

Module Catalogue

School of Humanities

**A DIRECTORY OF UNDERGRADUATE MODULES FOR
EXCHANGE AND STUDY ABROAD STUDENTS**

SEMESTER A, B AND AB 2019/20

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Module name: Media and the Sacred: Religion and Popular Culture

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INTRODUCTION

This module directory is specifically designed for exchange students to select modules at School of Humanities, University of Hertfordshire.

1. Please see the box below explaining the module codes:

4HUM1071		
5	HUM	1071
Module level	School of study	Module code

2. As an exchange student you can choose modules from levels 5, 6 and exceptionally at level 4.

Level 4	Level 5	Level 6
First Year module	Second year module	Third Year module

3. Co-requisites, pre-requisites and prohibited combinations.

Some of the modules may have co-requisites or pre-requisites which you will find indicated in each module. Please note for you, as an exchange student, *if a module has co-requisites or pre-requisites you must have previously studied the subject and have completed the relevant module(s) at your home institution.* When sending your application, please include a copy of your transcript to show that you have taken the minimum required co-requisites or pre-requisites module(s) at your home institution. Additionally, we may require you to provide a module description in order to evidence prior study. If you are in the process of completing the required module(s) at the time of the application and you do not have the final copy of the transcript, please include a letter from your home institution clearly listing the modules that you are registered on.

Prohibited combinations- please note if there are modules listed under prohibited combinations you can only study one of the modules.

Language Modules

There are three levels of study: beginner, intermediate and advanced. The languages class that you will join will be determined by your prior experience:

Entry Level	Route A/B/C	Languages available 2018-19
No prior knowledge GCSE grade D and below Level A1 of CEF	Route A Beginners	French German Spanish Japanese Mandarin
GCSE grade C - A* AS grade D/E or equivalent Level A2 of CEF	Route B Intermediate	French German Spanish Japanese
A2 pass or equivalent B1 of CEF	Route C Advanced	French German Spanish

If your level in a particular language is higher than the entry requirements then you will not be able to study that particular language at UH, but we would encourage you to study a different language instead.

If you are a native/near native speaker, you are not eligible to take a class in that language as the course content and structure is specifically designed for those learning it as a foreign language. In this instance we recommend that you study a different language instead.

If you have lived in the country where the language is spoken and are unsure of your level then we will assess your language level on arrival. You may be advised to attend an alternative route or study a different language, depending on your level of proficiency.

Each module is available at level 4, 5, and 6. Each module runs is split into a semester A (15 credit) and semester B (15 credit) module.

For some modules, it may not be possible to join in semester B

American Studies

Module name: Introduction to American Studies

Module code: 4HUM1071

Semester: A

Credits: 15

Module Aims:

1. Gain an understanding of the history and practice of American Studies,
2. Develop their understanding of the different disciplinary approaches within American Studies,
3. Enhance their knowledge of some key aspects of American culture through the detailed study of a number of representative topics with varied thematic, regional, or cultural focus.

Intended Learning Outcomes:

Successful students will typically:

1. Demonstrate knowledge and understanding of the origins and development of American Studies as a distinct field of academic study,
2. Be able to articulate their understanding of the ways in which the disciplinary methods and critical approaches of History, Literary Studies and Film Studies can be combined in the study of American culture,
3. Be able to analyse some of the diverse ways in which American cultural, social and political identity has been conceptualised and defined, at different historical moments, by different ethnic or social groups, and in different parts of North America.
4. Demonstrate the ability to critically analyse some aspects of American history, literature and film, both orally and in written work,
5. Develop research skills by means of independent study,
6. Be able to produce structured arguments backed by evidence in relation to the topics covered by the module,
7. Be able to work independently and as part of a team.

Module Content:

This module offers a multi-disciplinary introduction to the subject of American Studies. It will give you an overview of the history and development of American Studies as an academic subject, and encourage reflection on the direction of the discipline in the twenty-first century. You will become familiar with a variety of critical and methodological perspectives, and develop complementary skills in the component disciplines of History, Literature and Film. The module will be team-taught by lecturers specialising in these subjects, and each topic will be addressed from a different disciplinary angle each week. Topics may be drawn from the following indicative list: immigrant identities and America as 'the melting pot'; the West; the South; the City; America at war; slavery; Revolution, protest and radicalism; American environmentalism; 9/11; suburbia and small-town America; transnational America; American foodways; American music; American politics and the Presidency; gender and sexuality in America.

Pre and Co requisites:

Students taking this module must also be enrolled on:

4HUM0153 – American History

4HUM1008 – Introduction to Film Criticism

4HUM1062 – Technology, Terror & Transformations: Literature from the Fin de Siècle to WW1

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	80%	20%

American Studies

Module name: Making America: Studies in American Culture and Society

Module code: 4HUM1108

Semester: B

Credits: 15

Module Aims:

1. Gain an understanding of the historical roots of a range of important issues in contemporary American society,
2. Continue to develop their understanding of the different disciplinary approaches within American Studies,
3. Enhance their knowledge of how American cultural production (particularly literature, film, television and music) has participated in ongoing social and political debates.

Intended Learning Outcomes:

Successful students will typically:

1. Demonstrate understanding of the historical roots of key aspects of contemporary American society,
2. Show familiarity with some of the theoretical and methodological terminology appropriate to the component disciplines of American Studies,
3. Be able to distinguish and explain how variations in ideology, experience and perspective affect how complex socio-political events are reported or represented.
4. Demonstrate the ability to critically analyse some aspects of American culture,
5. Develop their research skills by means of independent study,
6. Be able to produce structured arguments backed by evidence in relation to the topics covered by the module,
7. Be able to work independently,
8. be able to synthesise the disciplinary methods and critical approaches of History, Literary Studies and Film Studies when discussing American culture.

Module Content:

This module will continue to develop your interdisciplinary understanding of some of the dominant moments, concepts and motifs that have shaped American culture over time. In Semester A, we examined how variations between regions impact on the formation of American identity. This module takes a more thematic approach; it will enable you better to understand America's present by reference to its past, exploring key issues in contemporary American society by tracing their historical and cultural roots. The module will be team-taught by lecturers from different disciplinary backgrounds, and you will be taught how to employ a range of complementary disciplinary perspectives. Topics covered might include: land and territory; Revolution; the African-American experience; gender and sexuality; indigenous America; war; and American ecologies.

Pre and Co requisites:

Students taking this module must also be enrolled on: 4HUM1071 – Introduction to American Studies

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Creative Writing

Module name: Becoming a Writer

Module code: 4HUM0182

Semester: A

Credits: 15

Module Aims:

Develop their knowledge of the form and conventions of the short story as a genre and some of its narrative tools, techniques and literary strategies; Develop existing skills of critical analysis and close reading; Gain practice in writing and crafting short stories.

Intended Learning Outcomes:

Successful students will typically:

1. Be able to demonstrate a range of writing techniques developed through the practice of a number of small creative writing projects;
2. Be able to demonstrate a knowledge of the form and conventions of the short story as genre and some its narrative methods, techniques and literary strategies.
3. Be able to demonstrate skills in close-reading and critical analysis;
4. Demonstrate an ability to work independently;
5. Demonstrate the ability to devise, structure and edit a short story and reflect upon this process.

Module Content:

This module is a practice-based course, taught by weekly two-hour workshop. Building on the study of the short story begun on 'The Writer's Art', the module will explore diverse examples of this genre from the nineteenth, twentieth and twenty-first centuries. Writers chosen for study will vary from year to year but might include work by Kazuo Ishiguro, Raymond Carver, Angela Carter, Katherine Mansfield, Thomas Hardy and Henry James. The stories will be used as the basis for workshop discussion and activities including close analysis of literary techniques. You will be encouraged to develop your own creative writing through a portfolio of on-going work and by working towards the completion of your own short story.

Pre and Co requisites:

Completion of 1HUM0104 The Writers Art or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Creative Writing

Module name: Writing for the screen

Module code: 4HUM1115

Semester: B

Credits: 15

Module Aims:

1. Write a complete short film of ten minutes in length,
2. Develop a theoretical and critical approach relevant to screen writing,
3. Develop skills in analysis and reflection.

Intended Learning Outcomes:

Successful students will typically:

1. Demonstrate an understanding of screen action, scene development and structure within screen writing,
2. Demonstrate an understanding of the practical demands of screen drama.
3. Demonstrate the ability to generate, edit and develop a short film text,
4. Demonstrate the skills of close reading and analysis of film scripts,
5. Demonstrate an understanding of narrative development, character, narrative and dialogue in scripted drama.

Module Content:

Writing for screen is an intensive 12 week course designed to introduce students to drama at level 4. Students will be introduced to all the elements of dramatic writing - dramatic action, narrative, structure, plotting and writing perfect scene hooks. Students will work practically in class, receiving weekly feedback on their work and developing their script to completion. Students will be able to edit and develop their final film towards completion as they workshop their scripts in the final 4 weeks of the module. Students will develop the skill of analysing the theory of screen writing and study short films, breaking them down for structure, narrative and plot. Students will learn how to understand their own practical method and be able to reflect upon their creative decision making. They will study craft texts and develop their skills in critical analysis. All students will complete the course having written a 10 minute short film displaying an understanding of all of the elements of dramatic writing.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Creative Writing

Module name: Writing for the Stage

Module code: 5HUM1094

Semester: A

Credits: 15

Module Aims:

1. Understand the principles of narrative development, character and dialogue in scripted drama,
2. Write in the appropriate style for the target audience taking account of the practical demands of performance,
3. Build on skills of close reading and critical analysis of dramatic text.

Intended Learning Outcomes:

Successful students will typically:

1. Demonstrate an understanding of dramatic action and other elements of a play script,
2. Demonstrate an understanding of the practical demands of scripted drama.
3. Demonstrate the ability to generate and edit a short piece of written dramatic text in an appropriate style for an intended audience, and reflect constructively on the process,
4. Demonstrate the skills of close reading and analysis,
5. Demonstrate an understanding of narrative development, character and dialogue in scripted drama.

Module Content:

Building on critical and practical skills developed at Level Four, this module continues the study of genre but also investigates writing as a collaborative process. Focusing on stage drama, we will analyse a selection of twentieth century and contemporary works. Theme-based workshops will explore character, dialogue, the world of the play, action, plot, narrative, and audience. We explore how the playwright evokes the 'World of the Play' through creation of the imaginary place, aspects of setting, music and props. Students will be expected to work collaboratively to workshop their own dramatic writing with a view to completing a short dramatic text and the final sessions will be spent in revising and preparing work for the final assessment.

Pre and Co requisites:

Successful completion of 4HUM0104 The Writer's Art: an Introduction to Creative Writing and 4HUM0182

Becoming a Writer, or equivalent

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Creative Writing

Module name: Language and Imagination: The Art of the Poem

Module code: 5HUM1095

Semester: A

Credits: 15

Module Aims:

1. Develop their knowledge of some of the textual conventions and generic traditions of poetry, based on readings of the set texts,
2. Improve their knowledge of poetic craft and techniques,
3. Develop some of the practical, imaginative and critical skills related to generating and crafting individual poems.

Intended Learning Outcomes:

Successful students will typically:

1. Be able to demonstrate their understanding of some of the textual conventions and generic traditions of poetry, as demonstrated through their poetry and reflective writing,
2. Be able to demonstrate their understanding of poetic craft, techniques and critical vocabulary.
3. Demonstrate practical and imaginative skills in the devising, structuring and editing of poems,
4. Demonstrate the ability to analyse their own work in a reflective way (e.g. within the context of poetic traditions),
5. Demonstrate an ability to work independently and with colleagues.

Module Content:

Building on previous work, this module will develop your knowledge and understanding of poetic craft and technique including voice, sound, patterns and shape, rhyme and rhythm, imagery and metaphor. You will develop your own creative writing through the use of exercises and create your own portfolio of poetry. You will be asked to practise reading and thinking about poems of many different styles and periods, for example, sonnets, villanelles and free verse. You will consider ways in which the material presentation of poetry is significant. For example, you might examine poetry that exists somewhere other than a printed page: written on a wall, as a film, as a performance, etc.

Pre and Co requisites:

Successful completion of 30 credits of Creative Writing at level four.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Creative Writing

Module name: Writing For The Screen

Module code: 5HUM1110

Semester: B

Credits: 15

Module Aims:

1. Write complete screenplays to a standard suitable for professional submission,
2. Develop their knowledge of some of the textual conventions of screen writing and of some of the relevant theoretical and critical approaches,
3. Develop existing skills in the devising, structuring, editing and presentation of creative work and for a particular audience as begun at Level 4.

Intended Learning Outcomes:

Successful students will typically:

1. Demonstrate an understanding of screen action, scene development and a range of aspects of screen writing,
2. Demonstrate an understanding of the practical demands of screen drama and how to make them ready for production,
3. Be able to demonstrate the ability to generate and edit a short film text in an appropriate style for production or submission for professional competitions,
4. Demonstrate the skills of close reading and analysis of film scripts,
5. Demonstrate an understanding of narrative development, character, narrative, hooks and dialogue in scripted drama.

Module Content:

Writing for Screen is an intensive 12 week course designed to produce screen writing ready for submission to production houses and professional competitions. You will have 8 weeks of seminars, developing your writing craft. Here you will encounter different elements of writing for the screen - screen action, dramatic action, narrative, structure, plotting and writing perfect scene hooks. You will work practically in class, receiving weekly feedback on your work and developing it to a professional standard. You will also analyse the theory of screen writing and study short films, breaking them down for structure, narrative and plot. You will study craft texts as a way of furthering your skills in critical analysis. You will complete the course having written a 10 minute short film ready for production. You will have learned how to understand your own practical method and be able to reflect upon your creative decision making.

Pre and Co requisites:

Successful completion of 30 credits of Creative Writing at level 4, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Creative Writing

Module name: Literature at Work

Module code: 5HUM1124

Semester: B

Credits: 15

Module Aims:

1. Develop an understanding of the forms and uses of literature in public and educational settings beyond higher education, via practical experience.
2. Develop subject-specific skills involved in the practice of literary studies and/or creative writing.
3. Enhance aspects of their employability for future careers.

Intended Learning Outcomes:

Successful students will typically:

1. Be able to demonstrate knowledge and understanding of some of the forms and uses of literature and/or creative writing in educational or non-academic public setting,
2. Be able to demonstrate knowledge and understanding of some of the practical issues involved in using literature in these settings.
3. Be able to be able to reflect on their own skills development,
4. Be able to devise future actions to enhance employability based on their work experience,
5. Be able to use research skills effectively and appropriately in a new setting.

Module Content:

This module enables you to incorporate practical experience into your study of English Literature and/or Creative Writing. It focuses on how literature (the writing process, the marketing and retailing of texts, their critical analysis, or literary history) is encountered by an audience outside academia. To take this module, you must find a suitable work placement by the end of the previous semester, with guidance from the module leader. Suitable sites for work experience might include: a school, or further education college; a heritage site associated with a writer; a literary festival; a publishing company; a bookshop; a funding body or arts organisation; a theatre. Your time spent on placement should total up to at least 24 accumulated hours, though in practice you may spend longer. In seminars, you will reflect on your experiences, explore related conceptual issues and develop a broader appreciation of how literature is engaged with outside higher education. The module will be assessed by a presentation and portfolio of materials including the development of a new curriculum vitae.

Pre and Co requisites:

Successful completion of 30 credits of English Literature or Creative Writing at Level 4, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	80%	20%

Creative Writing

Module name: Poetry, Prose and Publishing

Module code: 5HUM1149

Semester: B

Credits: 15

Module Aims:

1. Understand through example and practice the various goals and challenges of creating a publication,
2. Develop a critical awareness of successful publications, comparing the merits of such work to less successful or appreciated publications.
3. Develop a rigorous approach to the writing process through drafting and redrafting, detailed analysis and editing of their own and other people's work.

Intended Learning Outcomes:

Successful students will typically:

1. Be able to demonstrate critical awareness of successful publications and the editorial principles behind them,
2. Demonstrate a knowledge of current publishing opportunities and an awareness of the most appropriate market for their own writing,
3. Demonstrate the ability to generate and edit both a final polished piece and a considered reflection on other writers' work.
4. Demonstrate originality and finesse in their own writing,
5. Show the value of the drafting and redrafting process in writing,
6. Demonstrate their ability to create and edit a publication,
7. Demonstrate their ability to write a polished piece of writing to an agreed specification.

Module Content:

This module will introduce you to the world of literary magazine and anthology publishing, considering both print and online publications. In groups, you will work towards planning your own publications and developing your editorial skills. Key questions of craft and motivation will be asked: what are the attributes of a successful publication? What useful selection criteria might an editor employ? Publications studied might include Poetry Magazine, Granta, Ambit and the Paris Review. You will also spend around half the course producing and workshopping your own creative work (prose or poetry), and learning to identify suitable outlets for publication.

Pre and Co requisites:

Successful completion of 30 credits of Creative Writing at level four, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Creative Writing

Module name: Short Story Workshop

Module code: 6HUM1177

Semester: A

Credits: 15

Module Aims:

1. Explore through example and practice the various strategies, goals, challenges of writing short forms of fiction.
2. Continue to develop a rigorous approach to the writing process through drafting and redrafting, detailed analysis and editing of their own and other people's work,
3. Develop existing skills of critical analysis and close reading.

Intended Learning Outcomes:

Successful students will typically:

1. Demonstrate an awareness of the literary and creative methods utilised in writing short forms of fiction,
2. Demonstrate a critical awareness of examples short forms of fiction writing.
3. Demonstrate originality and finesse in writing short fiction
4. Demonstrate a repertoire of practical skills including the value of the drafting and redrafting process and the importance of form in writing
5. Demonstrate their ability to write creatively and to an agreed specification a polished piece of fiction writing

Module Content:

For sale, baby shoes, never worn.' (short story attributed to Ernest Hemingway).

Some stories can be told in six words, others take 6,000. This module will examine different kinds of short stories, considering critically the demands, rewards and pitfalls of each form. Key questions of craft and motivation will be asked: how does the content of a story relate to its form? How is plotting for novels different than plotting for short stories? When does a short story become a flash fiction? How do you decide whether to write long or short? You will also explore a variety of print and digital publication platforms and learn how to prepare your work for publication. Authors studied may include Lydia Davis, Junot Diaz, Zadie Smith, Gerbrand Bakker, Chris Adrian, Lorrie Moore, Ian Rankin.

Pre and Co requisites:

Successful completion of 30 credits of Creative Writing at level five, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Creative Writing

Module name: Finding the funny bone: Comedic voice in narration

Module code: 6HUM1170

Semester:

Credits:

Module Aims:

1. Develop a critical awareness of a comedic narrative style in published fiction and radio plays,
2. Develop a comedic narrative style in their own creative work,
3. Develop a rigorous approach to the writing process through drafting and redrafting, detailed analysis and editing of their own and other people's work.

Intended Learning Outcomes:

Successful students will typically:

1. Demonstrate an awareness of the literary and creative methods utilised in writing comedy,
2. Demonstrate an awareness of the processes of writing comedy from pitch to writing their own work,
3. Demonstrate a critical understanding of how to create a detailed plot outline and explore dramatic action, character, dialogue, themes and central metaphor in existing comedic fiction and radio plays and their own work.
4. Demonstrate an ability to come up with the initial idea, to learn how to pitch it, and to write and edit a piece of comedic fiction or radio play,
5. Show the value of the drafting and redrafting process and the importance of form and structure in writing comedy,
6. Demonstrate a critical and reflective awareness of the creative processes they have undertaken in the module.

Module Content:

BBC Radio Comedy makes about 170 hours of radio each year, which makes it the largest producer of radio comedy in the world. Comedic novels are a big part of the publishing landscape. But how do you write a comedy, rather than writing a piece that happens to be humorous in places? This module will ask what makes compelling and successful comedic writing. Key questions of craft will be addressed: What makes a memorable protagonist in a comedic piece? How do you find the right comedic voice for your particular project? The module will cover both prose and radio plays, with the possibility of having your radio play recorded at the end of the semester. Authors studied may include Helen Lederer, David Sedaris, Alan Bennet, Sue Townsend and Ian Pattison.

Pre and Co requisites:

Successful completion of 30 credits of Creative Writing at level five or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Creative Writing

Module name: Tell It Slant

Module code: 6HUM1039

Semester: B

Credits: 15

Module Aims:

1. Explore through example and practice different approaches to creative nonfiction: research, historical sources, oral history, literary sources, autobiography, biography;
2. Develop a rigorous approach to the writing process through drafting and redrafting, detailed analysis and editing of their own and other people's work;
3. Understand the importance of form, tone, style, accuracy and originality in creative writing.

Intended Learning Outcomes:

Successful students will typically:

1. Engage in different forms of creative nonfiction, including fictionalised biography and autobiography;
2. Demonstrate an awareness of ways in which historical, literary and oral history sources might be transformed through research, drafting and editing;
3. Use creative nonfiction and other forms to explore wider moral, political and social issues.
4. Demonstrate a range of writing techniques needed to transform researched or personal material into literary forms;
5. Show the value of the drafting and redrafting process and the importance of form in creative nonfiction, as in all writing;
6. Demonstrate their ability to write creatively and to an agreed specification a polished piece of creative nonfiction.

Module Content:

Emily Dickinson wrote 'Tell all the truth, but tell it slant'. This module examines many aspects of writing from reality – the methods and reasons for doing so, the ethics involved, and whether or not it forms a 'fourth genre' of writing as has been posited by theorists such as Robert Root and Lee Gutkind. Degrees of 'truth' will be questioned: how much fiction can or should be introduced? Where does one draw the line between fiction and reality? Who has the right to draw this line? Does writing about a community, or writing with a community, alter the obligations of the writer? Authors studied may include James Frey, David Sedaris, Louisa May Alcott, Geraldine Brooks, Sei Shonagan, James Baldwin, Megan Abbott and Robin Soans.

Pre and Co requisites:

Successful completion of 30 credits of prior study of Creative Writing at Level 5, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Creative Writing

Module name: Creative Writing Project Script

Module code: 6HUM1176

Semester: AB

Credits: 30

Module Aims:

1. Develop their knowledge of a script writing and its audiences, and review publishing opportunities available in the contemporary literary field;
2. Focus on and develop a sustained writing style, building on the writerly skills acquired on earlier modules;
3. Develop a knowledge of imaginative, literary and practical processes and skills involved in the planning, devising, writing, design and editing of a coherent and cogent creative body of work and reflect constructively on this process.

Intended Learning Outcomes:

Successful students will typically:

1. Be able to demonstrate knowledge of some of the imaginative, literary and practical skills involved in the devising, writing, design and editing of a coherent and cogent creative body of work;
2. Demonstrate knowledge of the contemporary literary field and the audience available.
3. Demonstrate their ability to write creatively and to an agreed specification;
4. Demonstrate abilities in the research planning, devising and delivery of an extended project, including selection, editing and organisation of material for written or electronic presentation, and to be able to reflect on the process;
5. Be able to work independently and with colleagues.

Module Content:

The Creative Writing Project module is the culmination of your three years of study of the subject. Over two semesters, you will meet in fortnightly intensive three hour workshops to develop and hone your writing. The workshops will, where possible, be genre specific and all workshops will be led by professional writers. Workshops will also cover how to work as a writer professionally, including how to submit your work to competitions, agents, publishers, producers, etc. You will devise, plan and produce an extended piece of creative writing in a genre of particular personal interest. You will finish the module having a substantial piece of writing you can either submit professionally or continue working on after graduation. The module is also an excellent preparation for pursuing an MA in Creative Writing.

Pre and Co requisites:

Successful completion of 30 credits of Creative Writing at level five, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Creative Writing

Module name: Creative Writing Project Prose

Module code: 6HUM1175

Semester: AB

Credits: 30

Module Aims:

1. Develop their knowledge of prose and its audiences, and review publishing opportunities available in the contemporary literary field;
2. Focus on and develop a sustained writing style, building on the writerly skills acquired on earlier modules;
3. Develop a knowledge of imaginative, literary and practical processes and skills involved in the planning, devising, writing, design and editing of a coherent and cogent creative body of work and reflect constructively on this process.

Intended Learning Outcomes:

Successful students will typically:

1. Be able to demonstrate knowledge of some of the imaginative, literary and practical skills involved in the devising, writing, design and editing of a coherent and cogent body of prose work;
2. demonstrate knowledge of the contemporary literary field and the audience available to writers working in prose.

Successful students will typically:

1. Demonstrate their ability to write creatively and to an agreed specification;
2. Demonstrate abilities in the research planning, devising and delivery of an extended project, including selection, editing and organisation of material for written or electronic presentation, and to be able to reflect on the process;
3. Be able to work independently and with colleagues.

Module Content:

The Creative Writing Project module is the culmination of your three years of study of the subject. Over two semesters, you will meet in fortnightly intensive three hour workshops to develop and hone your writing. The workshops will, where possible, be genre specific and all workshops will be led by professional writers.

Workshops will also cover how to work as a writer professionally, including how to submit your work to competitions, agents, publishers, producers, etc. You will devise, plan and produce an extended piece of creative writing in a genre of particular personal interest.

You will finish the module having a substantial piece of writing you can either submit professionally or continue working on after graduation. The module is also an excellent preparation for pursuing an MA in Creative Writing.

Pre and Co requisites:

Successful completion of 30 credits of Creative Writing at level five, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Creative Writing

Module name: Creative Writing Project Poetry

Module code: 6HUM1174

Semester: AB

Credits: 30

Module Aims:

1. Develop their knowledge of a poetry and its audiences, and review publishing opportunities available in the contemporary literary field,
2. Focus on and develop a sustained writing style, building on the writerly skills acquired on earlier modules,
3. Develop a knowledge of imaginative, literary and practical processes and skills involved in the planning, devising, writing, design and editing of a coherent and cogent creative body of poetic work and reflect constructively on this process.

Intended Learning Outcomes:

Successful students will typically:

1. Be able to demonstrate knowledge of some of the imaginative, literary and practical skills involved in the devising, writing, design and editing of a coherent and cogent creative body of poetic work;
2. demonstrate knowledge of the contemporary literary field and the audience available to writers.

Successful students will typically:

1. Demonstrate their ability to write creatively and to an agreed specification;
2. Demonstrate abilities in the research planning, devising and delivery of an extended project, including selection, editing and organisation of material for written or electronic presentation, and to be able to reflect on the process.
3. Be able to work independently and with colleagues.

