute innovative research to the field.
4. Possess the competence to manage complex, sustained research on a problem in Mediterranean and European studies, and develop new interpretive strategies.
5. Demonstrate independent responsibility for a programme of research that contributes to professional knowledge.

Internships policy

Internships must be a genuine extension of the student's academic programme, providing opportunity to apply theoretical knowledge to substantive projects directly related to their field of study. Internships consisting primarily of administrative or routine tasks will not be approved.

Every internship must have a defined start date, end date, and formal learning plan with objectives agreed in advance by the student, the host organisation, and the relevant college. Responsibilities and task complexity should increase over time. Each student must be assigned a named supervisor within the host organisation who holds relevant expertise and is responsible for providing regular guidance and feedback.

Woolf prioritises paid internships to ensure equitable access regardless of socioeconomic background. Unpaid internships may only be approved where they constitute a genuine learning opportunity and do not displace the work of a paid employee.

Programmatic standards

Day-to-day management sits with the relevant college. Each college must have a designated Woolf contact responsible for vetting and approving all host organisations and placements before any internship may proceed. Colleges are responsible for matching students to approved positions.

Students must complete pre-internship preparation before commencing a placement, which may include CV writing, interview support, and other instruction as necessary. Virtual internships are encouraged to widen access beyond geographical constraints; support systems must address the challenges of remote work, including cross-timezone communication and fostering professional belonging.

Programme effectiveness must be evaluated on an ongoing basis. Formal evaluations will be collected from students, host supervisors, and academic advisors, and will inform curriculum design and programme improvement.

Grading Scheme

General Marking Criteria and Classification

Marking of student work keeps in view the scale of work that the student can reasonably be expected to have undertaken in order to complete the task.

The assessment of work for the course is defined according to the following rubric of general criteria:

1. **Engagement:**
 - Directness of engagement with the question or task
 - Range of issues addressed or problems solved
 - Depth, complexity, and sophistication of comprehension of issues and implications of the questions or task
 - Effective and appropriate use of imagination and intellectual curiosity
2. **Argument or solution:**
 - Coherence, mastery, control, and independence of work
 - Conceptual and analytical precision
 - Flexibility, i.e., discussion of a variety of views, ability to navigate through challenges in creative ways
 - Completion leading to a conclusion or outcome
 - Performance and success of the solution, where relevant
3. **Evidence (as relevant):**
 - Depth, precision, detail, range and relevance of evidence cited
 - Accuracy of facts
 - Knowledge of first principles and demonstrated ability to reason from them
 - Understanding of theoretical principles and/or historical debate
 - Critical engagement with primary and/or secondary sources
4. **Organisation & Presentation:**
 - Clarity and coherence of structure
 - Clarity and fluency of writing, code, prose, or presentation (as relevant)
 - Correctness of conformity to conventions (code, grammar, spelling, punctuation, or similar relevant conventions)

Definition of marks

97-100

Work will be so outstanding that it could not be better within the scope of the assignment. These grades will be used for work that shows exceptional excellence in the relevant domain; including (as relevant): remarkable sophistication and mastery, originality or creativity, persuasive and well-grounded new methods or ideas, or making unexpected connections or solutions to problems.

94-96

Work will excel against each of the General Criteria. In at least one area, the work will be merely highly competent.

90-93

Work will excel in more than one area, and be at least highly competent in other respects. It must be excellent and contain: a combination of sophisticated engagement with the issues; analytical precision and independence of solution; go beyond paraphrasing or boilerplate code techniques; demonstrating quality of awareness and analysis of both first principles or primary evidence and scholarly debate or practical

tradeoffs; and clarity and coherence of presentation. Truly outstanding work measured against some of these criteria may compensate for mere high competence against others.

87-89

Work will be at least very highly competent across the board, and excel in at least one group of the General Criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.

84-86

Work will demonstrate considerable competence across the General Criteria. They must exhibit some essential features of addressing the issue directly and relevantly across a good range of aspects; offer a coherent solution or argument involving (where relevant) consideration of alternative approaches; be substantiated with accurate use of resources (including if relevant, primary evidence) and contextualisation in debate (if relevant); and be clearly presented. Nevertheless, additional strengths (for instance, the range of problems addressed, the sophistication of the arguments or solutions, or the use of first principles) may compensate for other weaknesses.

80-83

Work will be competent and should manifest the essential features described above, in that they must offer direct, coherent, substantiated and clear arguments; but they will do so with less range, depth, precision and perhaps clarity. Again, qualities of a higher order may compensate for some weaknesses.