Module Content:

The Creative Writing Project module is the culmination of your three years of study of the subject. Over two semesters, you will meet in fortnightly intensive three hour workshops to develop and hone your writing. The workshops will, where possible, be genre specific and all workshops will be led by professional writers.

Workshops will also cover how to work as a writer professionally, including how to submit your work to competitions, agents, publishers, producers, etc. You will devise, plan and produce an extended piece of creative writing in a genre of particular personal interest.

You will finish the module having a substantial piece of writing you can either submit professionally or continue working on after graduation. The module is also an excellent preparation for pursuing an MA in Creative Writing.

Pre and Co requisites:

Successful completion of 30 credits of Creative Writing at level five, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Language & Communication

Module name: Language Analysis

Module code: 4HUM0144

Semester: A

Credits: 15

Module Aims:

1. Acquire the basic terminology and concepts of phonetics, phonology, morphology, syntax and semantics,
2. Appreciate the application of the study of phonetics, phonology, morphology, syntax and semantics,
3. Analyse texts phonemically, morphologically, syntactically and semantically at a basic level.

Intended Learning Outcomes:

Successful students will typically:

1. Be able to demonstrate knowledge and understanding of the basic terminology and concepts of phonetics, phonology, morphology, syntax and semantics, and the application of these fields to various fields of enquiry.

Successful students will typically:

1. Be able to explain how phonemes are distinguished,
2. Be able to identify and classify morphemes,
3. Be able to identify word formation processes,
4. Be able to categorise words into grammatical classes,
5. Be able to recognise grammatical functions,
6. Be able to identify semantic properties and relations.

Module Content:

This module introduces you to the different parts that make up language. We will look at how speech sounds are produced, which organs are involved in speech production and how sounds are systematically organised (phonetics and phonology). We will look at the internal structure of words, how new words are created (morphology) and at the meaning relations between words (semantics). Lastly, we will explore how sentences can be analysed and what the basic syntactic elements of an English sentence are (syntax). Throughout this module, you will use your newly gained knowledge in hands-on activities using examples from a broad range of sources, mainly focusing on English, but also comparing English with other languages.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Language & Communication

Module name: English Language in Use

Module code: 4HUM1110

Semester: A

Credits: 15

Module Aims:

1. Gain an understanding of the diversity of use of the English language,
2. Explore their own attitudes to English varieties,
3. Gain an understanding of some areas of research in language variation.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate an understanding of one or more areas of English language variation,
2. recognise some of the factors that affect varieties of English used,
3. show awareness of some of the social attitudes attached to some linguistic forms,
4. demonstrate understanding of some of the different ways in which English is studied by sociolinguists.

Successful students will typically:

1. be able to identify features of English specific to user,
2. be able to work as part of a group,
3. be able to communicate ideas, arguments and conclusions clearly and effectively in writing,
4. be able to identify features of English specific to a particular situation.

Module Content:

11a. Module Content: (for publication, max 150 words)

The focus of this module is on the diversity of use of the English language. We all use English in different ways: our language varieties reflect who we are and the situation in which the language is being used. Sociolinguists often compare linguistic 'variables' to the 'standard' forms of English and we will explore Standard English and the issues it raises. Some linguistic forms are socially stigmatised and students are encouraged to reflect on their own attitudes to language. The diversity of use of the English language will be explored through various topics such as regional variation in English, pidgin and creole Englishes, World Englishes, variation in English over time, the use of slang English / street language and anti-language, language and ethnicity, and language and gender. Finally, we will look at the notion of situational English and will explore the use of English on the internet.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Language & Communication

Module name: Language and Mind

Module code: 4HUM0040

Semester: B

Credits: 15

Module Aims:

1. Understand the relevance of key linguistic concepts to the study of language and mind,
2. Understand how the study of animal communication system, typical and atypical language and language development contribute to our understanding of the representation of language,
3. Understand how language is represented in the mind and processed.

Intended Learning Outcomes:

Successful students will typically:

1. be able to outline differences between human language and animal communication systems,
2. be able to identify how language functions relate to specific areas in the brain,
3. be able to outline the major milestones which characterise language development and to evaluate different theoretical approaches to language acquisition,
4. be able to discuss the critical period hypothesis in first and second language acquisition,
5. be able to explain the relation between Language and Thought.

Successful students will typically:

1. apply key linguistic concepts to analyse spoken language data in transcript form,
2. apply their bibliographic skills in order to find relevant sources,
3. make use of their analytical reading skills,
4. write a discursive essay.

Module Content:

The aim of this module is to enable you to gain an insight into the relation between language and mind. We start with a characterisation of communication systems and with a discussion in what ways human language differs from animal communication. In the light of studies that have tried to teach language to chimpanzees we further explore the question whether the ability for 'grammar' is unique in humans. We then look at particular brain structures that are important for language functions and what happens when these structures are affected by a stroke. We will also look at the question whether language influences the way we think. Children's acquisition of language and cases of language deprivation are other topics on this module. The notion of a 'critical period' in language acquisition will be applied to first and second language acquisition and we will conclude with a discussion of different approaches to language learning.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

English Language & Communication

Module name: Communication, Interaction, Context

Module code: 4HUM1092

Semester: B

Credits: 15

Module Aims:

1. Gain an understanding of how language is used in verbal communication and computer mediated communication,
2. Explore several theories of how language can be used in different communicative situations,
3. Appreciate the importance of context and Theory of Mind in utterance interpretation,
4. Apply theories of communication to language used in computer mediated communication.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge and understanding of relevant theories,
2. identify different factors relevant in interaction with others (contextual, situational),
3. demonstrate knowledge of the role of context and Theory of Mind in understanding verbal communication,
4. show awareness of the different uses of language in computer mediated communication.

Successful students will typically:

1. be able to analyse conversations using relevant theories,
2. be able to identify different types of language (e.g. ambiguous, implied, figurative),
3. be able to characterise language used in different social media.

Module Content:

The focus of this module is on “language in inter-action”. It sets out to maximise awareness of the factors at play when we communicate with others. Language is used to ‘do’ things in communicative situations and we look at several theories that seek to explain how this is achieved, e.g. Grice’s (1989) Theory of Cooperation and Politeness Theory (Brown and Levinson 1987). We also explore how we understand what someone is saying to us when much of the language we use is ambiguous, implied or figurative. Communication involves more than a code, and we explore the role of context, the knowledge we bring to conversations and the importance of ‘Theory of Mind’ in understanding what someone says to us. The first part of the module will be concerned with face to face communication, but in the second part, we will focus on computer mediated communication including communication through social media.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Language & Communication

Module name: Sounds of English

Module code: 5HUM1034

Semester: A

Credits: 15

Module Aims:

1. Consider the sound system of English in terms of its organisation and characteristics,
2. Develop understanding of the relationship between phonetics and phonology,
3. Identify and describe individual sound segments,
4. Understand and formulate rules to describe the effects of connected speech on individual sound segments,
5. Identify and describe suprasegmental structures.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate an understanding of the delimitation and relation between phonetics and phonology,
2. demonstrate the ability to distinguish different speech sounds,
3. demonstrate awareness of how different speech sounds are made,
4. show the ability to recognise and account for allophonic variation in terms of phonological processes.

Successful students will typically:

1. be able to describe how different sounds are made and classify them accordingly,
2. transcribe and analyse sounds and suprasegmental structures in English words, phrases and sentences,
3. analyse language data and account for phonological patterns in the data,
4. express basic phonological rules to account for variation.

Module Content:

This module will offer you the chance to study the sounds of English at two levels: the surface level (phonetics) and the underlying mental level (phonology). We will start by looking at the physiological apparatus involved with the production of speech before examining in more detail how individual speech sounds are made (articulatory phonetics). We will then turn to the organisation of speech sounds at the underlying mental level. Here we will identify the distinct 'sound concepts' of English and explore the various ways they each may be realised phonetically. We will then move on to analysing syllables and stress. The module offers you an important descriptive tool for further language study as well as essential knowledge for careers in areas such as speech and language therapy. This module is a prerequisite for study of English Language and Communication at level 3.

Pre and Co requisites:

Successful completion of 30 credits of English Language & Communication/English Language Teaching at Level 4, including 4HUM0144 Language Analysis or 4HUM0147 Grammar and Phonology for Overseas Learners or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Language & Communication

Module name: Language and Species

Module code: 5HUM0356

Semester: A

Credits: 15

Module Aims:

1. Explore evolutionary theory,
2. Examine different theories of how, when and why language and communication evolved,
3. Consider the possible cognitive and communicative precursors of language,
- 4 Address questions concerning communication in non-human species.

Intended Learning Outcomes:

Successful students will typically:

1. Show an understanding of the claims made by evolutionary theory,
2. Demonstrate an awareness of different theories of how, when and why language and communication evolved,
3. Show knowledge of the possible cognitive and communicative precursors of language,
4. Demonstrate an awareness of answers to questions concerning communication in non-human species.

Successful students will typically:

1. Be able to weigh the merits of theories and models against one another,
2. Examine anthropological evidence and draw appropriate conclusions from it.

Module Content:

Research into the evolution of human communication has been controversial. Shortly after the publication of Darwin's masterpiece in 1859, the topic was banned by the London Philological Society. Recent advances in genetics, anthropology and cognitive science, however, have together resulted in renewed interest and more rigorous investigation and the birth of a new field. Evolutionary Linguistics is an interdisciplinary field which draws upon linguistics, evolutionary theory, biology, anthropology, primatology and psychology in order to answer three key questions: Why do we communicate? When did language evolve? What are the origins of language? In this module, students are first introduced to the basics of evolutionary theory before focusing on the questions raised above. Additional questions addressed include: How do other species communicate? Could Neanderthals speak? Can chimpanzees lie?

Pre and Co requisites:

Successful completion of two modules of English Language & Communication or English Language Teaching (30 credits) at Level Four including Language Analysis (4HUM0144) or Grammar and Phonology for Overseas Learners (4HUM0147), or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	60%	0%

English Language & Communication

Module name: Language in Society

Module code: 5HUM0357

Semester: A

Credits: 15

Module Aims:

1. Explore the connection between language and society,
2. Recognise sociolinguistic phenomena,
3. Investigate varieties of language use,
4. Understand processes of language change.

Intended Learning Outcomes:

Successful students will typically:

1. show knowledge of the dialectical relation between language and society,
2. demonstrate knowledge of different sociolinguistic phenomena,
3. show an awareness of levels of variation in language use,
4. demonstrate awareness of the processes of language change.

Successful students will typically:

1. be able to demonstrate an understanding of the relationship between data and theory and exploit this understanding in the analysis of data,
2. apply techniques in the analysis of language varieties,
3. communicate ideas, arguments and conclusions clearly and effectively in writing,
4. demonstrate effective oral communication skills in the presentation of ideas and arguments,
5. work effectively within a team.

Module Content:

Sociolinguistics is the study of language in society. This module will introduce you to the major issues in sociolinguistics. We will start by addressing the relation between language and society and the nature of variation. We will address varieties of language use at the level of the group and the individual and explore three kinds of lectal variation: regional, social and functional. We will consider how and why users vary their language according to different social settings as well as the social pressures that cause language change. Further topics to be studied include accents and dialects, language and ethnicity and language and gender. This module should appeal to anyone interested in the way language is used to signal identity and negotiate society.

Pre and Co requisites:

Successful completion of 30 credits of English Language & Communication/English Language Teaching at Level 4, including 4HUM0144 Language Analysis or 4HUM0147 Grammar and Phonology for Overseas Learners or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Language & Communication

Module name: Research Methods in English Language & Communication

Module code: 5HUM1084

Semester: A

Credits: 15

Module Aims:

1. Appreciate different research methods used in English Language & Communication , including qualitative and quantitative data collection methods,
2. Practise techniques of analysis and interpretation of data with computer aided tools used in the field,
3. Appreciate the impact of methodology on the quality of the data collected.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate an understanding of a broad range of research strategies used in English Language & Communication,
2. Show an awareness of theoretical issues involved in different research paradigms used in language studies,
3. locate and manage information on data sources, research procedures, analytic frameworks and linguistic measures,
4. exhibit a sensitivity to ethical issues in dealing with human informants, including the design of research methodologies, anonymity and confidentiality.

Successful students will typically:

1. be able to select appropriate research strategies in order to investigate a specific research question,
2. be able to critically assess the suitability of various research strategies to address specific research questions,
4. be able to critically evaluate journal articles and other texts relevant to applied linguistic research,
5. be able to assess primary data from a point of view different from that of the original research questions/hypotheses,
6. Competently conduct a thematic analysis of pre-existing material not collected as data (eg a cognitive analysis of newspaper articles, or of a work of imagination).

Module Content:

This module provides you with a broad overview of research skills and the theoretical and empirical issues involved in carrying out research. We will focus on how to perform systematic literature reviews and to synthesise information, as well as on both empirical and non-empirical research methods. You are introduced to current research strategies used in English Language & Communication and will develop the skills (including IT skills) required in order to collect, code and analyse pre-existing, naturalistic, experimental and questionnaire data. Data archives and computer based analysis programs as well as psycholinguistic experiments are explored. The will prepare you for the kinds of work you will undertake at level 6, as well as for conducting a long or short project.

Pre and Co requisites:

Successful completion of 30 credits of English Language & Communication/English Language Teaching at Level 4, including 4HUM0144 Language Analysis or 4HUM0147 Grammar and Phonology for Overseas Learners or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Language & Communication

Module name: Learning and Teaching Language 1

Module code: 5HUM1116

Semester: A

Credits: 15

Module Aims:

1. Appreciate the factors that underlie successful language learning, including such 'given' factors as age, culture and social status, and accidental factors such as group membership,
2. Develop their understanding of how different second language development theories can explain different trajectories in language learners.

Intended Learning Outcomes:

Successful students will typically:

1. be able to outline a range of theories, how they attempt to account for second language development and to what extent they are successful in doing so,
2. be able to explain how different factors contribute to second language development.

Successful students will typically:

1. be able to apply the theoretical knowledge acquired in this module to aspects of their own language learning experience,
2. be able to compare and contrast the tenets of second language development theories,
3. be able to analyse the interplay of different variables in second language development.

Module Content:

This module is the first of two that look in some depth at issues in the learning and teaching of language, with special reference to English. In this module, more emphasis is laid on theories of second language development and the learner, while greater emphasis is placed on the teaching of a second language in the second module. The module examines both naturalistic methods of learning and classroom learning, discussing the impact of and typical outcomes for the learner in each condition. It considers the work of contemporary theorists, and examines factors such as the role of the L1, the different aspects of L2 knowledge and the interplay of variables that contribute to successful second language development.

Pre and Co requisites:

Successful completion of two modules of English Language & Communication/ English Language Teaching (30 credits) at Level 4 including 1HUM0144 Language Analysis or 1HUM0147 Grammar and Phonology for Overseas Learners, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

English Language & Communication

Module name: Learning and Teaching Language 2

Module code: 5HUM0331

Semester: B

Credits: 15

Module Aims:

1. Develop their understanding of factors that underlie and promote successful language teaching,
2. Develop their understanding of the evolution of ELT over the C20 and early C21,
3. Develop a sound knowledge of a set of established approaches to teaching.

Intended Learning Outcomes:

Successful students will typically:

1. Show and understand some necessary conditions for successful teaching as well as conditions likely to promote it,
2. Demonstrate knowledge of the contribution made by a range of second language acquisition theories to teaching, as well as the limits of theory,
3. show an understanding of the development of ELT as a field of practice over the C20 and the early C21.

Successful students will typically:

1. Be able to evaluate the importance of different classroom variables,
2. Make connections between learner variables and defined approaches to language,
3. Make theoretically-derived predictions about stages of learner progress.

Module Content:

This module is the second of two that look in some depth at issues in the learning and teaching of language, with special reference to English. In this module, more emphasis is laid on teaching. The module takes a broadly historical approach to language learning and teaching. The starting-off point will be a resume of the state of EFL as a result of the professionalization of teaching at the end of the C19 and the effects of the Reform Movement. Thereafter there will be examination of such trends and approaches as the grammar / translation 'method', behaviourism, the audio-lingual approach, the communicative approach, the Natural Approach and the Lexical Approach. Connections will be made in each case with the key concepts discussed in the preceding module. A final session looks at classroom generated research and at what teachers can hope to learn from it.

Pre and Co requisites:

Successful completion of 30 credits of English Language & Communication/ English Language Teaching at Level Four, including 4HUM0144 Language Analysis or 4HUM0147 Grammar and Phonology for Overseas Learners, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

English Language & Communication

Module name: English Grammar

Module code: 5HUM0341

Semester: B

Credits: 15

Module Aims:

1. Understand the key concepts and basic units of grammatical analysis,
2. Appreciate the hierarchical nature of sentences,
3. Understand the inter-relationship of grammatical categories.

Intended Learning Outcomes:

Successful students will typically:

1. understand the key concepts and basic units of grammatical analysis,
2. appreciate the hierarchical nature of sentences,
3. understand the inter-relationship of grammatical categories.

Successful students will typically:

1. be able to carry out analyses of individual sentences,
2. demonstrate an understanding of diagrammatic representations of sentences,
3. produce diagrammatic representations of sentences.

Module Content:

This module examines what grammar is and is not, and presents a detailed description of the grammar of English. It looks at the different word categories, constituent structure of sentences, grammatical functions and the structure of complex sentences and different sentence types. It aims at providing you with the knowledge necessary to conduct grammatical analyses.

This module is a prerequisite for study of English Language & Communication at Level 3.

Pre and Co requisites:

Successful completion of 30 credits of English Language & Communication/ English Language Teaching at Level Four, including 4HUM0144 Language Analysis or 4HUM0147 Grammar and Phonology for Overseas Learners, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

English Language & Communication

Module name: Forensic Linguistics

Module code: 5HUM1076

Semester: B

Credits: 15

Module Aims:

1. Explore the relation between language and the law,
2. Examine conversation in legal contexts,
3. Establish authorship, authenticity and veracity in forensic texts.

Intended Learning Outcomes:

Successful students will typically:

1. be able to articulate some relations between language and the law,
2. be able to analyse talk and text in legal contexts,
3. be able to select techniques to ascertain authorship, authenticity and veracity in forensic talk and text,
4. be able to demonstrate an understanding of the relationship between data and theory.

Successful students will typically:

1. be able to apply relevant theoretical concepts in the analysis of data,
2. be able to apply techniques for the analysis of talk and text specified in legal genres.

Module Content:

In this module we will be concerned with real examples of language use in legal contexts. Specifically, the module will first give an introduction to discourse analysis and then apply the methods of discourse analysis to Forensic Linguistics, the application of linguistics in order to understand conversation in legal contexts and establish authorship, authenticity and veracity in forensic texts. The talk and texts we will analyse will be taken from court proceedings, police interviews, witness statements, confessions, emergency calls, hate mail and suicide letters.

Pre and Co requisites:

Successful completion of 30 credits of English Language & Communication/English Language Teaching at Level 4, including 4HUM0144 Language Analysis or 4HUM0147 Grammar and Phonology for Overseas Learners or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Language & Communication

Module name: History of the English Language

Module code: 5HUM1079

Semester: B

Credits: 15

Module Aims:

1. Enhance their employability for their future careers,
2. Develop an understanding of career development specific to English Language & Communication,
3. Prepare for their employment,
4. Become more conscious of strengths and weaknesses in their own use of language,
5. Assess communicative events in the workplace.

Intended Learning Outcomes:

Successful students will typically:

1. show an awareness of the requirements of the tasks involved in the work experience setting,
2. demonstrate an understanding of how knowledge in English Language & Communication can be applied to the work experience,
3. show an ability to identify their strengths and weaknesses with regard to their employability.

Successful students will typically:

1. be able to reflect on their own English language and communication skills development,
2. devise future actions for employability development building on the work experience,
3. analyse the development of their non-subject specific skills,
4. assess communicative events in the workplace in terms of context, discourse, vocabulary, gender effects and speech accommodation.

Module Content:

In order to be able to take this module, you need to have found a suitable work placement opportunity by the end of Semester A (1st December) and not have taken a work experience module in a different subject area. The module provides you with an opportunity to reflect on the experience you are gaining in EL&C related work experience. On the one hand, you will focus on subject specific skills applied in the work experience as well as communicative events in the workplace, on the other you will reflect on personal and key skills that the experience has helped you to develop and articulate the ways in which it has enhanced your career development. Suitable work experience includes: communication support volunteer for the stroke association, assistant supporting school students in literacy and English language skills, assisting with the teaching of English Language and Culture to adults, mentoring international students.

Pre and Co requisites:

Successful completion of 30 credits of English Language & Communication/English Language Teaching at Level 4, including 4HUM0144 Language Analysis or 4HUM0147 Grammar and Phonology for Overseas Learners, or equivalent. Co-requisites: To be taken alongside

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Language & Communication

Module name: Language Competences in Career Development

Module code: 5HUM1077

Semester: B

Credits: 15

Module Aims:

1. Enhance their employability for their future careers,
2. Develop an understanding of career development specific to English Language & Communication,
3. Prepare for their employment,
4. Become more conscious of strengths and weaknesses in their own use of language,
5. Assess communicative events in the workplace.

Intended Learning Outcomes:

Successful students will typically:

1. show an awareness of the requirements of the tasks involved in the work experience setting,
2. demonstrate an understanding of how knowledge in English Language & Communication can be applied to the work experience,
3. show an ability to identify their strengths and weaknesses with regard to their employability.

Successful students will typically:

1. be able to reflect on their own English language and communication skills development,
2. devise future actions for employability development building on the work experience,
3. analyse the development of their non-subject specific skills,
4. assess communicative events in the workplace in terms of context, discourse, vocabulary, gender effects and speech accommodation.

Module Content:

In order to be able to take this module, you need to have found a suitable work placement opportunity by the end of Semester A (1st December) and not have taken a work experience module in a different subject area. The module provides you with an opportunity to reflect on the experience you are gaining in EL&C related work experience. On the one hand, you will focus on subject specific skills applied in the work experience as well as communicative events in the workplace, on the other you will reflect on personal and key skills that the experience has helped you to develop and articulate the ways in which it has enhanced your career development. Suitable work experience includes: communication support volunteer for the stroke association, assistant supporting school students in literacy and English language skills, assisting with the teaching of English Language and Culture to adults, mentoring international students.

Pre and Co requisites:

Successful completion of 30 credits of English Language & Communication/English Language Teaching at Level 4, including 4HUM0144 Language Analysis or 4HUM0147 Grammar and Phonology for Overseas Learners, or equivalent.

Co-requisites: To be taken alongside

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Language & Communication

Module name: Child Language and Communication

Module code: 6HUM0239

Semester: A

Credits: 15

Module Aims:

1. Understand the nature of the issues raised by the study of language acquisition,
2. Become familiar with and evaluate various current schools of thought/trends in developmental psycholinguistics and the assumptions which underlie each of them (with respect to issues such as the nature of language, nativism, the relation between language acquisition and cognitive development),
3. Appreciate the role developmental psycholinguistics plays in testing hypotheses and to understand the methodologies employed by psycholinguists and psychologists,
4. Understand how the different phases of language acquisition have been identified and explained,
5. Appreciate the relevance of cross-linguistic and cross-cultural studies in language acquisition.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate awareness of issues in language acquisition and discuss different theoretical approaches critically,
2. show an understanding of a range of appropriate linguistic terminology,
3. demonstrate awareness of the nature of "theory" and "explanation" in this field.

Successful students will typically:

1. appreciate different research strategies used in the field,
2. apply techniques for the analysis of spoken data.

Module Content:

This module provides a detailed investigation of how children acquire their first language and the theories that seek to explain the process. We will look at child language from the pre-linguistic stage through to the acquisition of words, morpho-syntax and inflections. You will also explore the relation between language and cognitive development, as well as the acquisition of communication skills. These topics will be considered for both monolingual and bilingual children.

Pre and Co requisites:

Successful completion of 30 credits of English Language & Communication at Level 5, including English Grammar and Sounds of English, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Language & Communication

Module name: Language Processing

Module code: 6HUM0246

Semester: A

Credits: 15

Module Aims:

Appreciate psycholinguistic models of the mental lexicon and of language production and comprehension,
assessing the contribution that linguistics can make.

Intended Learning Outcomes:

Successful students will typically:

1. show an awareness of the organisation of the mental lexicon for monolinguals as well as bilinguals,
2. demonstrate an awareness of the underlying nature of hesitation phenomena in spoken language,
3. show knowledge of selected problems in linguistic representation and language processing in disordering subjects,
4. demonstrate awareness of the processes of language production and comprehension,
5. show an understanding of the underlying nature of speech errors, such as 'slips of the tongue'.

Successful students will typically:

1. critically examine and compare a range of psycholinguistic models, carefully weighing the evidence from research studies,
2. analyse relevant data in terms of well-defined categories,
3. collaborate with other students in the group on the presentation of a selected topic.

Module Content:

Learning outcomes will be achieved through a combination of lectures, seminars, tutorials and directed tasks. The module introduces you to the theories and methodologies of psycholinguistics relating to language processing. You will consider psycholinguistic models of the mental lexicon and of language production and comprehension. You will be taught how to critically examine this work, looking not just at the results but how they were obtained - the underlying assumptions, what counts as evidence. You will assess the contribution that linguistics can make. You will also collect and analyse relevant data, commenting on difficulties encountered. The module will distinguish five ways of approaching the mental lexicon: how lexical information is acquired, how it is stored, how it is accessed in production, how it is accessed in comprehension, and how it is lost. The module will focus on questions of storage and access, but will make reference to acquisition and dissolution as appropriate. Students will be introduced to the modularity/connectionism debate; they will then explore the modularity model of the organization of the mental lexicon in some detail. Key models of lexical processing in word production and in word comprehension will be examined, and some conclusions drawn. Sentential processing will be considered, both from the point of view of production and of comprehension. Questions of serial/parallel, autonomous/interactive processing will be explored. In each case, production and comprehension, the strategy will be to see to what extent a serial, autonomous model can be maintained.

Speech errors and hesitation phenomena will provide the main evidence for production, and lexical and syntactic ambiguities the main evidence for comprehension. The strengths and limitations of psycholinguistic modelling will be assessed

Pre and Co requisites:

Successful completion of 30 credits of English Language & Communication at Level Five, including English Grammar and Sounds of English, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	75%	0%

English Language & Communication

Module name: Meaning and Context

Module code: 6HUM1020

Semester: A

Credits: 15

Module Aims:

1. Analyse different aspects of meaning in language and communication,
2. Recognise the division and interplay between semantic and pragmatic phenomenon,
3. Develop an understanding of major theories in semantics and pragmatics.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate an awareness the semantic and pragmatic aspects of meaning in language communication,
2. show the ability to recognise various semantic and pragmatic phenomena and their inter-relation,
3. demonstrate knowledge of major theories in semantics and pragmatics.

Successful students will typically:

1. be able to understand the relationship between data and theory,
2. be able to follow and develop coherent arguments,
3. be able to communicate ideas, arguments and conclusions clearly and effectively in writing.

Module Content:

This module is concerned with meaning in language and communication. It introduces students to different types of meaning and different theoretical approaches to studying meaning in the philosophy of language and linguistics. A key issue will be the distinction between semantics and pragmatics, where the boundary between them lies, and the way in which the two realms interact in the communication of meaning.

Pre and Co requisites:

Successful completion of 30 credits of English Language & Communication at Level Five, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Language & Communication

Module name: Chunky Language: Investigating Formulaic Sequences

Module code: 6HUM1102

Semester: A

Credits: 15

Module Aims:

1. Gain knowledge about the various forms of formulaicity found in language,
2. Understand and appreciate the functions of formulaic sequences in both written and spoken communication,
3. Understand the role formulaic sequences play in first and second language development,
4. Learn appropriate methods to investigate formulaic language.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge of the degree of formulaicity found in a range of different text types,
2. demonstrate knowledge of different types of formulaic sequences,
3. show an awareness of the extent to which different linguistic theories can explain the phenomenon of formulaicity.

Successful students will typically:

1. select appropriate methods to analyse language data,
2. analyse language data typically using corpus linguistics methods and corpus query systems,
3. recognise patterns of formulaicity in language data,
4. effectively communicate the findings of their data analysis,
5. relate their findings to linguistic theory,
6. use formulaic sequences successfully in their own writing to communicate their ideas.

Module Content:

In this module you will find out what a formulaic sequence is, why they play such an important role in native speaker (L1) communication, and how and why they are stored in and retrieved from memory as a whole. We will look at different types of language data produced by children and adults, including, but not limited to, the British National Corpus, Aviation English, sports commentaries, sitcoms, cookbooks and weather reports. We will also discuss why second language (L2) learners rely heavily on these sequences during the early stages of second language development (SLD), only to then find that they are the "biggest stumbling block to sounding nativelike" (Wray 2002: ix) in later stages of SLD.

Pre and Co requisites:

Successful completion of 30 credits of English Language & Communication/English Language Teaching at Level 5, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Language & Communication

Module name: Corpus-based Studies in English Language

Module code: 6HUM1184

Semester: B

Credits: 15

Module Aims:

1. To develop an understanding of the compilation and annotation of corpora in English language studies,
2. To understand ethical issues, analyses and interpretations in relation to corpus data,
3. To explore the application of corpus use in different areas of English Language & Communication.

Intended Learning Outcomes:

Successful students will typically:

1. Be able to demonstrate an understanding of the main issues and methodologies of corpus linguistics,
2. Be able to carry out a linguistic investigation using different corpora,
3. Be able to form generalisations about language based on results from a corpus analysis,
4. Be able to evaluate the strengths and limitations of corpus methods in language exploration.

Successful students will typically:

1. Be able to apply analysis tools to query a corpus,
2. Be able to apply basic statistical concepts to linguistic analysis and interpret the results,
3. Be able to summarise data obtained via corpus queries,
4. Be able to communicate ideas, arguments and conclusions clearly and effectively in writing.

Module Content:

In this module you will learn how to use electronic databases (corpora) to address research questions in English Language & Communication. We will look at a range of different corpora (spoken, written, different genres and speakers) to see how they are adapted for research both qualitatively and quantitatively. We will explore areas of English Language (including word use, collocations, discourse, gender, language change, language teaching, translation), select suitable corpora for investigation and analyse the data output. In this module we will also address issues in the compilation of corpus data and the way corpus investigations can impact on theories of language.

Pre and Co requisites:

Pre-requisite: Successful completion of 30 credits of English Language & Communication at Level 5, including English Grammar, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Language & Communication

Module name: Clinical Linguistics

Module code: 6HUM0241

Semester: B

Credits: 15

Module Aims:

1. Be introduced to the linguistic analysis of pathological data,
2. Evaluate linguistic theories and apply these to the study of impaired language,
3. Examine the effects of disorders of language and/or communication on the acquisition of the language system,
4. Evaluate the contribution of cognitive, psychological and linguistic factors in the aetiology and expression of particular speech or language disorders,
5. Familiarise themselves with computational approaches to language analysis,
6. Be introduced to the basic concepts underlying the study of communication disorders.

Intended Learning Outcomes:

Successful students will typically:

1. show an awareness of the role of linguistics in the study of language disorders,
2. demonstrate knowledge of tests used in the assessment of children's language.

Successful students will typically:

1. apply their knowledge of normal language development to a range of language and communication disorders
and so gain a wider understanding of the rich nature of human language and communication,
2. utilise computational resources in the analysis of language.

Module Content:

This module examines the effects of developmental and acquired disorders of language and/or communication on the acquisition and use of language. Different kinds of linguistic disorders are presented in an attempt to explore the nature of language and communication. Topics include, for example, the study of: phonological disability, stuttering, grammatical impairment, semantic/pragmatic disorders, hearing impairment, Downs Syndrome and autism. The module also looks at other language modalities, such as British Sign Language and addresses issues concerned with the assessment of comprehension and production and the use of computer programs and databases in language analysis.

Pre and Co requisites:

Successful completion of 30 credits of English Language & Communication at Level 5, including English Grammar and Sounds of English, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

English Language & Communication

Module name: Communication and Cultures

Module code: 6HUM0441

Semester: B

Credits: 15

Module Aims:

1. See the particularities of their own culture as a pre-requisite for understanding others,
2. Understand some of the relationships between language and culture,
3. Engage in depth with at least one national culture that contrasts with their own.

Intended Learning Outcomes:

Successful students will typically:

1. develop an awareness of their own cultural beliefs,
2. achieve an in-depth understanding of at least one other culture,
3. develop and evaluate a set of tools for approaching an understanding other cultures,
4. produce a detailed report on an informant from a culture that contrasts with their own.

Successful students will typically:

1. exhibit a mature awareness of their own culture and language,
2. demonstrate a sense of the underlying similarities and the relatively superficial differences between languages,
3. give evidence of an objective stance towards significant aspects of their personal and social identity, eg origins, race, education, language/s, education,
4. show an understanding of basic ethnographic principles and methods: eg direct, first-hand observation of daily behaviour, participant observation, conversation with different levels of formality and in-depth interviewing,
5. demonstrate autonomy in understanding how to approach a new culture.

Module Content:

The module gives you an opportunity to bring to the surface some of your personal / social cultural assumptions and working beliefs, and to see how they map onto those of other cultures, with specific attention to a specified domain of each student's choice. In particular, you are encouraged to look at intercultural communication, in the forms of face-to-face conversation, interviews, group encounters, formal situations such as conferences, e-mail and other forms of written communication, in order to see how other cultures, and especially a culture of your own choosing, articulate, disguise, hide and express beliefs.

Pre and Co requisites:

Successful completion of 30 credits of English Language & Communication at Level Five, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Language & Communication

Module name: Gender in Language and Communication

Module code: 6HUM1128

Semester: B

Credits: 15

Module Aims:

1. Understand the sociolinguistic research on gendered language over the last 40 years,
2. Consider the potential connections between particular ways of using language and one's gender,
3. Consider and critically assess several sociolinguistic theories that attempt to account for gender differences in language,
4. Learn how to collect, transcribe and analyse spoken discourse.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate their knowledge of key terms and concepts in language and gender study, e.g. social constructionist, community of practice, communication accommodation theory, discursive features,
2. be able to explain the intersectional links between language use and identity construction
3. be able to demonstrate how to examine gender in language and communication through a critical lens.

Successful students will typically:

1. be able to collect, transcribe and analyse spoken discourse,
2. be able to apply techniques for the analysis of talk,
3. be able to demonstrate an understanding of the relationship, between data and theory and to exploit this understanding in the analysis of data,
4. be able to organise their knowledge and articulate their arguments effectively in writing.

Module Content:

We will begin the course with a study of the historical and theoretical background to the study of language and gender within the larger area of sociolinguistics. We will examine various theories that attempt to account for gendered differences in language, and look at the key pieces of research in this area. This will include a focus on the following: sexism in language; gender differences in pronunciation and grammar; sex and covert prestige, discourse features and turn taking, narratives and storytelling, and politeness. We will then move on to contemporary theories in the area that move beyond the binary distinction of men and women to how speakers can perform their gendered identity. This includes a focus on workplace discourse to examine how leadership and power are enacted within masculine and feminine workplaces. Recent changes in language and gender studies, such as the incorporation of the Community of Practice framework to analyse language use, will also be addressed.

Pre and Co requisites:

Successful completion of two modules of English Language & Communication (30 credits) at Level 5, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Language & Communication

Module name: Language & Communication Short Project

Module code: 6HUM0318

Semester: A/B

Credits: 15

Module Aims:

1. Draw upon their experience of formally taught courses;
2. Develop their ability to explore issues of a theoretical and descriptive nature;
3. Devise a small-scale but independently conceived piece of work.

Intended Learning Outcomes:

Successful students will typically:

1. have knowledge and understanding of a significant issue or problem in linguistics,
2. alternative theories and explanations pertaining to the issue or problem,
3. the criteria for evaluating these alternative theories and explanations,
4. the relevant basic techniques for collecting and analysing data (if appropriate to the topic).

Successful students will typically:

1. be able to develop a small-scale research project, including its independent design and execution,
2. produce an argued and well-founded report,
3. demonstrate competence in handling data,
4. recognise the ethical issues involved in the collection of data (where applicable).

Module Content:

You undertake an individual project on a topic of your choice. The project is the opportunity for you to demonstrate your ability to use many of the skills developed over their previous studies.

Pre and Co requisites:

Successful completion of 60 credits in English Language & Communication at Level Five including English Grammar and Sounds of English, with an overall average grade of at least 58 for Level Five modules, and prior study of, or concurrent study with, a min.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Language Teaching

Module name: Introduction to English Language Teaching

Module code: 4HUM0183

Semester: A

Credits: 15

Module Aims:

1. Gain an awareness of the processes of L1 and L2 learning,
2. Develop a sense of the factors that affect L2 learning in diverse environments,
3. Develop a sense of different styles of language teaching and reflect on them.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate an understanding of the effects of different contexts of L2 learning,
2. be able to distinguish the different skills that L2 learning can draw on,
3. be able to show an understanding of the varied possible outcomes of the L2 learning process.

Successful students will typically:

1. be able to produce a reflection of their own language learning,
2. develop tools to analyse the L2 learning process,
3. be able to discuss what can be learned from an analysis of their own experience and that of others.

Module Content:

This module will introduce you to the field of ELT and begin a process of learning about language that proceeds through the whole set of 6 ELT modules. Topics include: methodologies of ELT, past and present; the lesson and classroom interaction; teaching vocabulary & grammar, and teaching the four skills (i.e. speaking, writing, listening and reading).

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Language Teaching

Module name: Grammar and Phonology for Overseas Learners

Module code: 4HUM0147

Semester: B

Credits: 15

Module Aims:

1. Gain a sense of the overall features of English Grammar and English phonology
2. Gain practical experience of analysing English at phrase and sentence level and at the level of individual phonemes, stress and intonation
3. appreciate some of the irregularities and difficulties of the grammar and the phonology of English as they appear to overseas learners

Intended Learning Outcomes:

Successful students will typically:

Have basic knowledge and understanding of the overall features of English Grammar and English phonology

Have an awareness of some difficulties of English at the grammatical and phonological levels

Successful students will typically:

be able to provide sound basic analyses of English phrases and sentences;

be able to do a broad IPA transcription of a short passage of spoken English;

be able to detect and describe difficulties inherent in given passages of spoken / written English;

show skill, sensitivity and confidence in the analysis of passages of spoken and written English as they might appear to overseas learners;

Module Content:

The module will be divided into two equal halves. It will begin with a self-assessment of your explicit grammatical knowledge, which it is acknowledged may range from very little to advanced. The majority of the first half of the module will be devoted to workshops in which you will work on specific aspects of English grammar, working in reference to a clearly prescribed mid-module in-class test: it will be your responsibility to use all resources to which you are directed by the tutor to ensure that you are capable of passing this assessment. The pattern will be repeated for the second half of the module, in terms of phonology.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Language Teaching

Module name: Learning and Teaching Language 1

Module code: 5HUM1116

Semester: A

Credits: 15

Module Aims:

1. Appreciate the factors that underlie successful language learning, including such 'given' factors as age, culture and social status, and accidental factors such as group membership,
2. Develop their understanding of how different second language development theories can explain different trajectories in language learners.

Intended Learning Outcomes:

Successful students will typically:

1. be able to outline a range of theories, how they attempt to account for second language development and to what extent they are successful in doing so,
2. be able to explain how different factors contribute to second language development.

Successful students will typically:

1. be able to apply the theoretical knowledge acquired in this module to aspects of their own language learning experience,
2. be able to compare and contrast the tenets of second language development theories,
3. be able to analyse the interplay of different variables in second language development.

Module Content:

This module is the first of two that look in some depth at issues in the learning and teaching of language, with special reference to English. In this module, more emphasis is laid on theories of second language development and the learner, while greater emphasis is placed on the teaching of a second language in the second module.

The module examines both naturalistic methods of learning and classroom learning, discussing the impact of and typical outcomes for the learner in each condition. It considers the work of contemporary theorists, and examines factors such as the role of the L1, the different aspects of L2 knowledge and the interplay of variables that contribute to successful second language development.

Pre and Co requisites:

Successful completion of two modules of English Language & Communication/ English Language Teaching (30 credits) at Level 4 including 1HUM0144 Language Analysis or 1HUM0147 Grammar and Phonology for Overseas Learners, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

English Language Teaching

Module name: Learning and Teaching Language 2

Module code: 5HUM0331

Semester: B

Credits: 15

Module Aims:

1. Develop their understanding of factors that underlie and promote successful language teaching,
2. Develop their understanding of the evolution of ELT over the C20 and early C21,
3. Develop a sound knowledge of a set of established approaches to teaching.

Intended Learning Outcomes:

Successful students will typically:

1. Show and understand some necessary conditions for successful teaching as well as conditions likely to promote it,
2. Demonstrate knowledge of the contribution made by a range of second language acquisition theories to teaching, as well as the limits of theory,
3. show an understanding of the development of ELT as a field of practice over the C20 and the early C21.

Successful students will typically:

1. Be able to evaluate the importance of different classroom variables,
2. Make connections between learner variables and defined approaches to language,
3. Make theoretically-derived predictions about stages of learner progress.

Module Content:

This module is the second of two that look in some depth at issues in the learning and teaching of language, with special reference to English. In this module, more emphasis is laid on teaching.

The module takes a broadly historical approach to language learning and teaching. The starting-off point will be a resume of the state of EFL as a result of the professionalization of teaching at the end of the C19 and the effects of the Reform Movement. Thereafter there will be examination of such trends and approaches as the grammar / translation 'method', behaviourism, the audio-lingual approach, the communicative approach, the Natural Approach and the Lexical Approach. Connections will be made in each case with the key concepts discussed in the preceding module.

A final session looks at classroom generated research and at what teachers can hope to learn from it.

Pre and Co requisites:

Successful completion of 30 credits of English Language & Communication/ English Language Teaching at Level Four, including 4HUM0144 Language Analysis or 4HUM0147 Grammar and Phonology for Overseas Learners, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

English Language Teaching

Module name: Global Englishes

Module code: 6HUM1158

Semester: A

Credits: 15

Module Aims:

1. Examine the influence of other languages on English,
2. Critically evaluate the rise, standardisation, ideology and ownership of English,
3. Consider the position of varieties of English across the world and examine their pedagogical implications for ELT
4. Consider attitudes towards varieties of English and Standard English.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate their understanding of the historic rise of English as a global lingua and its impact worldwide,
2. demonstrate knowledge of the language change, variation and standard ideology of English as a global language,
3. demonstrate their understanding of issues and attitudes surrounding the global spread of English,
4. be able to demonstrate an understanding of how Global Englishes are impacting ELT.

Successful students will typically:

1. be able to compare varieties of English from a range of perspectives: historical, grammatical, lexical and phonological,
2. be able to explain key concepts underlying the spread, standardisation, ideology and ownership of English,
3. be able to critique published research on issues pertaining to Global Englishes.

Module Content:

This module will focus on the global spread of the English language, which is no longer used only by native speakers but increasingly by speakers from diverse linguistic and cultural backgrounds. Despite these changes, the native speaker continues to dominate in English Language Teaching. This module will explore various issues in the spread of English, including: the influence of other languages on English; the rise, standardisation, ideology and ownership of English; varieties of English across the world (including 'New Englishes', English as a Lingua Franca, pidgins & creoles); attitudes towards varieties of English and the pedagogical implications of these issues for English Language Teaching in the context of Global Englishes.

Pre and Co requisites:

Successful completion of 30 credits in English Language & Communication/English Language Teaching at level five or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Language Teaching

Module name: ELT Project

Module code: 6HUM0245

Semester: B

Credits: 15

Module Aims:

1. Conceive, design and execute a project in a tightly defined field,
2. Devise a research question / hypothesis,
3. Assess relevant variables,
4. Devise suitable means of data collection - eg tests, assessments, learner diaries,
5. Collect results and analyse them,
6. Write up results, paying due attention to 'central' and 'outlying' phenomena,
7. Construct tenable conclusions and explanations for their findings.

Intended Learning Outcomes:

Successful students will typically:

1. show an awareness of the principles for the selection of teaching language items,
2. demonstrate knowledge of the principles on which ELT materials are constructed,
3. show knowledge of the interface between the teacher, the materials and the student.

Successful students will typically:

1. be able to integrate a set of professional skills,
2. build up a significant teaching resource, including the production of materials,
3. explain and give a rationale for the selection of language items, including an appreciation of potential difficulties,
4. make theoretically derived predictions about these difficulties.

Module Content:

In this module you will undertake an individual project. This will include:

- Framing a tightly-framed research question or hypothesis in the ELT field.
- Devising practical means of answering the question/testing the hypothesis.
- Assessing relevant variables.
- Devising planned interventions - eg tests, assessments, learner diaries.
- Collecting results; analysis.
- Writing up the results, paying due attention to 'central' and 'outlying' phenomena.
- Potential pedagogical implications.

Pre and Co requisites:

Successful completion of Introduction to English Language Teaching (4HUM0183), Grammar and Phonology for Overseas Learners (4HUM0147), Learning and Teaching Language 1 (5HUM0330), Learning and Teaching Language 2 (5HUM0331) and Issues in English (6HUM0351)

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Literature

Module name: Texts up close: Reading and Interpretation

Module code: 4HUM1116

Semester: A

Credits: 15

Module Aims:

1. Develop practices of close-reading reading literary texts from a range of genres and time-periods,
2. Begin to develop university-level skills for study: independent learning, critical thinking, and academic writing; engagement with secondary sources; working in teams.

Intended Learning Outcomes:

Successful students will typically:

1. Be able to demonstrate knowledge of a range of literary texts,
2. Be able to demonstrate knowledge and understanding of some of the theoretical and critical tools appropriate for the study and analysis of literary texts,
3. Be able to demonstrate knowledge and understanding of different literary genres and their conventions.

Successful students will typically:

1. Be able to combine close reading skills with a consideration of critical and theoretical perspectives,
2. Be able to produce structured arguments, in writing, backed by evidence,
3. Be able to use research skills effectivity and appropriately.

Module Content:

This core module aims to encourage and develop your enjoyment of the processes and practices of reading literary texts. It is also intended that the module help you transition from secondary education to university study and equip you with a strong foundation in some important skills needed throughout your university career: close textual analysis, independent learning, critical thinking, and advanced academic writing. The module aims to encourage you to think about literary genres and styles, as well as a range of approaches to literary criticism. We will focus on a small number of primary texts written at different times, as well as a selection of literary criticism. Typical examples include: Mary Shelley's *Frankenstein* (a novel, 1818); Arthur Miller's *The Crucible* (a play, 1953) and an anthology, *Identity Parade: New British and Irish Poets* (2010). 'Texts Up Close' will also complement your work on other modules in the first year, and prepare you for the next steps in your degree.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Literature

Module name: Journeys and Quests: Adventures in Literature

Module code: 4HUM1118

Semester: A

Credits: 15

Module Aims:

1. To understand the origins and development of the quest/journey narrative and the way it structures literary texts from antiquity to the present,
2. To explore how writers working in different periods, cultures and genres transform the quest/journey plot in response to literary, social and political concerns.

Intended Learning Outcomes:

Successful students will typically:

1. Be able to demonstrate knowledge and understanding of the quest/journey plot across different literary forms,
2. Be able to demonstrate knowledge and understanding of the quest/journey narrative in different cultures and time-periods,
3. Be able to demonstrate knowledge and understanding of how theoretical and critical debates inform different interpretations of the quest/journey narrative.

Successful students will typically:

1. Be able to combine close reading skills with a consideration of critical and theoretical perspectives,
2. Be able to produce structured arguments, in writing, backed by evidence,
3. Be able to use research skills effectively and appropriately.

Module Content:

In this module, we start to examine one of the major plots in literary history: the journey or quest. From ancient Greek poems about mythic heroes, to the search for the Holy Grail, and recent stories about returning home, the quest narrative has been central to literary texts across time-periods and cultures. This module is interested in the narrative traditions, conventions and motifs of the quest, and we will pay close attention to literary form and content. We will also think how certain narratives are recycled and re-used by writers and filmmakers.

We will move from ancient texts such as Homer's epic *The Odyssey* to more contemporary re-writings of this story, such as Margaret Atwood's *The Penelopiad* (2005). Other texts for study might include the autobiography *The History of Mary Prince, A West Indian Slave* (1831), Cormac McCarthy's novel *The Road* (2006) and *The Wizard of Oz* (film; 1939).

Pre and Co requisites:

Prior or concurrent study of 4HUM1116 'Texts Up Close'.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Literature

Module name: Make it New: Literary, Tradition and Experimentation

Module code: 4HUM1117

Semester: B

Credits: 15

Module Aims:

1. Acquire university-level skills for study: independent learning, critical thinking; team-work,
2. Gain experience of analysing traditional and experimental literary texts from the three major genres (poetry, prose, drama) including twenty-first century writing.

Intended Learning Outcomes:

Successful students will typically:

1. Be able to demonstrate knowledge of a variety of literary texts,
2. Be able to demonstrate knowledge and understanding of how literary form and content are used by different writers of major genres (poetry, drama and prose),
3. Be able to demonstrate knowledge and understanding of literary conventions, traditions and experimentation, as well as the contexts in which texts are produced.

Successful students will typically:

1. Be able to combine close reading skills with a consideration of critical and theoretical perspectives,
2. Be able to present structured arguments backed by evidence, both orally and in writing,
3. Be able to use research skills effectively and appropriately.

Module Content:

This module builds on your work in the first semester and focuses on the ways in which, in the Twenty-first century, literary texts continue to undergo transformation. In studying examples from the three main genres—prose (novels), poetry, and drama—you will examine how texts either conform to, or break away from, literary conventions and traditions. The module emphasises recent material to give you a sense of the writing around us now, but we will also look at some older ‘classic’ texts. We will seek to question how the ingredients of different genres—character, plot, and narration in the novel; dialogue and structure in drama; language, metre and rhyme in poetry, for example—are re-examined and questioned over time. Typical texts include Ali Smith, *How to be both* (2014), Zadie Smith, *NW* (2010), Daljit Nagra, *Look We Have Coming to Dover!* (2007); Samuel Beckett, *Waiting for Godot* (1952) and Emily Berry, *Stranger Baby* (2017).

Pre and Co requisites:

Students should normally have completed 4HUM1116 Texts Up Close in Semester A.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	80%	20%

English Literature

Module name: Border Crossings: Modern Literature from around the World

Module code: 4HUM1119

Semester: B

Credits: 15

Module Aims:

1. Engage with a broad range of global literatures in a variety of different genres,
2. Develop their understanding of global literatures in varied geographical, historical and cultural contexts.

Intended Learning Outcomes:

Successful students will typically:

1. Be able to demonstrate knowledge of a variety of global literary texts,
2. Be able to demonstrate knowledge and understanding of the ways in which literary forms and genres adapt to cultural and ethnic differences,
3. Be able to demonstrate knowledge and understanding of relevant theoretical debates.

Successful students will typically:

1. Be able to combine close reading skills with a consideration of critical and theoretical perspectives,
2. Be able to produce structured arguments backed by evidence, both in coursework and exam conditions,
3. Be able to use research skills effectively and appropriately.

Module Content:

This module focuses on literary texts from around the world. You will explore texts from a diverse range of countries and cultures (either written in English, or translated into English), helping you to think of 'English Literature' as more than just writing produced in Britain. You will study a selection of significant international works that have sparked particular debate, or represent literary innovation. We will discuss themes such as: identity; belonging; migration; heritage; diaspora; indigeneity; and environment. The module will build on the work done in the first semester, continuing to help you develop ways of comparing and analysing different texts and their contexts. We will read works from countries as varied as Australia, Guyana, India, Ireland, Nigeria, Palestine and the USA. These will typically include novels, graphic novels, films, poetry and plays.

Pre and Co requisites:

Students should normally have completed 4HUM1116 Texts Up Close in Semester A.

Total hours: 150

Assessment:

Exam	Coursework	Practical
30%	70%	0%

English Literature

Module name: Studies in Twentieth Century Literature: 1900-1945

Module code: 5HUM0131

Semester: A

Credits: 15

Module Aims:

1. Further examine some key aspects and themes of twentieth century writing in the period 1900 - 1945;
2. Consider some of the influential literary developments of the period within their larger cultural context;
3. Develop existing skills in close-reading and analysis.
4. Develop their knowledge of some of the theoretical and critical approaches relevant to the study of the set texts.

Intended Learning Outcomes:

Successful students will typically:

- * some key literary developments of the period 1900 - 1945;
- * some of the major preoccupations of literary works of this period;
- * some of the theoretical and critical tools appropriate for the study and analysis of twentieth-century literature 1900 - 1945.