77-79

Work will show solid competence in solving problems or providing analysis. But it will be marred by weakness under one or more criteria: failure to fully solve the problem or discuss the question directly; some irrelevant use of technologies or citing of information; factual error, or error in selection of technologies; narrowness in the scope of solution or range of issues addressed or evidence adduced; shortage of detailed evidence or engagement with the problem; technical performance issues (but not so much as to prevent operation); poor organisation or presentation, including incorrect conformity to convention or written formatting.

74-76

Work will show evidence of some competence in solving problems or providing analysis. It will also be clearly marred by weakness in multiple General Criteria, including: failure to solve the problem or discuss the question directly; irrelevant use of technologies or citing of information; factual errors or multiple errors in selection of technologies; narrowness in the scope of solution or range of issues addressed or evidence adduced; shortage of detailed evidence or engagement with the problem; significant technical performance issues (but not so much as to prevent operation); poor organisation or presentation, including incorrect conformity to convention or written formatting. They may be characterised by unsubstantiated assertion rather than argument, or by unresolved contradictions in the argument or solution.

70-73

Work will show evidence of competence in solving problems or providing analysis, but this evidence will be limited. It will be clearly marred by weakness in multiple General Criteria. It will still make substantive progress in addressing the primary task or question, but the work will lack a full solution or

directly address the task; the work will contain irrelevant material; the work will show multiple errors of fact or judgment; and the work may fail to conform to conventions.

67-69

Work will fall down on a number of criteria, but will exhibit some of the qualities required, such as the ability to grasp the purpose of the assignment, to deploy substantive information or solutions in an effort to complete the assignment; or to offer some coherent analysis or work towards the assignment. Such qualities will not be displayed at a high level, and may be marred by irrelevance, incoherence, major technical performance issues, error and poor organisation and presentation.

64-66

Work will fall down on a multiple General Criteria, but will exhibit some vestiges of the qualities required, such as the ability to see the point of the question, to deploy information, or to offer some coherent work. Such qualities will be substantially marred by irrelevance, incoherence, error and poor organisation and presentation.

60-63

Work will display a modicum of knowledge or understanding of some points, but will display almost none of the higher qualities described in the criteria. They will be marred by high levels of factual or technology error and irrelevance, generalisation or boilerplate code and lack of information, and poor organisation and presentation.

0-60

Work will fail to exhibit any of the required qualities. Candidates who fail to observe rubrics and rules beyond what the grading schemes allow for may also be failed.

Indicative equivalence table

US GPA	US Grade	US Percent	UK Mark	UK UG Classification	UK PG Classification	Malta Grade	Malta Mark	Malta Classification	Swiss Grade
4	A+	97 - 100	70+	First	Distinction	A	80-100%	First class honours	6.0
3.9	A	94-96				B	70-79%	Upper-second class honours	
3.7	A-	90-93							5.5
3.3	B+	87-89	65-69	Upper Second	Merit	C	55-69%	Lower-second class honours	
3	B	84-86	60-64						
2.7	B-	80-83	55-59	Lower Second	Pass				5
2.3	C+	77-79	50-54			D	50-54%	Third-class honours	
2	C	74-76	45-49	Third	Pass				
1.7	C-	70-73	40-44						
1.3	D+	67-69	39-	Fail	Fail				
1	D	64-66							
0.7	D-	60-63							
0	F	Below 60				F			

Synchronous Adjustments Template

Synch discussions may affect the mark on submitted assignments: written work is submitted in advance, and a discussion follows. This provides students an opportunity to clarify and explain their written claims, and it also tests whether the work is a product of the student's own research or has been plagiarised.

The synchronous discussion acts to shift the recorded mark on the submitted assignment according to the following rubric:

+3

Up to three points are added for excellent performance; the student displays a high degree of competence across a range of questions, and excels in at least one group of criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.

+/- 0

The marked assignment is unchanged for fair performance. Answers to questions must show evidence of some solid competence in expounding evidence and analysis. But they will be marred by weakness under one or more criteria: failure to discuss the question directly; appeal to irrelevant information; factual error; narrowness in the range of issues addressed or evidence adduced; shortage of detailed evidence; or poor organisation and presentation, including consistently incorrect grammar. Answers may be characterised by unsubstantiated assertion rather than argument, or by unresolved contradictions in the argument.