Successful students will typically:

- * combine close reading skills and a consideration of wider critical and theoretical issues in two written assignments;
- * produce structured arguments backed by evidence;
- * use research skills and resources effectively and appropriately.

Module Content:

Building on the study of narrative begun at Level One this course will examine some key texts published in the period 1900 - 1945 and offer an historical and theoretical framework in which the set texts can be read. A central part of the course will be the attempt to explain the literary developments of the period by reference to a central concept in twentieth century cultural history: Modernism. The course will make clear that the chronological division indicated here does not imply that all texts of this period can be called 'Modernist'. As students will be invited to consider, this is simply a convenient label whose meaning is itself a source of controversy and debate. Attention will also be given to such common thematic motifs such as urban ambience, the 'presence of the past', social class and sexual politics. The writers studied on the course will vary from year to year but are likely to include such key figures as Joseph Conrad, Virginia Woolf, May Sinclair, Jean Rhys, James Joyce and T.S. Eliot.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Literature

Module name: American Literature to 1900

Module code: 5HUM0338

Semester: A

Credits: 15

Module Aims:

1. Explore various distinctive forms of American literary production from the colonial period until the end of the nineteenth century;
2. Understand the social and cultural forces shaping American literature both during British colonial rule and after the United States became an independent nation;
3. Read and interpret a range of canonical and non-canonical American texts in the light of a number of social, political and cultural factors (such as differences of gender, race, religion or region);
4. Develop an understanding of some of the different critical and theoretical approaches which can be used for reading the course texts;
5. Develop existing skills in close-reading and analysis.

Intended Learning Outcomes:

Successful students will typically:

- * demonstrate knowledge and understanding of the scope, nature and formal complexity of a number of literary texts produced in North America from the seventeenth to the nineteenth centuries;
- * have knowledge of some of the ways in which American literature sought to become distinctive from its European literary forebears, and the reasons for this;
- * demonstrate how the texts under consideration can be related to the cultural conditions of their production;
- * demonstrate some of the critical and theoretical approaches which can be used for reading course texts.

Successful students will typically:

- * combine close reading and a consideration of wider critical and theoretical issues in well-constructed and coherent written assignments;
- * use research skills and resources appropriately and effectively;
- * produce structured arguments backed by evidence.

Module Content:

This module will trace the development of American literature from the colonial period through to 1900, examining texts from multiple genres (autobiography, captivity narrative, political propaganda, novel, poetry, short story). It will examine how writers responded to the American environment and sociopolitical events to create a distinctively American literary tradition. Attention will be paid to issues such as New England Puritanism; the treatment of Native Americans; slavery; the War of Independence; America's relationship with England; Manifest Destiny, expansionism and the frontier; transcendentalism; the Civil War; industrialization and the growth of the city; gender and sexuality. Authors who may be studied include: Mary Rowlandson, Phyllis Wheatley, Benjamin Franklin, Thomas Jefferson, Charles Brockden Brown, Washington Irving, James Fenimore Cooper, Edgar Allan Poe, Harriet Jacobs, Nathaniel Hawthorne, Herman Melville, Ralph Waldo Emerson, Henry David Thoreau,

Walt Whitman, Henry James, Emily Dickinson, Mark Twain, Edith Wharton, Stephen Crane, Sarah Orne Jewett.

Pre and Co requisites:

Successful completion of at least 30 credits of Literature at Level 1, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Literature

Module name: Ways of Reading: Literature & Theory

Module code: 5HUM1019

Semester: A

Credits: 15

Module Aims:

1. Analyse and employ key concepts in literary studies,
2. Assess and evaluate methodologies employed in literary studies,
3. Explain and contextualise literary critical methodologies.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate an ability to situate a piece of literary critical writing in relation to major twentieth-century intellectual trends,
2. exhibit an ability to evaluate the practical implications of theoretical concepts for literary study,
3. show the capacity to undertake explicit conceptual and methodological discussion.

Successful students will typically:

1. be able to employ key concepts in literary critical analysis,
2. be able to explain the relevance and applicability of a particular approach to the discussion of a literary text,
3. be able to engage in dialogue with relevant critical sources when discussing a literary text.

Module Content:

Ways of Reading is an introduction to literary critical approaches which call into question apparently common sense interpretative concepts such as 'intention', the 'author' and 'character'. The module will offer a survey of twentieth-century trends in critical thinking about literature, including Marxism, psychoanalysis and feminism, together with later developments such as deconstruction and Postmodernism. The emphasis will be on learning to apply concepts which are characteristic of these approaches within the context of your own critical writing about literature. This module is compulsory for students intending to take an independent project module or dissertation in Literature at Level 6.

Pre and Co requisites:

Successful completion of 30 credits of English Literature at Level 4, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
40%	60%	0%

English Literature

Module name: Postcolonial Cultures: Texts and Contexts

Module code: 5HUM1106

Semester: A

Credits: 15

Module Aims:

1. Discuss the influence of colonial and postcolonial histories on the production and content of texts in different regions of the world.
2. Develop their knowledge of some of the theoretical and critical approaches relevant to the study of a particular body of writing,
3. Develop existing skills in close-reading and analysis.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate knowledge and understanding of a range of texts relating to the experience of colonialism and postcolonialism and their formation,
2. be able to demonstrate knowledge and understanding of some of the theoretical and critical tools appropriate for the study and analysis of postcolonial writing.

Successful students will typically:

1. be able to combine close reading skills and a consideration of wider critical and theoretical issues in written and practical assignments,
2. be able to produce structured arguments backed by evidence,
3. be able to use research skills effectively and appropriately.

Module Content:

This module will introduce you to a sample of texts and films produced within countries and regions which were formerly part of the British Empire, for example the Caribbean, Australasia, South Africa, India. Postcolonial criticism is one of the most significant developments of the last thirty years. We will consider some of the major theories which have emerged. The search for a national identity is a key issue. We will also look at the resistant strategies employed by post-colonial writers together with the idea that many are forced to write with 'a borrowed pen' i.e. they write in the language of the coloniser (Britain) even though this is not necessarily their first language. Texts studied will vary but might range from novels (Things Fall Apart; Chinua Achebe), poetry (Linton Kwesi Johnson, Derek Walcott, Grace Nichols) to the films (Muriel's Wedding; P.J. Hogan; Ten Canoes; Rolf de Heer).

Pre and Co requisites:

Successful completion of 30 credits of English Literature at Level Four, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	75%	25%

English Literature

Module name: Revisiting the Renaissance

Module code: 5HUM1133

Semester: A

Credits: 15

Module Aims:

1. Study and evaluate critically a range of British literature (poetry, drama, fiction) produced between 1550-1642,
2. Gain knowledge of specific cultural and historical contexts within which the set texts can be read, and of issues relating to concepts of the literary canon and historicism,
3. Apply theoretical and critical tools useful for the analysis of literary texts.

Intended Learning Outcomes:

Successful students will typically:

1. be able to identify key literary features and devices employed in British literature produced between 1550- 1642 as represented by the module set texts,
2. be able to identify and compare specific cultural and historical contexts surrounding the module set texts, as well as the relevance and application of concepts of canonicity and historicism,
3. demonstrate familiarity with some of the theoretical and critical tools appropriate for the study and analysis of literature of the period as represented by the module set text,
4. be able to identify shared themes between module set texts.

Successful students will typically:

1. demonstrate close critical reading in verbal and written form,
2. demonstrate an ability to organise and communicate their thoughts and arguments through well-presented written assignments, both individually and collaboratively,
3. demonstrate a number of effective information handling and independent research skills (e.g. by identification of, selection of, and critical engagement with, the primary texts and secondary sources; by locating and summarising key debates; by applying theoretical/critical concepts).

Module Content:

This module takes a historicist approach to British literature first published between 1550 and 1642 and is designed to build on your ongoing development of close-reading and analytical skills in relation to many key cultural themes during this turbulent period of history, including power and political authority, national identity, class hierarchies, print culture, gender and sexuality, and religion. Texts include plays by Shakespeare, Marlowe and Jonson, and poetry by Wyatt, Sidney, Spenser and Donne as well as lesser-known female Renaissance authors such as Whitney, Wroth and Lanyer. Prose works such as Sir Thomas More's 'Utopia' and the Tilbury speech of Queen Elizabeth I will also be considered. We will therefore be looking at both the work of writers whose works are often identified within the 'canon' of 'great' English literature as well as others who have, until more recently, often been excluded from literary histories.

Pre and Co requisites:

Successful completion of 30 credits of English Literature at Level 4, including the core module '4HUM1116

Texts Up Close: Reading and Interpretation' plus one other module, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

English Literature

Module name: 20th Century North American Writing

Module code: 5HUM0352

Semester: B

Credits: 15

Module Aims:

1. Study a range of twentieth-century North American writing in its cultural and historical context,
2. Engage with a range of issues and concerns in twentieth-century American society as articulated through the literature studied,
3. Introduce students to some of the different theoretical and critical approaches relevant to the selected texts,
4. Develop existing skills in close-reading and analysis.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate knowledge and understanding of a range of twentieth-century North American writings in their cultural and historical contexts,
2. demonstrate knowledge and understanding of some of the issues and concerns of twentieth-century North American society as articulated through a number of texts,
3. demonstrate knowledge and understanding of some of the different critical and theoretical approaches which can be used for reading the module texts.

Successful students will typically:

1. be able to combine close reading and a consideration of wider critical and theoretical issues in a coherent written essay,
2. use research skills and resources effectively and appropriately,
3. produce structured arguments backed by evidence,
4. write an analysis of a number of primary texts under unseen examination conditions.

Module Content:

culture and identity. It will consider some twentieth-century American writings about America as well as looking at theories of race, ethnicity and citizenship as explored in the selected texts. It will address the ways in which ideas about community and American citizenship and nationhood are historicized. The module will explore some of the repercussions and ramifications on recent American literature of such major American events and ideas such as:

- * the notion of 'The American Dream',
- * immigration over the twentieth century,
- * the 'annexing' of native American lands,
- * America's involvement in WWII,
- * the legacy of slavery,
- * capitalism and consumerism.

The module will consider the ways in which these and other issues are explored by a close examination of the literary devices, conventions and techniques deployed to investigate and imagine American identities. The focus of the module may change from year to year, depending on the writers chosen for study.

Pre and Co requisites:

Successful completion of 30 credits in Literature at Level 4, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

English Literature

Module name: Images of Contemporary Society: British Literature and the Politics of Identity

Module code: 5HUM1091

Semester: B

Credits: 15

Module Aims:

1. Begin to critically examine the genre of realism in British writing since 1945 in a wide variety of texts,
2. Consider some of the ways in which the set texts interact with wider cultural and historical issues,
3. Be introduced to a range of theoretical and critical approaches relevant to the study of the set texts,
4. Develop existing skills in close-reading and analysis.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate knowledge of realist writing and its various narrative strategies as represented by a number of texts,
2. be able to identify some of the political, cultural and social frameworks that contribute to the selected texts,
3. be able to demonstrate an ability to apply some of the critical and theoretical tools appropriate to the study and analysis of post - 1945 British writing.

Successful students will typically:

1. be able to combine close reading skills and a consideration of wider cultural and theoretical issues in a well structured and coherent essay,
2. be able write an informed analysis of a number of primary texts under unseen examination conditions,
3. use research skills appropriately and effectively,
4. produce structured arguments backed by evidence.

Module Content:

Drawing on a wide variety of writing produced since the Second World War, this module focuses on the changing situations of both writers and readers of British fiction. At the centre of the module will be an examination of realism in post-war writing through the texts of a wide range of authors. Students will be asked to consider the cultural representations of the period as they are evinced in both fiction, drama, and poetry including those of the late 1950s and early 1960s, a time of unprecedented change in British Society. The module provides examples of this writing by investigating such authors as for example-, Sam Selvon, Pat Barker, Alan Sillitoe, Tony Harrison and Jeanette Winterson, Zadie Smith, Irvine Welsh and Kazuo Ishiguro. As well as considering the ways in which the set texts deal with such issues as class antagonisms, race and ethnicity, masculinity and femininity and differing sexualities, students will be invited to consider the extent to which the set texts can be seen to be representative of contemporary society.

Pre and Co requisites:

Successful completion of 30 credits of English Literature at Level Four, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
25%	75%	0%

English Literature

Module name: The Age of Transition: The Victorians and Modernity

Module code: 5HUM1118

Semester: B

Credits: 15

Module Aims:

1. Explore a range of diverse writing from the second half of the nineteenth century,
2. Relate the literature of the later nineteenth century to the social transformations of the period,
3. Reflect on cultural continuities between the later nineteenth century and our contemporary period.

Intended Learning Outcomes:

Successful students will typically:

1. Demonstrate knowledge and understanding the relationship between the literature of the later nineteenth century and historical change,
2. Demonstrate knowledge and understanding of some of the changing assumptions about the Victorian period,
3. Show awareness of the contexts underlying the production of selected Victorian and neo-Victorian texts.

Successful students will typically:

1. Analyse diverse forms of discourse,
2. Be able to engage with relevant secondary literature,
3. Be able to produce structured arguments backed by evidence

Module Content:

The Victorians recognized their own period (1837-1901) as a time of extremely rapid social change - an "age of transition". In this module, we will study representative Victorian genres (novels, poems, plays, journalism), which respond to this sense of upheaval and the emergence of the modern world. Against this, we will read novels by writers working today who choose to set their work in the Victorian period. These so-called "neo-Victorian" novels re-write the Victorians from the perspective of our 21st century. They also ask us to reflect on our own preconceptions about the Victorian period and our sense of living in a more "enlightened" society. Texts for study will thus typically include examples of Victorian writing (Charles Dickens, Oscar Wilde, Mary Braddon) but also recent bestsellers by writers such as Sarah Waters, John Fowles and A.S. Byatt and films such as *Wilde* (1997) which present the Victorians in a different light.

Pre and Co requisites:

Successful completion of 30 credits of English literature at level four, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Literature

Module name: Literature at Work

Module code: 5HUM1124

Semester: B

Credits: 15

Module Aims:

1. Develop an understanding of the forms and uses of literature in public and educational settings beyond higher education, via practical experience.
2. Develop subject-specific skills involved in the practice of literary studies and/or creative writing.
3. Enhance aspects of their employability for future careers.

Intended Learning Outcomes:

Successful students will typically:

1. Be able to demonstrate knowledge and understanding of some of the forms and uses of literature and/or creative writing in educational or non-academic public setting,
2. Be able to demonstrate knowledge and understanding of some of the practical issues involved in using literature in these settings.

Successful students will typically:

1. Be able to be able to reflect on their own skills development,
2. Be able to devise future actions to enhance employability based on their work experience,
3. Be able to use research skills effectively and appropriately in a new setting.

Module Content:

This module enables you to incorporate practical experience into your study of English Literature and/or Creative Writing. It focuses on how literature (the writing process, the marketing and retailing of texts, their critical analysis, or literary history) is encountered by an audience outside academia. To take this module, you must find a suitable work placement by the end of the previous semester, with guidance from the module leader. Suitable sites for work experience might include: a school, or further education college; a heritage site associated with a writer; a literary festival; a publishing company; a bookshop; a funding body or arts organisation; a theatre. Your time spent on placement should total up to at least 24 accumulated hours, though in practice you may spend longer. In seminars, you will reflect on your experiences, explore related conceptual issues and develop a broader appreciation of how literature is engaged with outside higher education. The module will be assessed by a presentation and portfolio of materials including the development of a new curriculum vitae.

Pre and Co requisites:

Successful completion of 30 credits of English Literature or Creative Writing at Level 4, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	80%	20%

English Literature

Module name: A Nation of Readers: British Identity and Enlightenment Culture

Module code: 5HUM1128

Semester: B

Credits: 15

Module Aims:

1. Study and evaluate critically a range of British literature (poetry, drama, fiction) produced between 1640-1740,
2. Gain knowledge of specific cultural and historical contexts within which the set texts can be read,
3. Apply theoretical and critical tools useful for the analysis of literary texts.

Intended Learning Outcomes:

Successful students will typically:

1. be able to identify key literary features and devices employed in Enlightenment literature as represented by the module set texts,
2. be able to identify and compare specific cultural and historical contexts surrounding the module set texts, as well as the relevance and application of concepts of canonicity and historicism,
3. be able to apply theoretical and critical tools appropriate for the study and analysis of Enlightenment literature to the module set texts,
4. be able to identify key thematic topics shared between module set texts.

Successful students will typically:

1. demonstrate abilities in close critical reading in verbal and written form,
2. demonstrate an ability to organise and communicate their thoughts and arguments through well-presented written assignments, individually and as part of a group, and reflect upon this work,
3. work effectively in small groups to accomplish a task demonstrating both independent research and cooperative learning,
4. demonstrate a number of effective information handling and independent research skills (e.g. by identification of, selection of, and critical engagement with, the primary texts and secondary sources; by locating and summarising key debates; by applying theoretical/critical concepts).

Module Content:

This module focuses on British literature first published between 1640-1740 and is designed to build on your ongoing close-reading and analytical skills. The module considers many key cultural themes during this turbulent period of history, including power and political authority, national identity, class hierarchies, print culture, gender and sexuality, and religion, and encourages students to consider texts from a historicist approach. Texts include works by Dryden, Marvell, Milton, Gay, Pope and Swift as well as lesser-known female authors such as Mary Chudleigh and Mary Wortley Montagu. Prose works include Behn's 'Oroonoko' and Defoe's 'Moll Flanders'. You will therefore be looking at both the work of writers whose works are often identified within the 'canon' of 'great' English literature as well as others who have, until more recently, often been excluded from literary histories.

Pre and Co requisites:

Successful completion of 30 credits of English Literature at Level Four including the Core Module 'Texts Up Close' plus one other, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	%	0%

English Literature

Module name: Texts and Screens: Studies in Literary Adaptation

Module code: 6HUM1031

Semester: A

Credits: 15

Module Aims:

1. Explore some of the issues involved in adaptation from page to screen, including narrative, representation, genre, 'authorship';
2. Be introduced to some of the theoretical and critical approaches appropriate for the study and analysis of film;
3. Develop existing skills in close critical reading and analysis of literary texts
4. Develop their ability to communicate effectively both orally and in writing

Intended Learning Outcomes:

Successful students will typically: have knowledge and understanding of:

examples of cinematic adaptations of literary texts (as represented by the set texts); some of the theoretical and critical tools appropriate for the study and analysis of film and be able to apply them; some of the issues involved in adaptation from page to screen, including narrative, representation, genre, 'authorship';

Successful students will typically:

be able to:

combine close reading skills, competence in writing and presentation, and a consideration of wider critical and theoretical issues in two written assignments; produce structured arguments backed by evidence.

Module Content:

Literature and film have had a close and complex relationship since the beginning of the twentieth century when silent cinema adopted the novel as a fruitful source for its own stories. The cinema is still one of the most frequent ways by which we first encounter literary texts. By using a number of case studies this module aims to introduce you to some of the key issues involved in adapting literary texts for the cinema, including questions of narrative technique, concepts of genre, questions of representation and notions of 'fidelity' and 'authorship'. As well as close readings of the set texts (both written and cinematic) the module will also engage with recent theoretical approaches to film and literary studies. The texts chosen for study will vary from year to year but might include such notable examples as *Romeo and Juliet* (Shakespeare; Zeffirelli; Lurhmann); *Goldfinger* (Fleming/Hamilton) and *Trainspotting* (Welsh/Boyle).

Pre and Co requisites:

30 credits of Literature at Level 5.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Literature

Module name: The Golden Age: Victorian Children's Literature

Module code: 6HUM1045

Semester: A

Credits: 15

Module Aims:

1. Develop a historically contextualized understanding of nineteenth-century children's literature and critical approaches to this topic,
2. Refine abilities in close critical reading,
3. Examine constructions of gender and childhood during the Nineteenth Century.

Intended Learning Outcomes:

9a. Knowledge and Understanding:

Successful students will typically:

1. be able to demonstrate awareness of the historical and ideological conditioning of nineteenth-century children's texts.
2. be able to mount arguments which move beyond the opposition between didacticism and anti-didacticism in children's literature, into considerations relating to the disciplinary effects even of apparently non-didactic texts.

Successful students will typically:

1. demonstrate an ability to create nuanced and persuasive arguments via written work,
2. be able to carry out research,
3. be able to mount arguments which engage in critical dialogue with secondary literature in the field.

Module Content:

This module will examine the development of children's literature as a clearly defined genre during the so-called "golden age of children's literature", a period extending from the mid nineteenth century until the early twentieth century. Students will be invited to consider nineteenth-century children's literature in a historically contextualized way, as responding to debates about the nature of reading as a mass medium and its effect on young readers, a group regarded as particularly susceptible to its influence. Students will be encouraged to consider the disciplinary function of writing for children in relation to gender roles and class positioning.

Pre and Co requisites:

Successful completion of 30 credits of English Literature at level 5, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Literature

Module name: Generation Dead: Young Adult Fiction and the Gothic

Module code: 6HUM1101

Semester: A

Credits: 15

Module Aims:

1. Engage critically with a number of contemporary young adult fictions,
2. Develop an understanding of the relationship between young adult fiction and the Gothic mode of writing,
3. Develop an interdisciplinary approach to young adult fiction, drawing on literature, creative writing, philosophy, religious studies and education,
4. Gain an awareness of genre theory (through emerging sub genres of young adult fiction) and engage critically with the criteria publishers use to categorise new modes of writing.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate an understanding of ethics in relation to writing for young adults,
2. critically analyse the representation of sensitive issues involving race, faith, sexuality, prejudice and difference and demonstrate an understanding of the author's intentions regarding his/her inclusion of this material,
3. demonstrate knowledge of genre theory and be able to demonstrate how new genres of writing develop,
4. demonstrate a grasp of the gothic mode of writing and its relationship to young adult fiction.

Successful students will typically:

1. initiate, sustain, and defend arguments based on their own reading,
2. learn to develop an interdisciplinary approach to literature,
3. learn a range of analytical and theoretical concepts,
4. further develop skills in research.

Module Content:

All over the country in the world of young adult fiction teenagers who die aren't staying dead. This module will interrogate the new high school gothic, exploring the representation of the undead or living dead (werewolves, vampires and zombies) in dark or paranormal romance. Texts range from *Twilight*, *Vampire Diaries* and Daniel Waters's zombie trilogy to Isaac Marion's *Warm Bodies* and Eden Maguire's *The Beautiful Dead*. We'll also look at examples of werewolf fiction (*Shiver*) and at the folklore inspired novels of Marcus Sedgwick. Y.A.F. has attracted some of the most gifted writers who address these themes as a means of confronting death or discrimination or to engage with Christianity or Mormonism and embrace the enduring power of love. We will be theorising folklore, investigating the ethics of writing for young adults, and grappling with undead issues such as the notion of free will, damnation and redemption, the sexualisation of early teens, the effects of prejudice and the politics of difference.

Pre and Co requisites:

Successful completion of 30 credits of Literature at level five or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

English Literature

Module name: Staging the Modern World: Contemporary British and Irish Theatre

Module code: 6HUM1129

Semester: A

Credits: 15

Module Aims:

1. Develop knowledge of a range of plays that are representative of playwriting in Britain and Ireland since the 1950s,
2. Examine the relationship between the plays and their historical, social and cultural contexts,
3. Engage with theoretical and critical approaches to the texts, considering them both as literature and as texts for performance.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate knowledge of the social, political and philosophical ideas of British and Irish dramatists as expressed through their writing,
2. be able to demonstrate understanding of some of the ways in which the plays reflect the social and cultural contexts in which they were written and identify how they engage with ideas and debates from the period,
3. be able to demonstrate knowledge of key movements and trends that have occurred within British and Irish drama since the 1950s,
4. be able to identify and evaluate some of the dramatic techniques employed in the plays and in contemporary British theatre practice.

Successful students will typically:

1. demonstrate refined analytical and evaluation skills,
2. apply critical methodologies appropriate to the interpretation and analysis of the plays as both literary and performance texts,
3. in written assignments produce structured and coherent arguments backed up by evidence,
4. engage in independent research, using resources appropriately and effectively.

Module Content:

This module examines the rich range of drama produced in Britain and Ireland from the second half of the twentieth century until today. It introduces the major dramatists, movements and themes that have dominated the stage in this period. Students will explore how playwrights have responded to changing political, social and cultural contexts such as globalisation, the legacy of the British Empire and 'Cool Britannia'. Issues of national identity will be considered in relation to ethnicity, class and gender. Plays will be studied both as a performance medium and as literature. Featured playwrights may include Howard Pinter, Brian Friel, David Hare, Caryl Churchill, Tom Stoppard, Martin McDonagh, Roy Williams, Debbie Tucker Green and Jez Butterworth.

Pre and Co requisites:

Successful completion of 30 credits of ENGLISH LITERATURE at level five.

Total hours: 150

Assessment:

Exam	Coursework	Practical
40%	60%	0%

English Literature

Module name: Twenty-first Century American Writing (American Studies Pathway)

Module code: 6HUM1151

Semester: A

Credits: 15

Module Aims:

1. Evaluate critically the major trends, concerns and formal innovations of twenty-first-century American fiction (narrative, poetry, and drama),
2. Develop their knowledge of some of the theoretical and critical approaches relevant to the study of the period,
3. Refine existing skills in close-reading, analysis and research.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate knowledge and understanding of a range of texts from twenty-first-century America,
2. be able to demonstrate knowledge and understanding of some of the theoretical and critical tools appropriate for the study and analysis contemporary American writing.

Successful students will typically:

1. be able to combine close reading skills and a consideration of wider critical and theoretical issues in written and practical assignments,
2. be able to produce structured arguments backed by evidence,
3. be able to use research skills effectively and appropriately.

Module Content:

This module will survey contemporary American literature from the twenty-first century. We will investigate key literary texts and cultural movements from the period alongside historical contexts and new theoretical frameworks. Examining works of narrative, drama and poetry, we will look at a variety of textual strategies that contemporary authors use to investigate the contemporary world. Structured through six key themes—including 9/11, the transcultural, sexuality and race—the module will provide students with the change to explore new and diverse literary material that attempts to explore America in today's "globalized" world. Texts studied will vary but typically will include novels (Philip Roth's *The Human Stain*), poetry (Claudia Rankine's *Citizen*) and drama (Moises Kaufman's *The Laramie Project*).

Pre and Co requisites:

Successful completion of 30 credits of English Literature at level five or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	75%	25%

English Literature

Module name: Eighteenth Century Bodies

Module code: 6HUM0228

Semester: B

Credits: 15

Module Aims:

1. Perform an analysis of representations of gender and sexuality in selected texts of the long eighteenth century,
2. Develop their understanding of the construction and development of models of masculinity and/or femininity in the selected texts of the long eighteenth century and the ways in which these may be seen to be historically contingent,
3. Engage with examples of recent theoretical and critical approaches to the study of literature of the period.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate understanding of the construction and development of models of masculinity and/or femininity in the selected texts of the long eighteenth century and the ways in which these may be seen to be historically contingent,
2. demonstrate knowledge of some of the recent theoretical and critical approaches to the study of literature of the period.

Successful students will typically:

1. demonstrate an ability to produce structured arguments backed by evidence (e.g. by identifying contextual significance, by considering wider critical issues; by weighing the importance of alternative perspectives, by demonstrating increased sensitivity to the nuances of literary texts) via a written essay,
2. demonstrate an ability to formulate relevant questions, research and reach conclusions about the topics under consideration.

Module Content:

Gender and sexuality have histories; this module will explore some of the ways in which they were constructed in the shifting social contexts of the long eighteenth century and their intertwining with concepts of power, class, nation and ethnicity. By examining a generically broad range of textual materials - plays, poems, novels, medical and religious discourses, advice books - this module will analyse a variety of models of sexual behaviour and male and female identities, paying close attention to the historical moment in which the text was written. Possible topics for study include: Restoration libertinism as represented in the works of John Wilmot, Earl of Rochester, Aphra Behn and William Wycherley; bourgeois sexuality as in Samuel Richardson's 'Pamela' and Henry Fielding's 'Shamela'; prostitution and the commodification of sexuality as in Defoe's 'Roxana', John Gay's 'The Beggar's Opera' and John Cleveland's infamous pornographic novel, 'Fanny Hill; or Memoirs of a Woman of Pleasure'; the psycho-sexual anxieties of Gothic novels, for example William Beckford's 'Vathek' and Jane Austen's 'Northanger Abbey'.

Pre and Co requisites:

Pre-requisites: Successful completion of 30 credits of prior study of Literature at Level Five, or equivalent.

Co-requisites: If students are taking a total of 120 credits of Literature at Level 6 their programme should also include 6HUM0231 - Independen

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Literature

Module name: African-American Literature

Module code: 6HUM1056

Semester: B

Credits: 15

Module Aims:

1. Develop an understanding of how and why an African-American literary tradition has emerged over time,
2. Gain a clearer understanding of the theoretical concepts of race, racism and racialization as they inform the creation of an ethnic literature,
3. Appreciate how the influence of oral traditions, 'signifying', folklore, and music contributes towards making African-American literature a unique literary model,
4. Develop an understanding of the relation of African-American literature both to a specifically African cultural inheritance, and to American literary history more broadly,
5. Understand the reciprocal relationship between African-American literature and the social, political and cultural context in which it was produced, particularly the ways in which African-American literary self representation has played an active part in shaping the experience of black people in America,
6. Examine the political dimensions of literature as a site of resistance and self-definition, including the ways in which African-American writers have explored the intersections of race, gender and sexuality in their work.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge and understanding of a range of stylistically diverse work by African-American writers from the abolition of slavery to the present day,
2. demonstrate a historicized awareness of how political, economic, social and cultural events have impacted on the creation and reception of African-American writing,
3. demonstrate an ability to apply appropriate theoretical approaches to the study of African-American writing.

Successful students will typically:

1. be able to apply theoretical approaches to the critical analysis of African-American writing,
2. develop research skills by means of independent study,
3. be able to produce structured arguments backed by evidence in relation to the topic of African-American literature.

Module Content:

This module will introduce you to some key works of African-American literature, from the late nineteenth century to the present day. You will study a range of genres, such as fiction, poetry, drama, autobiography, and nonfiction. We will trace how a unique African-American literary voice relates to a number of important modes of expression: oral culture, 'signifying', folklore, the visual arts, and music (such as spirituals, blues, jazz, work songs, gospel, and hip hop). We will identify several key themes and preoccupations in the work of African-American writers: freedom, identity, mobility (both geographical and social), and self-expression, amongst others. These will be mapped against historical events and developments, including slavery and abolition, segregation and the Jim Crow laws, the

Great Migration, the Harlem Renaissance, the Civil Rights movement, the feminist movement, and the election of Barack Obama as President. We will also explore how issues of gender, sexuality, and class specifically inform these works.

Pre and Co requisites:

Successful completion of 30 credits of English Literature at Level 5, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
30%	70%	0%

English Literature

Module name: Children's Literature: Growing up in books

Module code: 6HUM0362

Semester: B

Credits: 15

Module Aims:

1. Engage critically with a range of children's literature,
2. Consider the ways in which children's literature works on the page and in culture to mediate and interpret the process of 'growing up' in modern society,
3. Develop an understanding of the growing body of scholarship on the subject of children's literature.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate an ability to engage critically with a selection of key works of children's literature within a designated historical period,
2. demonstrate a knowledge and understanding of some of the ways in which children's literature has been theorized and critiqued in an academic context,
3. demonstrate a knowledge and understanding of the ways in which books for children emerge from, and engage with, specific cultural and historical contexts.

Successful students will typically:

1. demonstrate an ability to interpret more difficult texts and concepts,
2. demonstrate an ability to produce structured arguments backed by evidence (for example, by identifying contextual significance, by considering wider critical/theoretical issues, by weighing the importance of alternative perspectives, by demonstrating increased sensitivity to the nuances of literary texts),
3. demonstrate an ability to engage in independent research and analysis.

Module Content:

This module critically analyses works of children's literature published since 1950. Primary texts will range from picture books designed for very young children to works of cross-over fiction which aim to bridge the gap between the child and the adult reader. This will enable us to consider the ways in which children's literature works on the page and in culture to mediate and interpret the process of 'growing up' in modern society. We will engage in close critical analysis of the primary material (considering, for example, questions of genre, narrative conventions and the relationship between words and illustrations) - and this will be linked at every stage to a consideration of the ways in which literature for children interacts with wider cultural and historical contexts. You will be expected to engage with key theoretical and critical debates around children's literature. Authors studied may include Sendak, Seuss, Dahl, Lewis, Morpurgo, Rowling and Pullman

Pre and Co requisites:

Successful completion of two modules in Literature (30 credits) at Level 5, or equivalent. If students are taking a total of 120 credits in Literature at Level 6, their programme should also include 6HUM0231 or 6HUM0235 (but not both).

Total hours: 150

Assessment:

Exam	Coursework	Practical
60%	40%	0%

English Literature

Module name: Postmodern Genders

Module code: 6HUM0353

Semester: B

Credits: 15

Module Aims:

1. Engage with a selection of twentieth and twenty-first century literary texts which offer innovative challenges to binary and essentialist understandings of gender and sexual difference
2. Explore key contemporary debates on sex, gender and sexuality

Intended Learning Outcomes:

Successful students will typically:

develop their knowledge and understanding of some of the ways in which binary and essentialist models of gender and sexual difference are interrogated and challenged in different literary contexts
develop their knowledge and understanding of some key contemporary debates on sex, gender and sexuality.

Successful students will typically:

demonstrate an ability to interpret more difficult texts /concepts demonstrate an ability to produce structured arguments backed by evidence (for example, by identifying contextual significance, by considering wider critical/theoretical issues, by weighing the importance of alternative perspectives, by demonstrating increased sensitivity to the nuances of literary texts). demonstrate an ability to engage in independent research and analysis write an informed analysis of a number of primary texts under unseen examination conditions

Module Content:

This module focuses on representations of gender in twentieth and twenty-first century literature. Of particular interest will be a selection of texts which mount innovative challenges to conventional understandings of gender difference as fixed and natural, treating gender instead as a variable and unstable cultural production. So, for example, primary texts may include: Virginia Woolf's *Orlando* and Angela Carter's *The Passion of New Eve* (both texts where the protagonist changes sex); Jeanette Winterson's *Written on the Body* (whose narrator/protagonist never reveals whether s/he is a woman or a man); Iain Banks's *The Wasp Factory* (which interrogates hypermasculinity), Jackie Kay's *Trumpet* (about a woman who successfully passes as a man), Jeffrey Eugenides *Middlesex* (whose protagonist is a hermaphrodite), and Carol Ann Duffy's *The World's Wife* (which offers playful new perspectives on gender relations). The module will also offer sessions which explore recent theoretical approaches to sex, gender and sexuality.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

English Literature

Module name: Euro-Crime on Page and Screen

Module code: 6HUM1155

Semester: B

Credits: 15

Module Aims:

1. Develop their knowledge of a particular body of writing and film and some of the theoretical and critical approaches relevant to its study,
2. Discuss the influence of particular social concerns on the production and content of texts (written and filmic) in different European countries,
3. Refine existing skills in close-reading and textual analysis.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate an ability to apply relevant critical approaches to their analysis of literary and filmic texts,
2. be able to demonstrate a nuanced understanding of some of the concepts and issues with which the set texts deal,
3. be able to demonstrate an understanding of the conventions behind a specialist literary and filmic genre.

Successful students will typically:

1. be able to demonstrate an ability to carry out research and analysis as part of a written piece of work,
2. be able to demonstrate an ability to plan and deliver a seminar as part of a team, formulating questions about the topic as part of the process.

Module Content:

The twenty-first century has seen a resurgence of interest in crime fiction, films and television dramas ranging from renewed interest in the “who-dunnits” of Agatha Christie to the more explicit violence of contemporary “Nordic Noir”. This module examines examples of European crime writing beginning with the popularity of detective fiction in the early 1900s before looking at how successive European writers and film/programme makers have modified the form to suit their times, often using the crime at the centre of their narratives as a jumping off point for exploring questions of national and cultural identities. The written and filmed texts studied will take us to different European countries. Typical examples include, but are not limited to, stories from Britain’s “Golden Age” (1920s and 1930s), novels and film adaptations of work by Georges Simenon (Inspector Maigret, France), Arnaldur Indriðason (Detective Erlendur, Iceland), Stieg Larsson (The Girl with the Dragon Tattoo, Sweden), and Andrea Camilleri and Giancarlo de Cataldo (Inspector Montalbano and Romanze Criminale, Italy). Works will be read in translation.

Pre and Co requisites:

Prerequisites: Successful completion of 30 credits of English Literature at level Five or 30 credits of Film at Level Five.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	75%	25%

English Literature

Module name: *Between the Acts: Late Victorian and Edwardian Literature 1890-1920*

Module code: 6HUM0320

Semester: B

Credits: 15

Module Aims:

1. Develop their knowledge of late-nineteenth and early twentieth century literature, together with some of its preoccupations and anxieties and the ways in which these may be seen to be historically contingent;
2. Engage with examples of recent theoretical and critical approaches to the study of literature of the period.

Intended Learning Outcomes:

Successful students will typically:

Perform an analysis of representative texts of the period;

Place texts from the period into a meaningful historical context that acknowledges the specific social contexts in which these texts were produced.

Demonstrate their understanding of some of the recent theoretical and critical approaches to the study of literature of the period.

Successful students will typically:

Demonstrate an ability to produce structured arguments backed by evidence (e.g. by identifying contextual significance, by considering wider critical issues; by weighing the importance of alternative perspectives, by demonstrating increased sensitivity to the nuances of literary texts) via a written essay; Effectively summarise the main points of an academic argument, identifying its main strengths and weaknesses; Use research skills effectively and appropriately.

Module Content:

This module studies texts written between 1890 and 1920 in order to consider the period of transition between the end of the Victorian age and the end of the First World War. Students will be invited to consider ways in which the set texts challenge 'Victorian' ideas of stability and respectability as well as their engagement with such concepts as heroism, the 'monstrous', suburbia, marriage and sexuality, trauma, class and nationhood. The texts studied will include a range of different genres and styles, from the so-called 'problem play' of the 1890s and 1900s, to the horror story; from the best-selling exotic romance to the literature of World War One. Authors studied may include Bram Stoker, Oscar Wilde, Elizabeth Robbins, E.M. Forster, Ford Madox Ford, Rebecca West, Henry James, Elinor Glyn and Rudyard Kipling.

Pre and Co requisites:

Successful completion of 30 credits of prior study of Literature at Level Two

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

English Literature

Module name: Literature Project

Module code: 6HUM0235

Semester: AB

Credits: 30

Module Aims:

1. Carry out a sustained piece of independent research on a literary topic which represents a particular area of interest;
2. Demonstrate their ability to formulate questions about, plan and execute independent research into, develop and reach conclusions about the chosen topic over a sustained period of time;
3. Establish a critical position which is in some senses their own, based on their own engagement with and reconsideration of recent critical work and theoretical approaches relevant to the topic;
4. Refine their ability to communicate their ideas effectively both orally and in writing.

Intended Learning Outcomes:

Successful students will typically:

- * the topic studied and of some of the key or current critical and theoretical issues relating to this;
- * recent critical work and theoretical approaches relevant to the topic.

Successful students will typically:

- * demonstrate a range of skills e.g. independent research skills, information retrieval skills, bibliographic skills, critical analysis and argument, competence in writing and presentation, and the application of theoretical ideas, engagement with the points of view of others, via the presentation of a substantial piece of written work;
- * demonstrate their ability to formulate questions about, plan and execute independent research into, develop and reach conclusions about a particular topic over a sustained period of time;
- * demonstrate time-management skills by adhering to project deadlines;
- * demonstrate their ability to communicate ideas effectively both in writing and orally;
- * demonstrate their ability to be self-reflective about the learning experience on the module and the challenges encountered.

Module Content:

The Literature Project is intended to give you the opportunity to carry out a substantial up-to-date research project based on a topic or author of particular interest. As well as enabling you to follow up particular enthusiasms, the module aims to further develop skills in planning, research, time-management and presentation. The module is taught via a programme of one-to-one tutorials with a designated supervisor. You may choose a topic from any area of literary studies but the choice of a topic must be agreed with the module leader before the end of Semester B preceding the next academic year in which the work will be undertaken. If you are taking 120 credits or more in English Literature at Level 3 (i.e. you are intending to graduate with a Single Honours degree in English Literature) your programme of study should include this module or 3HUM0231, the Independent Study and Research Project, but not both.

Pre and Co requisites:

Normally students must have an average of 55 or more across all literature modules taken at Level Two.

Prerequisites: Successful completion of 30 credits of prior study of Literature at Level Two, or equivalent.

Co-requisites: Prior study of, or concur

Total hours: 300

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Film

Module name: Introduction to Film Criticism

Module code: 4HUM1078

Semester: A

Credits: 15

Module Aims:

1. be introduced to the close textual analysis of moving image texts,
2. begin to critically examine how meaning and symbolism is communicated through the moving image,
3. begin to develop a broad knowledge of the key moments and technical innovations in moving image history,
4. begin to have a broad knowledge and understanding of some of the ways in which moving image texts interact with wider cultural, historical and political contexts.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate a broad knowledge and understanding of key aesthetic and cultural moments in the study of the moving image,
2. be able to articulate some of the historical and theoretical issues involved in the study of the moving image,
3. be able to broadly outline some of the ways in which moving image texts interact with wider cultural, historical and political contexts,
4. be able to articulate some of the ways in which the technology of the moving image contributes to meaning. Successful students will typically:
 1. be able to demonstrate a broad critical engagement with at least three moving image texts on an aesthetic, formal and symbolic level,
 2. be able to demonstrate a broad critical engagement with some of the basic technical vocabulary of moving image analysis,
 3. be able to communicate effectively some of the key developments in moving image history and theory,
 4. be able to demonstrate an ability to support their interpretative and evaluative analysis of the moving image with basic theories and key concepts in the study of the moving image.

Module Content:

This module introduces students to the analysis of film texts. Students will engage critically with how 'meaning' is communicated through film. Students will be introduced to some of the key moments in cinema history, via a discussion of various elements of film language ranging from: colour, editing, sound, lighting, mise-en-scene, framing, narrative, the use of place, space and location and performance in films from both inside and outside of the Hollywood system. From Hitchcock's thrillers (Strangers on a Train) to classic Horror film (Dawn of the Dead), the tear jerking and overtly symbolic Melodrama (Imitation of Life) through to the gritty and violent New Hollywood of the 1970's (Carrie) alongside contemporary film and TV (Drive and American Horror Story) that continues to push the

boundaries of film vocabulary and symbolism. The module will equip students with an understanding historical awareness of film and the various stylistic and technological issues involved in the study of film alongside some of the ways in which film texts interact with wider cultural, historical and political contexts.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Film

Module name: Genre, Style and Stars

Module code: 4HUM1122

Semester: B

Credits: 15

Module Aims:

1. Begin to gain an understanding of key theoretical and aesthetic approaches involved in the study of the moving image in relation to genre, celebrity and film /TV style,
2. Begin to understand the connections between textual analysis and critical appreciation of film and to support or challenge these via theoretical analysis of genre, celebrity and film/TV style,
3. Understand some of the ways in which film and television interacts with wider cultural, historical and political context.

Intended Learning Outcomes:

Successful students will typically:

1. Be able to demonstrate a broad understanding of at least three of the key theoretical approaches from across the history of moving image studies,
2. Be able to summarise, reference and apply the key theoretical concepts in genre, auteur and star studies to specific moving image texts,
3. Be able to demonstrate a broad understanding of the various cycles and developments of theoretical models/frameworks from across the history of moving image studies,
4. Be able to demonstrate critical engagement with at least three of the theoretical writings on from across the history of moving image studies.

Successful students will typically:

1. Be able to demonstrate a development of their ability to use some of the technical vocabulary of moving image analysis and criticism,
2. Be able to support their critical engagement with moving image texts via academically rigorous referencing/citations to key theoretical writings,
3. Be able to effectively communicate an application and understanding of some of the key concepts in film studies in relation to selected moving image texts.

Module Content:

The module introduces you to the study of film/TV using key theoretical perspectives from within the discipline and from wider cultural and critical areas. It focusses on theories of genre, film and TV authorship and style, and a consideration of the origins of the star system from the Golden Age of Hollywood to the celebrity era of the global digital age. You will be asked to consider the development of genre texts in film and in television in order to compare and contrast their conventions, iconography, themes and aesthetics. Examples include: Western, Science Fiction, Horror, Musical. The module will also consider the birth of the star system with significant case studies of iconic film and television stars and a consideration of genre authorship, the development auteur theory and stylistic evaluation of key directors and sub-genres.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	70%	30%

Film

Module name: Film Production

Module code: 5HUM1103

Semester: A

Credits: 15

Module Aims:

1. develop a detailed understanding of the relationship between the theory and the practice of communicating through visual time-based media,
2. develop a detailed understanding of the technical aspects of film production and editing,
3. gain first-hand experience of group based creative development, planning and film production,
4. develop a detailed understanding of the legal, ethical and safety frameworks in which professional production take place.

Intended Learning Outcomes:

Successful students will typically:

1. be able to articulate the processes involved in making a short film,
2. be able to demonstrate the construction and framing of meaning through a time-based medium,
3. be able to demonstrate a clear understanding of the ethical, legal and safety standards expected in professional film-making,
4. be able to demonstrate an open creative approach to film-making and in particular to recognise cliché and convention and to be prepared to challenge and innovate.

Successful students will typically:

1. be able to demonstrate competence in the technical skills used in the production of time-based media,
2. be able to work effectively as a member of a team, including playing an active part in research and creative development,
3. be able to demonstrate the management of a product from its design to its completion with effective time management and self-discipline,
4. be able to articulate critical reflection on personal and group performance.

Module Content:

The module builds a practical dimension onto the theory which students have learned at level 4. Training in camera work, sound recording, lighting and editing is given from the first week, with no presumption of previous experience. The module assessment is primarily group based and students are guided in forming and working effectively in teams. Each student should experience a number of roles. Training will be given in previsualisation and storyboarding. The lecture series examines clips and ideas from contemporary and historical cinema relevant to the theme and groups are expected to conduct further research to support creative ways of responding to the brief. The teaching will address issues encountered in professional productions including planning, the development of a group work ethic, health and safety/risk assessment, consent/ethics and copyright. The module outcomes are the storyboard, a short film of around 3 minutes and an individual reflective report.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Film

Module name: European Film and Television Style

Module code: 5HUM1102

Semester: A

Credits: 15

Module Aims:

1. be introduced to a range of European film and television texts and directors,
2. understand the importance of European film and television in a historical and a global context,
3. further develop the connections made between textual, critical analysis and theoretical application in relation to European film and television,
4. explore and understand matters of national identity as seen through national cinemas and performative practices,
5. develop their understanding of contemporary European cinema movements both artistic and commercial.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate detailed knowledge of at least five areas of the European moving image and its developments throughout the 20th Century and in the 21st Century,
2. be able to articulate detailed knowledge of some of the theoretical and technical approaches and movements affecting both historical and contemporary European cinema and television,
3. be able to demonstrate a comprehensive understanding of a range of the key social, political and historical aspects and events that impact on European film and television.

Successful students will typically:

1. be able to appraise, analyse, interpret and critically engage with a range of European moving image texts,
2. be able to research, analyse, critically interpret and apply ideas from appropriate academic sources and materials in the analysis of a range of European moving image texts,
3. be able to develop, evaluate and challenge some of the theories and ideologies pertaining to film and television studies in the close analysis of a range of moving image texts,
4. be able to carry out various forms of research appropriate to the subject for essays, projects and presentations involving sustained independent enquiry.

Module Content:

This module introduces students to European film and television from the post-war to the contemporary period, taking in both European Art and Mainstream Cinema. The module explores films and directors from a cultural and aesthetic aspect and focuses on the wider issues of social, political and historical development and change. The module will introduce students to major developments in film and television outside the Hollywood system and to the concept of a national cinema in relation to representation of identity seen on the large and small screen. Focusing specifically on key European cinema movements (Neo Realism, French New Wave and New German Cinema) it will examine the ways in which a number of European directors came to be historicised as iconic. The module will explore the innovations of such directors as Jean-Luc Godard (*Breathless*),

Roberto Rossellini (The Bicycle Thieves). It will also look at contemporary ground-breaking European directors as Pedro Almodovar (All About my Mother), Dario Argento (Profondo Rosso), Jean-Pierre Jeunet (Amelie), Gaspar Noe (Irreversible) and Catherine Breillat (Romance). It also considers recent British and European television drama series (The Killing, In the Flesh) that borrow from the aforementioned movements in the moving image.

Pre and Co requisites:

Successful completion of 30 credits of FILM at Level 4, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	70%	30%

Film

Module name: US Cinema: From Studio Era to Digital Age

Module code: 5HUM1129

Semester: B

Credits: 15

Module Aims:

1. gain an understanding of the development of US cinema from the 1930s to the present day in a national and global context.
2. develop an understanding of the social, cultural and political histories from which US cinema has emerged.
3. develop their understanding of the interconnectedness between texts and contexts, and of the shifting configurations of communicative, cultural and aesthetic practices, systems and industrial relationships via textual and socio-historical analysis.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate an understanding of at least three of the key transitional stages from across the history of US cinema.
2. be able to illustrate their ability to summarise, reference and apply some of the key theoretical concepts in film studies to specific moving image texts from the US both classical and contemporary.
3. develop and synthesise their knowledge of film history, theory and criticism to evaluate and challenge some of the theories and ideologies pertaining to US Cinema in the close analysis of a wide range of moving image texts

Successful students will typically:

1. be able to carry out various forms of research appropriate to the subject for essays, projects and presentation involving sustained and detailed independent enquiry
2. develop their presentation skills in small group work
3. take responsibility for their own learning and development using reflection and feedback to analyse own capabilities, appraises alternatives and plans, and implement further actions based on feedback.

Module Content:

This module concentrates on US cinema within and without Hollywood from the 1930s to the present day. Particular attention is given to historical flashpoints of American film, to moments of significant change in terms of new aesthetic, technological, cultural and institutional directions.

The various generations of both Hollywood and 'independent' US cinema are explored from stylistic, industrial, and socio-cultural perspectives. These range from a study of Golden Age Hollywood, the rise and fall of the studio system, through the B-Movies era, the New Hollywood era of the 60s/70s, developments in representation of violence on film, Blockbuster cinema, American Indie film, and the rise of the modern franchises. While considering the particularly American sensibilities of US cinema, the module also looks at key influences from different forms of media, such as television, and other national cinemas. The domination of Hollywood in the global film market will also be considered, alongside significant developments in the age of digitalisation and media convergence.

Pre and Co requisites:

Successful completion of at least 30 credits of Film or at least 30 credits of American Studies at level four, including Introduction to Film Criticism, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	60%	40%

Film

Module name: Television Drama

Module code: 6HUM1142

Semester: A

Credits: 15

Module Aims:

1. gain a detailed understanding of the development of contemporary television drama in a series of generic, national and global contexts,
2. recognise the different ways in which current developments in contemporary television drama can be understood in terms of technological change, and media convergence,
3. refine an understanding of the interconnectedness of texts and contexts, and of the shifting configurations of communicative, cultural and aesthetic practices, systems and industrial relationships in contemporary television drama,
4. build upon the connections made between textual analysis and critical appreciation with theoretical analysis, critiquing traditional concepts of 'quality television' and 'cult texts',
5. gain a detailed understanding of the historical evolution of particular genres, aesthetic traditions and forms, and of their current characteristics and possible future developments of television drama.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate a detailed understanding of some of the key developments – aesthetic, industrial, cultural - in the modern television drama, as well as applying knowledge of the form's historical basis,
2. be able to critically engage with, reference and apply some of the key theoretical and critical concepts in television studies to specific contemporary moving image texts from around the world,
3. be able to further demonstrate a detailed understanding of the various cycles and developments of theoretical models/frameworks in application to the exploration and appreciation of television drama.

Successful students will typically:

1. develop and synthesise their knowledge of television history, theory and criticism to evaluate and challenge some of the theories and ideologies pertaining to Television Drama in the close analysis of a wide range of texts,
2. be able to carry out various forms of research appropriate to the subject for essays, projects and presentation involving sustained and detailed independent enquiry,
3. take responsibility for their own learning and development using reflection and feedback to analyse own capabilities, appraise alternatives and plans, and implement their actions.