- 3 (up to three points)

Up to three are subtracted points for an inability to answer multiple basic questions about themes in the written work. Answers to questions will fall down on a number of criteria, but will exhibit some vestiges of the qualities required, such as the ability to see the point of the question, to deploy information, or to

offer some coherent analysis towards an argument. Such qualities will not be displayed at a high level or consistently, and will be marred by irrelevance, incoherence, error and poor organisation and presentation.

0 (fail)

Written work and the oral examination will both be failed if the oral examination clearly demonstrates that the work was plagiarised. The student is unfamiliar with the arguments of the assignment or the sources used for those arguments.

Plagiarism

Plagiarism is the use of someone else's work without correct referencing. The consequence of plagiarism is the presentation of someone else's work as your own work. Plagiarism violates Woolf policy and will result in disciplinary action, but the context and seriousness of plagiarism varies widely. Intentional or reckless plagiarism will result in a penalty grade of zero, and may also entail disciplinary penalties.

Plagiarism can be avoided by citing the works that inform or that are quoted in a written submission. Many students find that it is essential to keep their notes organised in relation to the sources which they summarise or quote. Course instructors will help you to cultivate professional scholarly habits in your academic writing.

Depending on the course, short assignment essays may not require students to submit a bibliography or to use extensive footnotes, and students are encouraged to write their assignments entirely in their own words. However, all essays must acknowledge the sources on which they rely and must provide quotation marks and citation information for verbatim quotes.

There are several forms of plagiarism. They all result in the presentation of someone's prior work as your new creation. Examples include:

- Cutting and pasting (verbatim copying)
- Paraphrasing or rewording
- Unauthorised Collaboration
- Collaboration with other students can result in pervasive similarities – it is important to determine in advance whether group collaboration is allowed, and to acknowledge the contributions or influence of the group members.
- False Authorship (Essay Mills, Friends, and Language Help)
- Paying an essay writing service, or allowing a generous friend to compose your essay, is cheating. Assistance that contributes substantially to the ideas or content of your work must be acknowledged.

Complaints and appeals

Students and faculty should always seek an amicable resolution to matters arising by addressing the issue with the person immediately related to the issue. Students should handle minor misunderstandings or disagreements within a regular teaching session or by direct message, or with their College. If a simple resolution is not possible, or the matter remains unresolved for one party, the steps outlined in this section apply to all groups, colleges, and units of Woolf.

The Red Flag system

An issue with a red flag should be submitted in the case that a member of Woolf seeks to make an allegation of serious misconduct about another member, including matters of cheating, plagiarism, and unfair discrimination or intolerance.

Any member of Woolf, seeking to raise a matter of serious concern, should submit a red flag by emailing redflag@woolf.education. Provide a short, clear description of the issue.

If a student submits an issue with a red flag, or if a faculty member submits an issue about a student, it will trigger a meeting with the student's College Advisor. If the issue is not resolved, the matter will be escalated to the College Dean, or to a committee designated by the College Dean, which will have the power to clear the flag.

If an issue is submitted with a red flag by a faculty member about another faculty member, then the issue is reported directly to the College Dean.

For both students and faculty members, after the Dean's decision, the one who submits the complaint is provided the opportunity to accept or appeal the decision; if the one submitting the issue appeals the decision, it will be assigned to the Quality Assurance, Enhancement, and Technology Alignment Committee, which is a subcommittee of the Faculty Council.

Mitigating circumstances

When serious circumstances ('Mitigating Circumstances'), beyond the control of a student or faculty member, adversely affect academic performance or teaching support, a Mitigating Circumstances report must be submitted using Woolf's red flagging system. Mitigating Circumstances may include but are not limited to serious medical problems, domestic and personal circumstances, major accidents or interruptions of public services, disturbances during examination, or serious administrative or procedural errors with a material effect on outcomes.

Mitigating circumstances do not normally include a member's personal technology problems, including software, hardware, or personal internet connection failures; employment obligations or changes in employment obligations; permanent or sustained medical conditions (unless there is a sudden change of condition); or circumstances where no official evidence has been submitted.

Mitigating circumstances are normally only considered when a red flag has been submitted for the issue before the deadline of an affected written project or assignment, or within one week of a cumulative examination. Proof of mitigating circumstances may result in an extended deadline or examination period, or the possibility to retake an examination; it will not result in any regrading of existing submissions or exams.

Grade appeals

Students who dissent from the grades they have received should follow the normal procedure for submitting a red flag.