Module Content:

This module critically investigates the contemporary 'Golden Age' of television drama from North America and Europe, from 1990 to the present day. Through a close scrutiny of long-running serial dramas, we will explore notions of 'Quality' programming, and the particular impact of each series, as well as connecting them to wider understandings of television as a medium and art form. A number of methodological frameworks are considered in relation to the individual serials (including *Girls*, *The Walking Dead* and *The Sopranos*) allowing for work on aesthetic, thematic, institutional, socio-cultural,

and generic aspects of significance. The emphasis of the module is on the close textual analysis of the particular forms and concerns of each serial drama, to assess the merits and achievements of individual works of television.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Film

Module name: Video Essay

Module code: 6HUM1144

Semester:

Credits:

Module Aims:

1. understand the emergent and innovative academic form of the 'video essay' as an audio-visual version of a close textual analysis or critical essay,
2. critically engage with the origins, influences and interpretations of the video essay form, backed up by examples and written sources and by appropriate citation and reference,
3. build upon critical, theoretical and practical frameworks obtained in moving image studies and apply them to the creation of a short video essay,
4. further develop their ability in relevant computer software packages used to create a video essay.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate detailed knowledge and understanding of the emergent area of Videographic Film Studies from the late 2000s to the present day,
2. be able to demonstrate a detailed application of a range of critical, theoretical, aesthetic and cultural approaches to the analysis of film in their creation of a video essay,
3. be able to synthesise critical, theoretical and practical knowledge of film in the creation of a video essay and the developmental process of communicating through audio-visual time based media.

Successful students will typically:

1. be able to work successfully in the research, planning, preparation and production of a video essay,
2. be able to conceive and complete a video essay, which makes a substantial and coherent set of arguments, on a theme which is appropriate for level 6 study and which may be a development of study at level 4 or 5,
3. be able to conduct thorough, documented research to support a set of arguments, through interrogation of scholarly texts (including existing video essays), online databases and mainstream and independent films and videos,
4. be able to further develop video editing, audio and post-production skills learned at level 5 to produce a technically competent and coherent video essay.

Module Content:

This module complements and develops the practical skills attained at Level 5 and theoretical/critical skills gained in film at Levels 4 and 5, in exploring an exciting and innovative development in film criticism: the video essay. This form of audio-visual analysis - using and adding to a film's footage, adopting and adapting sound and images to interpret a film's meanings - is emerging as a cutting edge approach to the critical appreciation of film and television, that allows film scholars to quote their object of study (the moving image) directly. Video essays also necessarily draw extensively on film theory, developing the students' understanding of the vital relationship between practical and theoretical approaches to the subject. The module will explore the forms, origins, and influences of

the video essay, drawing on noteworthy examples and accompanying written students' reflections. The students' work on theoretical and critical frameworks then informs a practical project in which they work individually to produce a short video essay.

Pre and Co requisites:

Successful completion of 30 credits of Film at level 5, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Film

Module name: Euro-Crime on Page and Screen

Module code: 6HUM1155

Semester: B

Credits: 15

Module Aims:

1. develop their knowledge of a particular body of writing and film and some of the theoretical and critical approaches relevant to its study,
2. discuss the influence of particular social concerns on the production and content of texts (written and filmic) in different European countries,
3. refine existing skills in close-reading and textual analysis.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate an ability to apply relevant critical approaches to their analysis of literary and filmic texts,
2. be able to demonstrate a nuanced understanding of some of the concepts and issues with which the set texts deal,
3. be able to demonstrate an understanding of the conventions behind a specialist literary and filmic genre.

Successful students will typically:

1. be able to demonstrate an ability to carry out research and analysis as part of a written piece of work,
2. be able to demonstrate an ability to plan and deliver a seminar as part of a team, formulating questions about the topic as part of the process.

Module Content:

The twenty-first century has seen a resurgence of interest in crime fiction, films and television dramas ranging from renewed interest in the “who-dunnits” of Agatha Christie to the more explicit violence of contemporary “Nordic Noir”. This module examines examples of European crime writing beginning with the popularity of detective fiction in the early 1900s before looking at how successive European writers and film/programme makers have modified the form to suit their times, often using the crime at the centre of their narratives as a jumping off point for exploring questions of national and cultural identities. The written and filmed texts studied will take us to different European countries. Typical examples include, but are not limited to, stories from Britain’s “Golden Age” (1920s and 1930s), novels and film adaptations of work by Georges Simenon (Inspector Maigret, France), Arnaldur Indriðason (Detective Erlendur, Iceland), Stieg Larsson (The Girl with the Dragon Tattoo, Sweden), and Andrea Camilleri and Giancarlo de Cataldo (Inspector Montalbano and Romanze Criminale, Italy). Works will be read in translation.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	75%	25%

Film

Module name: American Nightmares on Screen

Module code: 6HUM1178

Semester: B

Credits: 15

Module Aims:

1. gain a detailed understanding of how film and TV genres reflect and confront socio-political and cultural fears, anxieties and paranoia in the US from the 1950s to present day.
2. build upon and synthesise their skills and knowledge in textual analysis and film theory in reference to key movements, flashpoints and eras in US film and TV historical contexts and the connections between cultural and aesthetic practices and industry.
3. develop detailed knowledge of key critical theories, (such as psychoanalysis, Othering, queer and feminist theory) and their application to socio-culturally aware genre forms (horror sub-genres, paranoid thrillers, dystopian science fiction).

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate a detailed understanding of at least three key movements discussed on the module,
2. be able to demonstrate a detailed understanding of the various cycles and developments of theoretical models and their application to US film and TV history.
3. be able to demonstrate their critical understanding of how cultural, social and political developments in the US have impacted on film and television.

Successful students will typically:

1. be able to perform close textual analysis of a wide range of key moving image texts.
2. be able to carry out a detailed and sustained independent research project appropriate for the subject on a chosen subject matter pertaining to the module content.
3. be able to develop their presentation skills in small group work
4. be able to demonstrate their reflective skills

Module Content:

This module focuses on the depiction of subjective anxieties and socio-political crises in the US on screen from 1950s to present day. It pays particular attention to specific eras and genres that reflect key moments of turmoil in contemporary US history and attempt to 'work through' crises via a confrontational and sometimes cathartic representation in film and television. The module will encourage a close cultural and textual analysis of key genres and movements ranging from the B-movies of the atomic era; the rise of socio-political Horror in the 60s/70s; the 70s political paranoid thriller; 1980s social problem vigilante films about drugs and violence through the conservative Reagan-era; issues around non-normative sexuality in the AIDS era and its reflection in horror; to the rise of modern-horror subgenres like the torture porn cycle and the emergence of 'woke' horror and psychological thrillers in the current Trump-Era.

Pre and Co requisites:

Successful completion of 30 credits of Film or American Studies at level five or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	70%	30%

History

Module name: USA 1861 to 1969: From Civil War to Civil Rights

Module code: 5HUM0282

Semester: A

Credits: 15

Module Aims:

Develop an understanding of the recent history of a major non-European society by critically examining the political, social, cultural and economic forces that shaped modern America;

Acquire an insight into the nature of primary materials used in the field;

Develop and sustain historical arguments;

Develop an understanding of historiographical approaches to the topic;

Develop the subject-specific skills involved in the practice of History;

Intended Learning Outcomes:

Successful students will typically:

Demonstrate knowledge and understanding of American history from the end of the Civil War in 1865, to the social, political, and economic crises, which engulfed the United States during the late 1960s;

Demonstrate knowledge and understanding of historiographical issues relating to the course;

Demonstrate knowledge and understanding of terminology relating to the discipline of history;

Successful students will typically:

Demonstrate an ability to read critically;

Demonstrate intellectual independence;

Demonstrate an ability to create increasingly sophisticated synthetic arguments;

Module Content:

The module surveys American history from the end of the Civil War in 1865, to the social, political, and economic crises, which engulfed the United States during the 1960s. It concentrates on the major issues of American development: the emancipation of the slaves, the Civil War, and the process of Reconstruction; the rise of Jim Crow and Segregation in the South; the Wild West; Immigration and Industrialisation; Populism and Progressivism; the expansion of political democracy; the emergence of the regulatory state; America's rise to the status of a World Power; the depression of the 1930s; McCarthyism; Civil Rights; Vietnam and the Great Society. Students will be encouraged to engage with two important issues: 1. How America transformed from a country made up of a collection of loose states to become a global superpower. 2. How the two principles 'All men are created equal' and racial segregation co-existed side by side.

Pre and Co requisites:

Successful completion of 30 credits in History at Level One

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: Twentieth Century North American Writing

Module code: 5HUM0352

Semester: B

Credits: 15

Module Aims:

1. study a range of twentieth-century North American writing in its cultural and historical context,
2. engage with a range of issues and concerns in twentieth-century American society as articulated through the literature studied,
3. introduce students to some of the different theoretical and critical approaches relevant to the selected texts,
4. develop existing skills in close-reading and analysis.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate knowledge and understanding of a range of twentieth-century North American writings in their cultural and historical contexts,
2. demonstrate knowledge and understanding of some of the issues and concerns of twentieth-century North American society as articulated through a number of texts,
3. demonstrate knowledge and understanding of some of the different critical and theoretical approaches which can be used for reading the module texts.

Successful students will typically:

1. be able to combine close reading and a consideration of wider critical and theoretical issues in a coherent written essay,
2. use research skills and resources effectively and appropriately,
3. produce structured arguments backed by evidence,
4. write an analysis of a number of primary texts under unseen examination conditions.

Module Content:

This module considers the diversity of twentieth-century North-American writing and the plurality of American culture and identity. It will consider some twentieth-century American writings about America as well as looking at theories of race, ethnicity and citizenship as explored in the selected texts. It will address the ways in which ideas about community and American citizenship and nationhood are historicized. The module will explore some of the repercussions and ramifications on recent American literature of such major American events and ideas such as:

- * the notion of 'The American Dream',
- * immigration over the twentieth century,
- * the 'annexing' of native American lands,
- * America's involvement in WWII,
- * the legacy of slavery,
- * capitalism and consumerism.

The module will consider the ways in which these and other issues are explored by a close examination of the literary devices, conventions and techniques deployed to investigate and imagine American

identities. The focus of the module may change from year to year, depending on the writers chosen for study.

Pre and Co requisites:

Successful completion of 30 credits in Literature at Level 4, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

History

Module name: American Literature to 1900

Module code: 5HUM0338

Semester: A

Credits: 15

Module Aims:

- * explore various distinctive forms of American literary production from the colonial period until the end of the nineteenth century;
- * understand the social and cultural forces shaping American literature both during British colonial rule and after the United States became an independent nation;
- * read and interpret a range of canonical and non-canonical American texts in the light of a number of social, political and cultural factors (such as differences of gender, race, religion or region);
- * develop an understanding of some of the different critical and theoretical approaches which can be used for reading the course texts;
- * develop existing skills in close-reading and analysis.

Intended Learning Outcomes:

Successful students will typically:

- * demonstrate knowledge and understanding of the scope, nature and formal complexity of a number of literary texts produced in North America from the seventeenth to the nineteenth centuries;
- * have knowledge of some of the ways in which American literature sought to become distinctive from its European literary forebears, and the reasons for this;
- * demonstrate how the texts under consideration can be related to the cultural conditions of their production;
- * demonstrate some of the critical and theoretical approaches which can be used for reading course texts.

Successful students will typically:

- * combine close reading and a consideration of wider critical and theoretical issues in well-constructed and coherent written assignments;
- * use research skills and resources appropriately and effectively;
- * produce structured arguments backed by evidence.

Module Content:

This module will trace the development of American literature from the colonial period through to 1900, examining texts from multiple genres (autobiography, captivity narrative, political propaganda, novel, poetry, short story). It will examine how writers responded to the American environment and sociopolitical events to create a distinctively American literary tradition. Attention will be paid to issues such as New England Puritanism; the treatment of Native Americans; slavery; the War of Independence; America's relationship with England; Manifest Destiny, expansionism and the frontier; transcendentalism; the Civil War; industrialization and the growth of the city; gender and sexuality. Authors who may be studied include: Mary Rowlandson, Phyllis Wheatley, Benjamin Franklin, Thomas Jefferson, Charles Brockden Brown, Washington Irving, James Fenimore Cooper, Edgar Allan Poe, Harriet Jacobs, Nathaniel Hawthorne, Herman Melville, Ralph Waldo Emerson, Henry David Thoreau,

Walt Whitman, Henry James, Emily Dickinson, Mark Twain, Edith Wharton, Stephen Crane, Sarah Orne Jewett.

Pre and Co requisites:

Successful completion of at least 30 credits of Literature at Level 1, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: US Cinema - Studio System to Digital Era

Module code: 5HUM1129

Semester: B

Credits: 15

Module Aims:

1. gain an understanding of the development of US cinema from the 1930s to the present day in a national and global context.
2. develop an understanding of the social, cultural and political histories from which US cinema has emerged.
3. develop their understanding of the interconnectedness between texts and contexts, and of the shifting configurations of communicative, cultural and aesthetic practices, systems and industrial relationships via textual and socio-historical analysis.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate an understanding of at least three of the key transitional stages from across the history of US cinema.
2. be able to illustrate their ability to summarise, reference and apply some of the key theoretical concepts in film studies to specific moving image texts from the US both classical and contemporary.
3. develop and synthesise their knowledge of film history, theory and criticism to evaluate and challenge some of the theories and ideologies pertaining to US Cinema in the close analysis of a wide range of moving image texts

Successful students will typically:

1. be able to carry out various forms of research appropriate to the subject for essays, projects and presentation involving sustained and detailed independent enquiry
2. develop their presentation skills in small group work
3. take responsibility for their own learning and development using reflection and feedback to analyse own capabilities, appraises alternatives and plans, and implement further actions based on feedback.

Module Content:

This module concentrates on US cinema within and without Hollywood from the 1930s to the present day. Particular attention is given to historical flashpoints of American film, to moments of significant change in terms of new aesthetic, technological, cultural and institutional directions.

The various generations of both Hollywood and 'independent' US cinema are explored from stylistic, industrial, and socio-cultural perspectives. These range from a study of Golden Age Hollywood, the rise and fall of the studio system, through the B-Movies era, the New Hollywood era of the 60s/70s, developments in representation of violence on film, Blockbuster cinema, American Indie film, and the rise of the modern franchises.

While considering the particularly American sensibilities of US cinema, the module also looks at key influences from different forms of media, such as television, and other national cinemas,. The domination of Hollywood in the global film market will also be considered, alongside significant developments in the age of digitalisation and media convergence.

Pre and Co requisites:

Successful completion of at least 30 credits of Film or at least 30 credits of American Studies at level four, including Introduction to Film Criticism, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	60%	40%

History

Module name: American Studies Semester Abroad

Module code: 5HUM1119

Semester: B

Credits: 15

Module Aims:

1. study for one semester at a University in North America,
2. enrich their cultural understandings of the United States in particular, and foreign culture more broadly, by living and studying abroad,
3. experience teaching methods and assessments typical of an American context,
4. become familiar with classroom interaction patterns typical of an American context.

Intended Learning Outcomes:

Successful students will typically:

1. continue to develop their knowledge and understanding of American Studies (and of any other Humanities subject(s) comprising their UH degree programme) by enrolling on appropriate courses at the US host institution, as selected by the American Studies co-ordinator,
2. demonstrate their knowledge and understanding of their subject through successful completion of assigned modules at the US host university, fulfilling all attendance and assessment requirements.

Successful students will typically: apply subject-specific skills acquired during their first three semesters at UH, and in the course of the semester abroad, as required by the modules on which they are enrolled at the US host institution.

Module Content:

American Studies students, uniquely within the Humanities Programme, have the opportunity to apply to spend the second semester of Level 5 studying at an American partner institution. The semester abroad provides you with an enriching experience of living and studying in another country, and contributes significantly to your understanding of American culture. If your application is successful and you are offered a place on the semester abroad, you will be enrolled on a predetermined set of modules at your US host institution, corresponding, as much as possible, to those you would take if you remained at UH. This means that when you return, you will be in a position to resume your studies with the rest of your cohort at the beginning of Level 6, and to graduate in three years.

Pre and Co requisites:

To be eligible to enrol on this module, students must have passed 120 credits at Level 4, including the core modules in American Studies. To enrol on this module, students must be taking American Studies as part of their Humanities degree Programme.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: Twenty-first century American Writing

Module code: 6HUM1151

Semester: A

Credits: 15

Module Aims:

1. evaluate critically the major trends, concerns and formal innovations of twenty-first-century American fiction (narrative, poetry, and drama),
2. develop their knowledge of some of the theoretical and critical approaches relevant to the study of the period,
3. refine existing skills in close-reading, analysis and research.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate knowledge and understanding of a range of texts from twenty-first-century America,
2. be able to demonstrate knowledge and understanding of some of the theoretical and critical tools appropriate for the study and analysis contemporary American writing.

Successful students will typically:

1. be able to combine close reading skills and a consideration of wider critical and theoretical issues in written and practical assignments,
2. be able to produce structured arguments backed by evidence,
3. be able to use research skills effectively and appropriately.

Module Content:

This module will survey contemporary American literature from the twenty-first century. We will investigate key literary texts and cultural movements from the period alongside historical contexts and new theoretical frameworks. Examining works of narrative, drama and poetry, we will look at a variety of textual strategies that contemporary authors use to investigate the contemporary world. Structured through six key themes—including 9/11, the transcultural, sexuality and race—the module will provide students with the change to explore new and diverse literary material that attempts to explore America in today's "globalized" world. Texts studied will vary but typically will include novels (Philip Roth's *The Human Stain*), poetry (Claudia Rankine's *Citizen*) and drama (Moises Kaufman's *The Laramie Project*).

Pre and Co requisites:

Successful completion of 30 credits of English Literature at level five or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	75%	25%

History

Module name: American Nightmares on Screen

Module code: 6HUM1178

Semester: B

Credits: 15

Module Aims:

1. gain a detailed understanding of how film and TV genres reflect and confront socio-political and cultural fears, anxieties and paranoia in the US from the 1950s to present day.
2. build upon and synthesise their skills and knowledge in textual analysis and film theory in reference to key movements, flashpoints and eras in US film and TV historical contexts and the connections between cultural and aesthetic practices and industry.
3. develop detailed knowledge of key critical theories, (such as psychoanalysis, Othering, queer and feminist theory) and their application to socio-culturally aware genre forms (horror sub-genres, paranoid thrillers, dystopian science fiction).

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate a detailed understanding of at least three key movements discussed on the module,
2. be able to demonstrate a detailed understanding of the various cycles and developments of theoretical models and their application to US film and TV history.
3. be able to demonstrate their critical understanding of how cultural, social and political developments in the US have impacted on film and television.

Successful students will typically:

1. be able to perform close textual analysis of a wide range of key moving image texts.
2. be able to carry out a detailed and sustained independent research project appropriate for the subject on a chosen subject matter pertaining to the module content.
3. be able to develop their presentation skills in small group work
4. be able to demonstrate their reflective skills

Module Content:

This module focuses on the depiction of subjective anxieties and socio-political crises in the US on screen from 1950s to present day. It pays particular attention to specific eras and genres that reflect key moments of turmoil in contemporary US history and attempt to 'work through' crises via a confrontational and sometimes cathartic representation in film and television.

The module will encourage a close cultural and textual analysis of key genres and movements ranging from the B-movies of the atomic era; the rise of socio-political Horror in the 60s/70s; the 70s political paranoid thriller; 1980s social problem vigilante films about drugs and violence through the conservative Reagan-era; issues around non-normative sexuality in the AIDS era and its reflection in horror; to the rise of modern-horror subgenres like the torture porn cycle and the emergence of 'woke' horror and psychological thrillers in the current Trump-Era.

Pre and Co requisites:

Successful completion of 30 credits of Film or American Studies at level five or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	70%	30%

History

Module name: The American Pacific Rim: Colonisation, Conflict, and Connections, 1800-present

Module code: 6HUM1163

Semester: A

Credits: 15

Module Aims:

1. identify forms of colonialism and their historical manifestations,
2. make connections with present-day legacies and manifestations of the colonial formations of the American Pacific Rim,
3. Connect the specific histories of Hawai'i, California, and British Columbia to broader issues such as American expansion, colonisation, immigration, state-building, and resistance.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate critical understanding of the colonial formations that existed in the American Pacific Rim during the 19th and 20th centuries,
2. demonstrate knowledge of and strategies for addressing the specific challenges of historical research in colonial contexts,
3. demonstrate a nuanced understanding of the histories and experiences of Indigenous peoples in Hawai'i, California, and British Columbia.

Successful students will typically:

1. demonstrate an ability to analyse a variety of primary sources (textual, visual, material, aural) including those created by Indigenous people,
2. have the ability to construct and communicate precise historical arguments supported effectively by primary source research.

Module Content:

North America's Pacific Rim is the site of key developments in global economics, race relations, and geopolitics. Within this vast region, Hawai'i, California, and British Columbia are linked by much more than the Pacific Ocean: This module examines the "Pacific Theatre" of American settlement and expansion within the context of the rapid and profound social and political changes that transformed the Kingdom of Hawai'i, Alta California, and the Pacific Northwest into the American states and Canadian province we recognise today. We will trace key developments and connections from the early 19th century to the present day, with particular attention to subjects such as: the histories and perspectives of Indigenous peoples; missionaries and mission settlements; the power of gold; political annexation and manifest destiny; the militarisation of the Pacific during World War II; East Asian migration and exclusion; social movements and social change; and the development of new and distinct regional cultures.

Pre and Co requisites:

Successful completion of 30 credits of History at level six or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: African-American Literature

Module code: 6HUM1056

Semester: B

Credits: 15

Module Aims:

1. develop an understanding of how and why an African-American literary tradition has emerged over time,
2. gain a clearer understanding of the theoretical concepts of race, racism and racialization as they inform the creation of an ethnic literature,
3. appreciate how the influence of oral traditions, 'signifying', folklore, and music contributes towards making African-American literature a unique literary model,
4. develop an understanding of the relation of African-American literature both to a specifically African cultural inheritance, and to American literary history more broadly,
5. understand the reciprocal relationship between African-American literature and the social, political and cultural context in which it was produced, particularly the ways in which African-American literary self representation has played an active part in shaping the experience of black people in America,
6. examine the political dimensions of literature as a site of resistance and self-definition, including the ways in which African-American writers have explored the intersections of race, gender and sexuality in their work.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge and understanding of a range of stylistically diverse work by African-American writers from the abolition of slavery to the present day,
2. demonstrate a historicized awareness of how political, economic, social and cultural events have impacted on the creation and reception of African-American writing,
3. demonstrate an ability to apply appropriate theoretical approaches to the study of African-American writing.

Successful students will typically:

1. be able to apply theoretical approaches to the critical analysis of African-American writing,
2. develop research skills by means of independent study,
3. be able to produce structured arguments backed by evidence in relation to the topic of African-American literature.

Module Content:

This module will introduce you to some key works of African-American literature, from the late nineteenth century to the present day. You will study a range of genres, such as fiction, poetry, drama, autobiography, and nonfiction. We will trace how a unique African-American literary voice relates to a number of important modes of expression: oral culture, 'signifying', folklore, the visual arts, and music (such as spirituals, blues, jazz, work songs, gospel, and hip hop). We will identify several key themes and preoccupations in the work of African-American writers: freedom, identity, mobility (both geographical and social), and self-expression, amongst others. These will be mapped against historical

events and developments, including slavery and abolition, segregation and the Jim Crow laws, the Great Migration, the Harlem Renaissance, the Civil Rights movement, the feminist movement, and the election of Barack Obama as President. We will also explore how issues of gender, sexuality, and class specifically inform these works.

Pre and Co requisites:

Successful completion of 30 credits of English Literature at Level 5, or equivalent

Total hours: 150

Assessment:

Exam	Coursework	Practical
30%	70%	0%

History

Module name: History Extended Essay

Module code: 6HUM1065

Semester: A

Credits: 15

Module Aims:

1. Acquire a thorough and detailed knowledge of a topic of the student's choosing;
2. Gain a wide understanding of historiographical approaches to the subject;
3. Reflect critically upon a selection of primary historical sources;
4. Develop and sustain historical arguments in a variety of literary forms;
5. Develop the subject-specific skills involved in the practice of history.

Intended Learning Outcomes:

Successful students will typically:

1. Demonstrate a thorough and detailed knowledge of a topic of the student's choosing;
2. Demonstrate the ability to address historical problems in the field through wide, critical reading of secondary sources and, where appropriate, close study of a selection of primary sources;
3. Demonstrate a wide understanding of historiographical approaches to the topic chosen by the student;
4. Deploy the specialised vocabulary of the discipline appropriately.

Successful students will typically:

1. Demonstrate the ability to develop and sustain sophisticated synthetic arguments in a variety of literary forms;
2. Incorporate evidence from a selection of primary sources.
3. Demonstrate intellectual independence;
4. Demonstrate an ability to work effectively and in a time-constrained environment.

Module Content:

The History Extended Essay is a closely examined and detailed analysis of a particular topic cast in the form of a 5000 word essay. It provides an opportunity for students to demonstrate their ability to use many of the skills developed over the course of the previous two years, and to explore an historical topic or theme in an extended format. The topic will be closely defined and it is anticipated that it will normally involve wide, critical reading and incorporate a selection of primary sources. Students undertaking the History Extended Essay will work under the supervision of a member of staff- the range of topics available will depend on the interests of individual members of staff in the University at any given time. Preliminary guidance will be given in the Level Five module, Writing the Past.

Pre and Co requisites:

30 credits of History at Level 5 or equivalent; a minimum of 60 credits of History (including this module) at Level 6.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: Language and Communication Project

Module code: 6HUM0244

Semester: AB

Credits: 30

Module Aims:

1. draw upon their experience of formally taught courses,
2. develop in depth their ability to explore issues of a theoretical and descriptive nature.

Intended Learning Outcomes:

Successful students will typically:

1. show an understanding of a significant issue or problem in linguistics,
2. demonstrate awareness of demonstrate an awareness of alternative theories and explanations pertaining to the issue or problem,
- 3 show an awareness of the criteria for evaluating these alternative theories and explanations,
4. demonstrate an awareness of the relevant basic techniques for collecting and analysing data (if appropriate to the topic).

Successful students will typically:

1. be able to develop a small-scale research project,
2. produce an argued and well-founded report,
3. demonstrate competence in handling data,
4. recognise the ethical issues involved in the collection of data (where applicable).

Module Content:

In this module you undertake an individual project on a topic of your choice. The project is the opportunity for you to demonstrate your ability to use many of the skills developed over your previous studies, and to take those skills to a higher plane.

Pre and Co requisites:

Successful completion of 60 credits in English Language & Communication at Level Five including English Grammar and Sounds of English, with an overall average grade of at least 58 for Level Five modules, and prior study of, or concurrent study with, a min

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: An Introduction to Public History

Module code: 4HUM1033

Semester: A

Credits: 15

Module Aims:

1. acquire a sound understanding of the term 'public history' and what it represents;
2. demonstrate a knowledge of issues relating to public history;
3. develop an appreciation of the varied nature of public history and heritage;
4. acquire an insight into the approaches and skills that are deployed when the past is used for a range of purposes outside the academy.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate an understanding of how the past has been and is used for a range of purposes in Britain and internationally;
2. acquire an awareness of the politics of remembering and forgetting;
3. demonstrate an understanding of terminology relating to the public history and heritage;
4. demonstrate an awareness of intellectual issues relating to the module;
5. demonstrate accurate knowledge of the topics and timeframes covered by the module.

Successful students will typically:

1. demonstrate an ability to develop arguments supported by evidence;
2. demonstrate an ability to weigh competing interpretations;
3. demonstrate an ability to identify and utilise an appropriate range of sources

Module Content:

This module will examine the 'public' dimensions of history, specifically the ways in which the past is represented, remembered and used. We will investigate how various national cultures have drawn on the past at specific historical moments, and the sometimes controversial politics of remembering, forgetting and reclaiming it. What role do institutions play in mediating histories to a wider population; how has the past been used to legitimate political and cultural movements; what place does the past occupy in cultural life today; where do professional historians stand in these processes? Themes will include: film and fictional representations of the past; museums and heritage; monuments and ceremonies; national curricula and text books; historical lessons for public policy makers; ethical issues related to memory and the keeping of artefacts. While most of the evidence will be drawn from Britain, case studies may cover material from anglophone Africa, North America and Australasia.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: Belief and Disbelief: Faith, Magic and Medicine, 1500 - 1800

Module code: 4HUM1099

Semester: A

Credits: 15

Module Aims:

1. to question how events like the witch trials affected peoples' medical, magical, and theological 'world view',
2. to understand the extent to which the Reformation and Enlightenment transformed health, faith, and beliefs in everyday life.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate a knowledge of the early modern period, particularly key landmarks in the social and cultural history like the reformation, witch trials, and 'scientific revolution',
2. demonstrate an understanding of continuity and change over the 300 years of period,
3. demonstrate an understanding of the terminology relating to the discipline of history.

Successful students will typically:

1. be able to develop arguments supported by evidence,
2. be able to compare and analyse different approaches to the study of the period and topics,
3. be able to identify and utilise an appropriate range of sources.

Module Content:

Many of the debates that define the making of our modern era were concerned with the relationships between religion, science, magic, and medicine. This module begins by exploring the early modern ideas and practices that shaped people's understanding of the natural and supernatural world in Protestant England and Catholic Europe, and also how these influenced European colonial views of the religions and rituals of other cultures. The module will question how events like the witch trials affected peoples' medical, magical, and theological 'world view', and challenge students to consider the extent to which the Reformation and Enlightenment transformed health, faith, and beliefs in everyday life.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: Leisure and Lifestyle: 20th Century American Music, Sport and Entertainment

Module code: 4HUM1101

Semester: A

Credits: 15

Module Aims:

1. Acquire a broad understanding of key aspects of 20th century American history through engagement with specific moments in the history of sport, music, and entertainment,
2. Be introduced to subject-specific skills in the practice and study of history, including historiography, primary sources and different forms of history writing.

Intended Learning Outcomes:

1. Acquire a broad understanding of key aspects of 20th century American history through engagement with specific moments in the history of sport, music, and entertainment,
2. Be introduced to subject-specific skills in the practice and study of history, including historiography, primary sources and different forms of history writing.

Module Content:

The influence of the American lifestyle extends far beyond the country's borders, and this module encourages you to reflect on the historical roots of often-familiar elements of American culture. By focussing on selected moments in twentieth century American music, sport and entertainment, we will consider the historical processes that shaped the continent's social and cultural history. Building on this, we will also examine how and why the country's cultural identity has been internationally transmitted and how it has been received. Each week you will learn to connect a specific individual, event or movement to broader historical issues through the use of video, texts, images, and song.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: English Heritage, 1500-1900

Module code: 4HUM0179

Semester: B

Credits: 15

Module Aims:

- * acquire a knowledge of the modern heritage industry
- * acquire an insight into the links between history and heritage
- * acquire an insight into the variety of approaches and skills used by heritage professionals in interpreting the period

Intended Learning Outcomes:

Successful students will typically:

- * Demonstrate an understanding of heritage practices applied to English history 1500-1900
- * Demonstrate accurate knowledge of the period covered by the module
- * Demonstrate an awareness of intellectual issues relating to the module
- * Demonstrate an understanding of terminology relating to the business of heritage

Successful students will typically:

- * Demonstrate an ability to develop arguments supported by evidence
- * Demonstrate an ability to weigh competing interpretations
- * Demonstrate an ability to identify and utilise an appropriate range of sources

Module Content:

This module explores the historical origins of the modern heritage industry and offers a general introduction to its principles and practices. You will investigate the way in which key people, places and events covered in the companion module, English History 1500-1900, have been preserved, interpreted and presented to the public during the twentieth century. The work of leading heritage bodies in Britain, such as the British Museum, English Heritage and the National Trust, will be set in an international context and you will also be introduced to theoretical critiques that have arisen in response to the development of the heritage industry. The last section of the module comprises case studies of heritage in action, focusing on the city of St Albans.

Pre and Co requisites:

Students must register for English History, 1500-1900A

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

History

Module name: The Fight for Rights: Freedom and Oppression, 1790s – 1990s

Module code: 4HUM1104

Semester: B

Credits: 15

Module Aims:

1. acquire a broad understanding of the history of national and global conflicts over people's rights between the 1790s and the 1990s,
2. be introduced to subject-specific skills in the practice and study of history, including historiography, primary sources and different forms of history writing,
3. acquire an appreciation of patterns of continuity and change across different geographical areas and time periods.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate understanding of the historical processes that have shaped national and global social and political movements between the 1790s and the 1990s,
2. demonstrate knowledge of some of the social and political movements covered in the module,
3. demonstrate an awareness of historiographical debates relating to the topics covered in the module,
4. demonstrate an understanding of terminology relating to the discipline of history.

Successful students will typically:

1. demonstrate an ability to develop historical arguments supported by relevant evidence,
2. demonstrate an ability to analyse and compare competing interpretations,
3. demonstrate an ability to identify and use an appropriate range of sources.

Module Content:

Beginning with the campaign to abolish the slave trade, this module takes you through 200 years of national and global conflicts over people's rights. Taking a 'history from below' approach (that is, the view of the everyday person rather than political leaders), this module will give you critical thinking skills in understanding how global change affects individuals and different communities, including women, workers and enslaved peoples. You will investigate the impact of revolutions and new ideas that inspired different groups across the world to challenge and defend their social, political and economic rights.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

History

Module name: Cashing In: Traders and Consumers, 1600-2001

Module code: 4HUM1107

Semester: B

Credits: 15

Module Aims:

1. Acquire an understanding of the nature of trade and consumption on a global scale,
2. Trace the lines of continuity and change, and the reasons for these, in patterns of trade and consumption from 1600 to 2001.

Intended Learning Outcomes:

Successful students will typically:

1. Demonstrate an understanding of the ways in which trade and consumption have been perceived over time,
2. Demonstrate an awareness of historiographical debates relating to the themes covered in the module.
3. Demonstrate an understanding of the key concepts used by historians to describe and analyse global trade.

Successful students will typically:

1. Be able to develop arguments supported by evidence,
2. Be able to compare and analyse different approaches to the study of the period and topics,
3. Demonstrate an ability to identify and utilise an appropriate range of sources.

Module Content:

International trade has a significant impact on the way we live. The food we eat, the clothes we wear, the gadgets we use and the services we rely on are often created in distant places and delivered to us through complex trading networks. This module will introduce you to the long history of global trade and consumption. We will consider how the desire for foreign commodities helped transform economies, politics and cultures around the world. We will explore the lives of the traders who supplied the goods and seek to understand the desires of the consumers who demanded foreign luxuries. We will also see the impact that consumption in one country has on lives in other places acknowledging the Africans who, as enslaved people, were turned into commodities, the farmers forced into the production of cash crops, and the workers expected to toil in sweatshops to produce cheap goods for multinational corporations.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

History

Module name: USA 1861-1969: From Civil War to Civil Rights

Module code: 5HUM0282

Semester: A

Credits: 15

Module Aims:

Develop an understanding of the recent history of a major non-European society by critically examining the political, social, cultural and economic forces that shaped modern America.

Acquire an insight into the nature of primary materials used in the field Develop and sustain historical arguments

Develop an understanding of historiographical approaches to the topic

Develop the subject-specific skills involved in the practice of History

Intended Learning Outcomes:

Successful students will typically:

Demonstrate knowledge and understanding of American history from the end of the Civil War in 1865, to the social, political, and economic crises, which engulfed the United States during the late 1960s;

Demonstrate knowledge and understanding of historiographical issues relating to the course;

Demonstrate knowledge and understanding of terminology relating to the discipline of history;

Successful students will typically:

Demonstrate an ability to read critically;

Demonstrate intellectual independence;

Demonstrate an ability to create increasingly sophisticated synthetic arguments;

Module Content:

The module surveys American history from the end of the Civil War in 1865, to the social, political, and economic crises, which engulfed the United States during the 1960s. It concentrates on the major issues of American development: the emancipation of the slaves, the Civil War, and the process of Reconstruction; the rise of Jim Crow and Segregation in the South; the Wild West; Immigration and Industrialisation; Populism and Progressivism; the expansion of political democracy; the emergence of the regulatory state; America's rise to the status of a World Power; the depression of the 1930s; McCarthyism; Civil Rights; Vietnam and the Great Society. Students will be encourage to engage with two important issues: 1. How America transformed from a country made up of a collection of loose states to become a global superpower. 2. How the two principles 'All men are created equal' and racial segregation co-existed side by side.

Pre and Co requisites:

Successful completion of 30 credits in History at Level One

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: Making Histories: Public History Work Experience

Module code: 5HUM1012

Semester: A

Credits: 15

Module Aims:

- * Develop an understanding of the forms and uses of history in non-academic settings
- * Gain practical experience of public history
- * Reflect on their experiences to develop an understanding of relevant practical and conceptual issues
- * Develop the subject-specific skills involved in the practice of history

Intended Learning Outcomes:

Successful students will typically:

- * Demonstrate knowledge and understanding of the forms and uses of history in non-academic settings
- * Demonstrate knowledge and understanding of practical issues, particularly those encountered when making and sharing histories with local communities
- * Demonstrate knowledge and understanding of relevant conceptual issues relating to the practise of history in specific non-academic contexts

Successful students will typically:

- * Demonstrate an ability to engage critically with materials in diverse forms and aimed at a range of audiences
- * Demonstrate intellectual independence
- * Demonstrate an ability to engage imaginatively with history in specific social contexts

Module Content:

This module allows students to include an element of practical experience in their undergraduate study of history. Students will participate in an approved programme of activities around the making and sharing of histories in non-academic settings: these may include engagement with one or more of the public history projects based at the University, the collection of oral histories, volunteer work in a local museum or with a community group. Through a series of tutorials/workshops, students will reflect on their experiences, explore related conceptual issues and develop a broader appreciation of the links between academic and public history. The module will be assessed at the end of Semester B on a portfolio of materials. This portfolio will normally be compiled over the course of the year to record activities undertaken and to analyse them from critical perspectives

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: Maladies and Medicine in Early Modern Europe A

Module code: 5HUM1070

Semester: A

Credits: 15

Module Aims:

1. acquire substantial knowledge of medicine and gender in the period,
2. gain an understanding of historiographical approaches to the history of medicine,
3. where appropriate read, analyse and reflect critically upon primary historical sources,
4. develop the subject-specific skills involved in the practice of history.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate an understanding of the history of medicine and gender in the early modern period,
2. be able to identify and demonstrate an understanding of the historiographical debates in this field,
3. be able to deploy the specialized vocabulary of the discipline appropriately.

Successful students will typically:

1. demonstrate an ability to read critically,
2. demonstrate intellectual independence,
3. demonstrate the ability to create increasingly sophisticated synthetic arguments.

Module Content:

This module explores the nature of medical knowledge and treatment between c. 1550- 1750. In particular the module asks whether medical theories were affected by ideas of gender; were there certain diseases that were thought to be particularly feminine, were there diseases that were especially manly. We will look at a range of illnesses and diseases such as venereal disease, impotence, gout and mental illness. The course will also investigate whether gender affected the treatments offered to patients and who they were treated by. A series of lectures will form the spine of the module introducing the key themes and historiographical debates in this field. The seminars will then consider specific examples and particular historiographical issues in greater depth. The module will move through four main areas; medical knowledge and learning, ideas about sex and gender, the gendered nature of diseases and medical provision in the period.

Pre and Co requisites:

Successful completion of 30 credits of History at level four, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	75%	25%

History

Module name: Slave Trade, 1649-1840

Module code: 5HUM1086

Semester: A

Credits: 15

Module Aims:

1. develop an understanding of the variety of causes for the rise and fall of the Atlantic slave trade,
2. acquire an insight into the nature of primary materials used in the field,
3. develop an understanding of historiographical approaches to the topic,
4. develop the subject-specific skills involved in the practice of History.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge of the Atlantic Slave Trade, 1640-1840,
2. analyse historiographical issues relating to the Atlantic Slave Trade,
3. demonstrate knowledge and understanding of terminology relating to the discipline of history.

Successful students will typically:

1. demonstrate an ability to read critically,
2. demonstrate intellectual independence,
3. demonstrate an ability to create increasingly sophisticated synthetic arguments

Module Content:

During the 18th the slave trade reached its peak, when some 6 million people were taken from the African continent. In this module, the rise and fall of the Atlantic Slave Trade between 1640 and 1840 will be considered. The module will examine the trade itself and assess its impact on the social and economic history of both Africa and Britain. Drawing on the rich scholarly literature of the subject, and using a range of primary materials, including the testimony of those held as slaves, the module will examine a range of topics including: indigenous slave systems in Africa, the slave trade in Africa, the economy of the European slave trade, the sugar plantations, the gender aspects of slavery, the economic aspects, the impact in Britain (notably on the principal cities, Liverpool, Bristol, Birmingham and London), the rise of evangelicalism and the challenge to the slave trade; and finally, the abolition of the trade in 1807, 1834 and 1838.

Pre and Co requisites:

Successful completion of 30 credits in History at Level 4.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: Postcards from the Empire: Experiences of British Imperialism(A)

Module code: 5HUM1147

Semester: A

Credits: 15

Module Aims:

1. acquire a sound understanding of how the British focus of many primary sources has affected our understanding of empire and the experiences of indigenous peoples within it,
2. gain a wide understanding of historiographical approaches to the history of empire, from a range of national contexts,
3. continue to build historical writing and argumentation skills, with a focus on historiography.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate an ability to analyse and generalise about the impacts of empire on society,
2. identify relevant secondary sources to form the basis of historiographical discussions of the history of empire,
3. demonstrate through their writing, an accurate knowledge of the topics and timeframes covered by the module.

Successful students will typically:

1. be able to write critically about the ways in which empire was experienced by indigenous and settler populations, as well as the ways in which this changed over time,
2. be able to write critically about intellectual issues relating to the module,
3. demonstrate an ability to read critically,
4. demonstrate an ability to produce increasingly sophisticated arguments,
5. demonstrate an ability to work effectively in a time-constrained environment.

Module Content:

At the empire's height, Queen Victoria claimed sovereignty over nearly one in four of the planet's human inhabitants. The lives and experiences of each were sculpted by international, national, and local dynamics. This module explores the stories of these everyday lives through snapshots of life in the British Empire up to 1914. Case studies may draw from places including Australia, Aotearoa New Zealand, Africa, India, Ireland, Canada, America, and the Caribbean. Themes may include race, gender, class, religion, economics, and adventure. A particular emphasis will be placed on exploring the histories of racialized and colonized peoples, with attention to the historical approaches developed over the past several decades that have changed the ability of historians to identify and engage with these voices.

Pre and Co requisites:

Successful completion of 30 credits of HISTORY at level four or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: Hearth and Heart: Family life in the long eighteenth-century

Module code: 5HUM1138

Semester: A

Credits: 15

Module Aims:

1. acquire a broad understanding of the history of the family during the long eighteenth-century,
2. to develop an understanding of the main historiographical approaches to the family and areas of debate and controversy,
3. to introduce students to primary source materials for the study of the family and encourage critical assessment and appraisal.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate an understanding of the key themes and developments in the history of the family during the period,
2. demonstrate an ability to evaluate and critically engage with the main historiographical debates relating to the history of the family,
3. demonstrate an understanding of the limitations and problems in assessing sources for the history of the family, particularly in relation to Ireland,
4. deploy the specialised vocabulary of the discipline appropriately.

Successful students will typically:

1. demonstrate an ability to read, analyse and reflect critically on primary source materials,
2. demonstrate intellectual independence,
3. demonstrate an ability to develop and sustain sophisticated arguments,
4. demonstrate an ability to work effectively and in a time-constrained environment.

Module Content:

This module examines the history of the family in Britain and Ireland over the course of the long eighteenth century. It will introduce students to the methodological approaches and historiographical debates in the history of the family, and will cover a wide variety of topics, from family size and structure, to representations of ideal families in literature and art, patterns of work and the household economy, family relationships, deviant sexuality, and the regulation of the family by church and state. Questions it will consider include: What was family life like in this period? Did parents really love their children? How widespread was pre-marital sexual intercourse? And, in what ways did the family change over time? Close attention will be paid throughout to the role that gender and social class played in shaping family life over the period. The module will make use of a rich array of source materials including, letters and diaries, church court minutes, art, census material and newspapers.

Pre and Co requisites:

Successful completion of 30 credits History at level four or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	85%	15%

History

Module name: Making a Historical Documentary

Module code: 5HUM1092

Semester: B

Credits: 15

Module Aims:

1. understand and compare different practical approaches to the creation of historical documentaries,
2. develop the ability to conceptualise key themes and complex issues, and to communicate them in an effective, coherent and engaging manner,
3. produce a twelve-minute-long historical documentary.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate understanding of the processes involved in researching and producing a historical documentary of a set length,
2. critically evaluate approaches to documentary making in public history,
3. articulate understanding of the strengths and flaws of different styles used in documentary making.

Successful students will typically:

1. evaluate and critically compare various approaches to historical documentary making,
2. produce a piece of public history drawing on relevant primary sources and interviews, and using the various skills associated with documentary making,
3. deploy the specialised language of the discipline appropriately in academic and public contexts.

Module Content:

Historical documentaries are one of the key ways that the public learn about the past. The most successful documentaries take complex issues and communicate them in a straightforward and engaging manner. This practical module will guide you through the various stages of television documentary-making, from generating an idea to actually producing your own short twelve-minute documentary. Archive research, scripting, filming and interviewing, and editing are among the basic techniques that will be covered. You will also develop the ability to critically assess documentaries, learning to detect strengths and weaknesses. Over the course of the semester, you will gain and expand a range of practical transferable skills.

Pre and Co requisites:

Successful completion of 30 credits of Public History at level 4 or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	40%	60%

History

Module name: The Age of the Cold War: 1945-1991

Module code: 5HUM0295

Semester: B

Credits: 15

Module Aims:

- Develop an understanding of the Cold War;
- Acquire an insight into the nature of primary materials used in the field;
- Develop and sustain historical arguments;
- Develop an understanding of historiographical approaches to the topic;
- Develop the subject-specific skills involved in the practice of History;

Intended Learning Outcomes:

Successful students will typically:

- Demonstrate knowledge and understanding of the Cold War;
 - Demonstrate knowledge and understanding of historiographical issues relating to the course;
 - Demonstrate knowledge and understanding of terminology relating to the discipline of history;
- Successful students will typically:
- Demonstrate an ability to read critically;
 - Demonstrate intellectual independence;
 - Demonstrate an ability to create increasingly sophisticated synthetic arguments;

Module Content:

Successful students will typically:

- Demonstrate knowledge and understanding of the Cold War;
 - Demonstrate knowledge and understanding of historiographical issues relating to the course;
 - Demonstrate knowledge and understanding of terminology relating to the discipline of history;
- Successful students will typically:
- Demonstrate an ability to read critically;
 - Demonstrate intellectual independence;
 - Demonstrate an ability to create increasingly sophisticated synthetic arguments;

Pre and Co requisites:

Successful completion of 30 credits in History at Level One

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

History

Module name: Crime and Society in England: 1550-1750

Module code: 5HUM1032

Semester: B

Credits: 15

Module Aims:

1. Acquire a substantial knowledge of crime and responses to crime in the period
2. Gain a wide understanding of historiographical approaches to the history of crime
3. Where appropriate, read, analyse and reflect critically upon primary historical sources
4. Develop and sustain historical arguments in a variety of literary forms
5. Develop the subject-specific skills involved in the practice of History

Intended Learning Outcomes:

Successful students will typically:

1. Demonstrate a knowledge and understanding of the history of crime in early modern England
2. Demonstrate a wide knowledge and understanding of historiographical issues relating to the history of crime
3. Demonstrate the ability to address historical problems in the field through the use of primary sources
4. Deploy the specialised vocabulary of the discipline appropriately.

Successful students will typically:

1. Demonstrate an ability to read critically;
2. Demonstrate intellectual independence;
3. Demonstrate an ability to create increasingly sophisticated synthetic arguments;
4. Demonstrate an ability to work effectively and in a time-constrained environment.

Module Content:

One way of understanding early-modern English society is to look at the nature of criminal activity, and the perception and response to crime in the period. This module will focus, in particular, on how criminality was interpreted differently by different sections of society over time. As much attention will be paid to the pattern and nature of petty crimes such as poaching and defamation, as to serious crimes such as murder and treason. There will be a considerable emphasis on understanding the system of justice and the nature of law enforcement in the period.

Pre and Co requisites:

Successful completion of 30 credits of History at Level 4, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

History

Module name: Propaganda in 20th century war and politics

Module code: 5HUM0287

Semester: B

Credits: 15

Module Aims:

Develop an understanding of the use of propaganda in twentieth-century war and politics;
Acquire an insight into the nature of primary materials used in the field;
Develop and sustain historical arguments;
Develop an understanding of historiographical approaches to the topic;
Develop the subject-specific skills involved in the practice of History;

Intended Learning Outcomes:

Successful students will typically:

Demonstrate knowledge and understanding of propaganda in twentieth-century war and politics;

Demonstrate knowledge and understanding of historiographical issues relating to the course;

Demonstrate knowledge and understanding of terminology relating to the discipline of history;

Successful students will typically:

Demonstrate an ability to read critically;

Demonstrate intellectual independence; Demonstrate an ability to create increasingly sophisticated synthetic arguments

Module Content:

This broad survey module will encourage students to connect the development of mass communications with domestic and international politics in the twentieth century. Time will be spent on defining public opinion, censorship and propaganda; on examining propaganda channels and techniques; and, on analysing and measuring propaganda effects. Emphasis will be placed on Britain's pioneering role in the new world communications network via its empire, and on the importance attached to the First World War in changing the face of propaganda. A variety of sources, including film, will be used to assess the increasing sophistication of political persuasion thereafter. Particular attention will be paid to Hitler's Germany, Stalin's Russia and the international conflicts in Vietnam in the 1960s and the Middle East in the 1990s. Seminars will involve group work centred on core interpretative texts.

Pre and Co requisites:

Successful completion of 30 credits in History at Level One

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

History

Module name: Nation and Identity: Newly Independent States in Interwar Europe, 1918-39 A

Module code: 5HUM1083

Semester: B

Credits: 15

Module Aims:

1. acquire a substantial knowledge of the transformation of Europe in the inter-war period,
2. gain an understanding of how national identity is constructed,
3. critically engage with historiographical debates on the key themes in state building,
4. develop the subject-specific skills involved in the practice of history.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate the reasons for the re-ordering of Europe,
2. demonstrate an understanding of how new states are built and national identity is constructed,
3. engage with the key themes in the historiography,
4. deploy the specialised vocabulary of the discipline appropriately.

Successful students will typically:

1. demonstrate the ability to read, analyse and reflect critically upon secondary sources,
2. demonstrate the ability to develop and sustain sophisticated synthetic arguments in a variety of literary forms,
3. demonstrate intellectual independence,
4. demonstrate an ability to work effectively and in a time-constrained environment.

Module Content:

This module explores a fascinating period in European history when empires crumbled and new nation-states emerged. The process of state building is investigated in detail. Through an analysis of the settlements that gave birth to the new states, the module seeks to establish the extent to which they influenced and, in some cases, hindered the states' development. The various political, economic, social, religious and cultural forces that shaped the states will also be examined and evaluated. Close attention will be paid to the various efforts to create national identity through a range of diverse range of forums, including membership of international bodies, major sporting occasions, state-sponsored art and religious events. Building on these themes, the module will subsequently address why some states survived and others collapsed with the outbreak of a second world war.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: Doing History: Investigating the historian's craft

Module code: 5HUM1135

Semester: B

Credits: 15

Module Aims:

1. develop an understanding of history as an academic discipline and awareness of its complexities as a form of knowledge, and of the historian as a practitioner,
2. develop a confident understanding of the role and responsibilities of the historian in creating and refining an independent historical research project,
3. develop and sustain historical arguments.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge and understanding of how to construct an historical research project,
2. demonstrate knowledge and understanding of terminology relating to the discipline of history,
3. demonstrate knowledge and understanding of key aspects of historical writing,
4. demonstrate knowledge and understanding of how to conduct an independent historical research project.

Successful students will typically:

1. demonstrate an ability to read critically,
2. demonstrate intellectual independence,
3. demonstrate subject-specific skills involved in the practice of history,
4. demonstrate effective use of feed-forward activities to improve research project planning,
5. produce nuanced pieces of work that will form the foundation of an independent research project.

Module Content:

This module introduces students to the skills needed to develop an independent research project. It fosters the development of such skills through weekly workshops that focus on practical elements of the historian's craft, providing hands-on experience for students and the chance to practice project creation and planning as part of their development as independent researchers. By the end of the module, students will understand how to effectively plan an independent research project, and have completed important skills development and intellectual preparation that will underpin their dissertation or extended essay in Level 6. This module is assessed through coursework. Specific assessments will call on students to develop and demonstrate the ability to plan and carry out tasks connected to key stages of developing a successful historical research project. Some of these will be on topics of the student's own choosing, and are intended to support progression towards independent research projects at Level 6. The opportunity to feed-forward and reflect on feedback from early and formative assessments in the module will support students in developing their historical skills and confidence.

Pre and Co requisites:

30 credits of History at Level 4 or equivalent; students are normally expected to enroll in at least 60 credits of History at level 5 (including this module).

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: Everyday Lives A

Module code: 6HUM1105

Semester: A

Credits: 15

Module Aims:

1. acquire a substantial knowledge of selected themes in twentieth century everyday lives,
2. critically engage with historiographical debates on the key themes in women's history,
3. read, analyse and reflect critically upon primary sources,
4. develop the subject-specific skills involved in the practice of history.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate an understanding of everyday lives in relation to broader women's history,
2. demonstrate the ability to address historical problems in the field through the sophisticated use of primary sources,
3. demonstrate a wide understanding of historiographical approaches to selected themes in the study of ordinary lives,
4. deploy the specialised vocabulary of the discipline appropriately.

Successful students will typically:

1. have the ability to conduct oral history interviews,
2. demonstrate the ability to read, analyse and reflect critically upon primary sources,
3. demonstrate the ability to develop and sustain sophisticated synthetic arguments in a variety of literary forms,
4. demonstrate project management skills and the ability to work in a team.

Module Content:

This module offers an intimate history of the everyday lives of women in America, Britain and Ireland. Through lectures and a series of case studies in seminars, the lives, roles, experiences and perceptions of ordinary women during the twentieth century will be explored. Students will be introduced to an array of sources – including popular and visual culture, oral testimony and literature (fiction and memoir) – and to what they reveal about the manner in which women were perceived and represented; how women viewed themselves; and how women of different generations experienced, negotiated and reacted to social change. Fashion, consumerism, courtship, sexuality, and advertising are among the areas considered for what they reveal about women and the world around them. Such themes will be analysed within the context of continuity and change across the twentieth century and three geographical perspectives. The module will conclude by questioning the extent to which women's movements were representative of ordinary women.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: History Extended Essay

Module code: 6HUM1065

Semester: A

Credits: 15

Module Aims:

1. Acquire a thorough and detailed knowledge of a topic of the student's choosing;
2. Gain a wide understanding of historiographical approaches to the subject;
3. Reflect critically upon a selection of primary historical sources;
4. Develop and sustain historical arguments in a variety of literary forms;
5. Develop the subject-specific skills involved in the practice of history.

Intended Learning Outcomes:

Successful students will typically:

1. Demonstrate a thorough and detailed knowledge of a topic of the student's choosing;
2. Demonstrate the ability to address historical problems in the field through wide, critical reading of secondary sources and, where appropriate, close study of a selection of primary sources;
3. Demonstrate a wide understanding of historiographical approaches to the topic chosen by the student;
4. Deploy the specialised vocabulary of the discipline appropriately.

Successful students will typically:

1. Demonstrate the ability to develop and sustain sophisticated synthetic arguments in a variety of literary forms;
2. Incorporate evidence from a selection of primary sources.
3. Demonstrate intellectual independence;
4. Demonstrate an ability to work effectively and in a time-constrained environment.

Module Content:

The History Extended Essay is a closely examined and detailed analysis of a particular topic cast in the form of a 5000 word essay. It provides an opportunity for students to demonstrate their ability to use many of the skills developed over the course of the previous two years, and to explore an historical topic or theme in an extended format. The topic will be closely defined and it is anticipated that it will normally involve wide, critical reading and incorporate a selection of primary sources. Students undertaking the History Extended Essay will work under the supervision of a member of staff- the range of topics available will depend on the interests of individual members of staff in the University at any given time. Preliminary guidance will be given in the Level Five module, Writing the Past.

Pre and Co requisites:

30 credits of History at Level 5 or equivalent; a minimum of 60 credits of History (including this module) at Level 6.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: The 1956 Suez Crisis: Causes, Course & Impact 1945-1962

Module code: 6HUM0347

Semester: A

Credits: 15

Module Aims:

Acquire a substantial knowledge of the 1956 Suez Crisis
Read, analyse and reflect critically upon primary historical sources
Develop and sustain historical arguments in a variety of literary forms
Gain a wide understanding of historiographical approaches to [subject]
Develop the subject-specific skills involved in the practice of History

Intended Learning Outcomes:

Successful students will typically:

Have a knowledge and understanding of the 1956 Suez Crisis.

Demonstrate the ability to address historical problems in the field through the sophisticated use of primary sources. Demonstrate a wide understanding of historiographical approaches to the Suez crisis
Deploy the specialised vocabulary of the discipline appropriately.

Successful students will typically:

Demonstrate the ability to read, analyse and reflect critically upon primary sources. Demonstrate the ability to develop and sustain sophisticated synthetic arguments in a variety of literary forms. Demonstrate intellectual independence. Demonstrate an ability to work effectively and in a time-constrained environment.

Module Content:

This module examines with the aid of contemporary documentation the origins, course and impact of the 1956 Suez Crisis, placing it within the competing contexts of European decolonisation, the Cold War and the Arab-Israeli dispute. The module falls into three parts, with the greatest weight given to the course of the crisis (defined as July to December 1956). This will enable students to analyse at close quarters both the nature of international crisis management in general and the controversial qualities of the Suez crisis, including the notorious pact of 'collusion' between Britain, France and Israel. Students will also consider why 'Suez' has attracted so much interest from historians and examine the difficulties inherent in analysing contemporary history. Student-led discussions of assigned documents and the issues which emerge from them are the central core of the course.

Pre and Co requisites:

Successful completion of 60 credits at Level Two in History, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
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0%	100%	0%
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History

Module name: Migrants and Minorities in Britain: 1688-1850

Module code: 6HUM1146

Semester: A

Credits: 15

Module Aims:

1. acquire a sound understanding of the issues in the literature related to the history of migration and minorities in Britain,
2. work closely with relevant primary sources in a number of formats, from a range of time periods,
3. present historical research effectively and reflect critically on the process of conducting primary-sourcebased research.

Intended Learning Outcomes:

Successful students will typically:

1. be able to discuss critically the ways in which migrants and minority groups were perceived in eighteenthcentury Britain, as well as the ways in which this changed over time,
2. demonstrate an awareness of intellectual issues relating to the module,
3. demonstrate an ability to analyse and generalise about the impacts of migrant and minority groups on British society,
4. identify relevant primary sources or historical data to form the basis of a scholarly analysis of the history of migration and minorities,
5. demonstrate accurate knowledge of the topics and timeframes covered by the module.

Successful students will typically:

1. be able to work at an advanced level with primary sources,
2. demonstrate an ability to weigh competing interpretations and develop and defend their own position relative to those interpretations,
3. read widely from both the secondary literature and primary sources,
4. be able to synthesise historical debates and share these orally.

Module Content:

Three British monarchs were born abroad between 1688 and 1850, as were hundreds of thousands of people from around the world who ended their days on British soil. Many of us are the descendants of these people, often without even realising our non-British roots. This module explores how migrants from places ranging from Ireland, Africa, Europe, Asia, the Americas, as well as internal migrants from other parts of the country, experienced life in Britain between the Glorious Revolution and the Irish Famine. We will use primary sources to build our understanding of from where, when, why, and how these people arrived, focusing on the initial migrant experience and subsequent attempts at integration. We will also look at the changing resistance that they faced from locals seeking to maintain their legal and social advantage in a constantly shifting society.

Pre and Co requisites:

Successful completion of 30 credits of history at level five or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: The American Pacific Rim: Colonisation, Conflict, and Connections, 1800-present

Module code: 6HUM1163

Semester: A

Credits: 15

Module Aims:

1. identify forms of colonialism and their historical manifestations,
2. make connections with present-day legacies and manifestations of the colonial formations of the American Pacific Rim,
3. Connect the specific histories of Hawai'i, California, and British Columbia to broader issues such as American expansion, colonisation, immigration, state-building, and resistance.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate critical understanding of the colonial formations that existed in the American Pacific Rim during the 19th and 20th centuries,
2. demonstrate knowledge of and strategies for addressing the specific challenges of historical research in colonial contexts,
3. demonstrate a nuanced understanding of the histories and experiences of Indigenous peoples in Hawai'i, California, and British Columbia.

Successful students will typically:

1. demonstrate an ability to analyse a variety of primary sources (textual, visual, material, aural) including those created by Indigenous people,
2. have the ability to construct and communicate precise historical arguments supported effectively by primary source research.

Module Content:

North America's Pacific Rim is the site of key developments in global economics, race relations, and geopolitics. Within this vast region, Hawai'i, California, and British Columbia are linked by much more than the Pacific Ocean: This module examines the "Pacific Theatre" of American settlement and expansion within the context of the rapid and profound social and political changes that transformed the Kingdom of Hawai'i, Alta California, and the Pacific Northwest into the American states and Canadian province we recognise today. We will trace key developments and connections from the early 19th century to the present day, with particular attention to subjects such as: the histories and perspectives of Indigenous peoples; missionaries and mission settlements; the power of gold; political annexation and manifest destiny; the militarisation of the Pacific during World War II; East Asian migration and exclusion; social movements and social change; and the development of new and distinct regional cultures.

Pre and Co requisites:

Successful completion of 30 credits of History at level six or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: Local and Global Heritage A

Module code: 6HUM1166

Semester: A

Credits: 15

Module Aims:

1. understand and compare different historiographical and practical approaches to the history of local communities,
2. engage with new approaches to community history, especially those offered by public and digital histories,
3. develop a sophisticated analytical critique of relevant primary sources,
4. produce a sustained piece of community and local historical research.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate understanding of the theory and historiography of community and local history,
2. articulate understanding of the strengths and flaws of primary sources used in community history, including the census and parish records,
3. demonstrate understanding of nominal record linkage, demography, basic statistics and related practices of community history.

Successful students will typically:

1. evaluate and critically compare local and global approaches to community history,
2. produce a piece of public history using relevant primary sources, particularly the census, parish and migration records, including in archival and online databases,
3. demonstrate an ability to develop sophisticated arguments and self-reflection relating to the practice of community history,
4. deploy the specialised language of the discipline appropriately in academic and public contexts.

Module Content:

Community history is the history of people and local places, the story of families, occupations, crime, religion, poverty, and connections built between places through migration. Digital resources and databases have transformed the study of local and community history, enabling historians and the public to link records of people and places across the world. In this module you will critically reflect upon digital, archival and public approaches to the histories of local and global communities. You will produce a sustained piece of public history of a local community, based on a wide range of archival and digital primary sources, including the census, parish, migration, criminal and statistical records. You can focus on the history of your local community or compare local community histories in Britain with Australia, America and elsewhere.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	80%	20%

History

Module name: Witch-Bottles to Wishing-Wells: The Material Culture of Everyday Ritual

Module code: 6HUM1171

Semester: A

Credits: 15

Module Aims:

1. acquire an understanding of aspects of the concept of everyday ritual,
2. acquire knowledge of examples and aspects of everyday ritual in the British Isles, c.1700-2017,
3. acquire an insight into the value and variety of material culture in the study of everyday ritual.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate an understanding of the concept of everyday ritual within the context of British society, c.1700-2017,
2. demonstrate accurate knowledge of the topics covered by the module,
3. demonstrate an awareness of the issues surrounding material culture studies relating to everyday ritual,
4. demonstrate an understanding of terminology, and an ability to apply subject-specific vocabulary, relating to material culture studies.

Successful students will typically:

1. demonstrate an ability to identify and analyse aspects of everyday ritual,
2. demonstrate an ability to identify and critically engage with appropriate examples of material culture as primary sources,
3. demonstrate an ability to weigh and present competing interpretations from secondary sources of both everyday ritual and material culture,
4. demonstrate intellectual independence.

Module Content:

If a picture can say a thousand words then what can a physical object tell us? This module will consider this question by engaging with the material culture of everyday and calendar rituals, from 1650-2017. Few people in Britain, both today and in the early modern period, would claim to regularly participate in rituals. However, ritual activities are in fact a large part of everyday domestic and private lives, ranging from the use of bottles in the 18th century to counteract bewitchment, to the blowing out of birthday candles today. Through a series of extended, interactive workshops we will examine a diverse range of objects. These will be analysed and interpreted as primary source material, in order to consider the prevalence of everyday rituals and the value of material culture. Artefacts will vary but may include early modern protective charms; votives and offerings; ritual foods; and contemporary seasonal objects.

Pre and Co requisites:

Successful completion of 30 credits of History at level five.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: Popular Protest, Riot and Reform in Britain

Module code: 6HUM1011

Semester: B

Credits: 15

Module Aims:

- * Acquire a substantial knowledge of eighteenth and nineteenth-century British political and social history;
- * Read, analyse and reflect critically upon primary historical sources;
- * Develop and sustain historical arguments in a variety of literary forms;
- * Gain a wide understanding of historiographical approaches to eighteenth and nineteenth-century British political and social history;
- * Develop the subject-specific skills involved in the practice of history.

Intended Learning Outcomes:

Successful students will typically:

- * Have a knowledge and understanding of eighteenth and nineteenth-century British social and political history;
- * Demonstrate the ability to address historical problems in the field through the sophisticated use of primary sources;
- * Demonstrate a wide understanding of historiographical approaches to eighteenth and nineteenth-century British social and political history;
- * Deploy the specialised vocabulary of the discipline appropriately;
- * Appreciate the potential of historical sociology for expanding understanding of historical social and political movements.

Successful students will typically:

- * Demonstrate the ability to read, analyse and reflect critically upon primary sources;
- * Demonstrate the ability to develop and sustain sophisticated synthetic arguments in a variety of literary forms;
- * Demonstrate intellectual independence;
- * Demonstrate skills in team-work and oral presentation;
- * Demonstrate an ability to work effectively and in a time-constrained environment.

Module Content:

Britain experienced a period of tumultuous social and political upheaval in the late eighteenth and early nineteenth centuries. This module will examine the development of extra-parliamentary social and political movements, and survey the causes and consequences of unrest in Britain, 1760-1848. Students will be expected to engage both with the secondary literature of the subject and with the varied primary sources, visual and written, which accompany the module. Topics will include: late 18th century reform campaigns; the impact of the French Revolution; Luddite and Captain Swing agitation; post-war reform movements and Chartism; the anti-slavery campaign and the causes and consequences of political and economic riots and trade union strikes.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

History

Module name: Bodies & Sexuality: in the Early Modern Period B

Module code: 6HUM1098

Semester: B

Credits: 15

Module Aims:

1. acquire a substantial knowledge of the cultural and social history of the body and sexuality in the early modern period,
2. read, analyse and reflect upon a range of primary source materials,
3. develop appropriate arguments based on primary sources and the wider historiographical literature,
4. develop the subject-specific skills involved in the practice of history.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate a knowledge and understanding of the history of the body and sexuality in the early modern period,
2. demonstrate an ability to understand and explain the conceptual issues discussed in the historiography on gender and sexuality in the early modern period,
3. deploy subject specific vocabulary appropriately.

Successful students will typically:

1. be able to demonstrate an ability to read, analyse and reflect critically upon relevant primary source materials,
2. synthesise, develop and sustain sophisticated arguments based on primary and secondary source materials,
3. be able to demonstrate intellectual independence.

Module Content:

This course will explore popular and medical ideas about the body and sexuality in the early modern period. The body was fundamental to gender roles, social relationships and experiencing everyday life. Through a series of extended seminars you will examine a diverse range of primary source material and supporting historiography in order to evaluate the assumptions that underpinned early modern notions of normal and abnormal bodies. The course will then move on to consider the importance of sexuality and sexual behaviours to early modern life. Again the course will consider what was considered to be normal and abnormal behaviours and will think about how these activities were monitored and policed. The module will provide experience of researching and using a range of unusual source materials including medical treatises, portraits, jokes and erotic literature.

Pre and Co requisites:

Successful completion of 30 credits of History at level five, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

History

Module name: Princes and Paupers: 1760-1820

Module code: 6HUM1162

Semester: B

Credits: 15

Module Aims:

1. acquire a sound understanding of the issues in the literature related to the history of poverty and wealth in Georgian London and Windsor,
2. work closely with relevant primary sources in a number of formats, pertaining to the lives of people across the social spectrum,
3. develop the skills to add value to digitised primary sources, to produce a resource that enables a new type of historical research.

Intended Learning Outcomes:

Successful students will typically:

1. be able to discuss critically the ways in which the lives and experiences of the poor and the rich were perceived during the reign of King George III,
2. demonstrate an ability to analyse and generalise about the impacts of poverty and wealth on British society,
3. demonstrate knowledge of the topics and timeframes covered by the module.

Successful students will typically:

1. be able to work at an advanced level with primary sources,
2. demonstrate an ability to weigh competing interpretations and develop and defend their own position relative to those interpretations,
3. be able to collect, add value to, re-use, and re-purpose historical materials in digital archives.
4. identify relevant primary digitised sources or historical data to form the basis of a scholarly analysis on the history of poverty and wealth,

Module Content:

What was it like to be the Queen of England in the Georgian era? What was it like to be a pauper? This module explores the two extremes of experience in Britain during the reign of George III (1760-1820). We will work with a wide range of sources that provide insight into the private lives of the rich and the poor. These might include primary sources from the royal household, contrasted with those of the bleakest workhouses that housed the nation's very poorest souls. These sources will build our understanding of lived experience in an era when some lived lives of opulence, while others begged, borrowed, and stole in an attempt to stay alive on London's cruel streets.

Pre and Co requisites:

Successful completion of 30 credits of History at level five or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: Making Consumer Culture in Britain, 1660-1850

Module code: 6HUM1194

Semester:

Credits:

Module Aims:

1. acquire a substantial knowledge of how consumers came to have unprecedented access to material things and how those items were marketed,
2. gain an understanding of how material culture can be used to make sense of the consumer experience between 1660 and 1850,
3. acquire an understanding of competing explanations for the emergence of a consumer society.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate a knowledge and understanding of consumer culture in Britain, 1660-1850,
2. demonstrate the ability to address historical problems in the field through the sophisticated use of primary sources,
3. demonstrate the ability to engage critically with historiographical debates around consumer culture in Britain, 1660-1850,
4. deploy the specialised vocabulary of the discipline appropriately.

Successful students will typically:

1. demonstrate the ability to read, analyse and reflect critically upon primary sources,
2. demonstrate the ability to develop and sustain sophisticated synthetic arguments in a variety of literary forms,
3. demonstrate intellectual initiative and independence,
4. demonstrate an ability to work effectively and in a time-constrained environment.

Module Content:

In the eighteenth century, British men and women enjoyed unprecedented access to material things. Does that mean that Britain was the world's first consumer society, or that the growth of consumption caused the Industrial Revolution? This module addresses that question by studying the things people owned, what they did with them, and what those things meant. It considers how goods were produced, whether by local artisans, or by workers toiling anonymously halfway across the globe in the Caribbean, China, or North America. It examines the ways new media were used to market goods and explores the role of objects in the rituals of everyday life, from grand balls in country mansions to mealtimes in cheap London lodgings. It asks why material abundance provoked so much controversy. Students will, at every stage, be asked to engage with contemporary sources, which will include not just texts, but also images and surviving objects.

Pre and Co requisites:

Successful completion of 30 credits of History at level five or equivalent.

Total hours:

Assessment:

Exam	Coursework	Practical
50%	50%	0%

History

Module name: Italy and Fascism

Module code: 6HUM1183

Semester: B

Credits: 15

Module Aims:

1. acquire a substantial knowledge of how Fascism was understood and experienced in Italy in the context of underlying social, economic and cultural structures and cleavages, 2. work closely with relevant primary sources in a number of formats, 3. gain a wide understanding of historiographical debates around the Italian Fascist experience.

Intended Learning Outcomes:

Successful students will typically:

1. Demonstrate a knowledge and understanding of the Fascist period in Italy,
2. Demonstrate the ability to address historical problems relating to Italian Fascism through the sophisticated use of primary sources,
3. Demonstrate a wide understanding of historiographical approaches to Fascism in Italy,
4. Demonstrate an awareness and understanding of the historical legacy of Fascism in Italy.

Successful students will typically:

1. Demonstrate the ability to read, analyse and reflect critically upon primary sources,
2. Demonstrate the ability to develop and sustain sophisticated synthetic arguments in a variety of literary forms,
3. Demonstrate an ability to work effectively and in a time-constrained environment.

Module Content:

In this module you will get to study the history of Fascism in Italy using a variety of primary and secondary sources. All the text-based primary sources – including diary entries, speeches, and policy documents – will be available in English translation. Other sources will include Fascist films, songs and artistic images. The focus of the module will be on understanding Fascist experience in the context of Italy and topics covered will include the legacy of the Risorgimento, the experience of the First World War, the collapse of the Liberal State, the rise of Fascism, the relationship between Duce, Party and Government, the creation of the corporative state, Fascist Ideology economic, social and cultural policy under the regime, racial and colonial policy, public opinion under Fascism, anti-Fascism and resistance, and the enduring influence of Italy's Fascist heritage.

Pre and Co requisites:

The module is designed to introduce the Italian Fascist experience and place it in the context of the underlying social, economic and cultural structures and cleavages in Italian history. Outline lectures introduce the main topic areas. Seminars expand on

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

History

Module name: Final Year History Dissertation

Module code: 6HUM0349

Semester: AB

Credits: 30

Module Aims:

Acquire a substantial knowledge of methods of historical research in clearly defined topics under tutor guidance. Read, analyse and reflect critically upon primary historical sources. Develop and sustain historical arguments in a variety of literary forms. Gain a wide understanding of historiographical approaches to Historical Research. Develop the subject-specific skills involved in the practice of History.

Intended Learning Outcomes:

Successful students will typically:

Have a knowledge and understanding of their chosen topic. Demonstrate the ability to address historical problems in the field through the sophisticated use of primary sources. Demonstrate a wide understanding of historiographical approaches to their chosen subject. Deploy the specialised vocabulary of the discipline appropriately.

Successful students will typically:

Demonstrate the ability to read, analyse and reflect critically upon primary sources. Demonstrate the ability to develop and sustain sophisticated synthetic arguments in a variety of literary forms. Demonstrate intellectual independence. Demonstrate an ability to work effectively and in a time-constrained environment.

Module Content:

Independent study and research based partly on primary sources. Under supervision and subject to approval, the student selects a topic to research and writes a dissertation of c.10,000 words.

Pre and Co requisites:

Successful completion of 60 credits at Level Two in History, or equivalent.

Normally 60 Credits at Level 3 for major History students and 90 credits of History at level 3 for single subject History Students.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

History

Module name: Oral History Project

Module code: 6HUM0409

Semester: AB

Credits: 30

Module Aims:

Acquire a substantial knowledge of the methods of oral history in clearly defined topics under tutor guidance. Gather, analyse and reflect critically upon oral sources. Develop and sustain historical arguments in a variety of literary forms. Gain a wide understanding of historiographical approaches to historical research. Develop the subject-specific skills involved in the practice of History.

Intended Learning Outcomes:

Successful students will typically:

Have a knowledge and understanding of their chosen topic

Demonstrate the ability to address historical problems in the field through the sophisticated use of oral evidence

Demonstrate a wide understanding of historiographical approaches to their chosen subject and of the methods and practice of oral history

Deploy the specialised vocabulary of the discipline appropriately

Successful students will typically:

Demonstrate practical/technical skills in interviewing and recording;

Demonstrate the ability to read, analyse and reflect critically upon primary sources;

Demonstrate the ability to develop and sustain sophisticated synthetic arguments in a variety of literary forms;

Demonstrate intellectual independence;

Demonstrate an ability to work effectively and in a time-constrained environment;

Module Content:

Independent study and research based partly on the collection and analysis of oral evidence. Under supervision and subject to ethics approval, the student selects a topic to research and submits a portfolio of c.10,000 words.

Pre and Co requisites:

Successful completion of 60 credits at Level Two, or equivalent.

Normally 60 Credits at Level 3 for major History students and 90 credits of History at level 3 for single subject History Students.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Languages

Module name: French Project

Module code: 6HUM0375

Semester: AB

Credits: 30

Module Aims:

Conceive, design and complete a project in French on a topic area chosen by them; extend further their language skills through the study and compilation of materials on a topic chosen by them; further develop their empathy with both French and French-speaking culture and language; extend further their command of French which will be of value to them socially and in their professional lives. work independently on self-selected materials and engage in self-critical analysis of their learning process.

Intended Learning Outcomes:

Successful students will typically:

demonstrate an in-depth awareness and understanding of current and cross-cultural issues related to general and professional life in French-speaking countries;

demonstrate an on-going engagement in developing further their French language skills and knowledge using their own initiative;

evaluate their progress, identify their own weaknesses and reflect on strategies to improve their performance.;

Successful students will typically:

write a project in grammatically accurate and fluent French in an appropriate register;

give a presentation on the chosen topic and sustain a conversation on it in grammatically accurate and fluent French;

read and understand more complex materials in French relating to the topic chosen;

Transferable Skills:

demonstrate an ability to work independently and co-operatively in pairs and groups;

demonstrate an ability to manage their time effectively;

manage and interpret electronic information both as a means of communication and as an aid to learning.

Module Content:

This module provides students with an opportunity, under tutorial guidance, to choose a topic of interest to them related to an aspect of the social, political, economic or cultural life of a French-speaking country, to research a topic, using authentic materials to write a project on the topic in French/German/Spanish. Students are encouraged to conduct interviews with native French-speakers, having completed the necessary University formalities to obtain Ethics approval.

Pre and Co requisites:

Successful completion of French Route C-5A and C-5B or equivalent knowledge.

Total hours: 300

Assessment:

Exam	Coursework	Practical
0%	70%	30%

Languages

Module name: German Project

Module code: 6HUM0378

Semester: AB

Credits: 30

Module Aims:

conceive, design and complete a project in German on a topic area chosen by them;
extend further their language skills through the study and compilation of materials on a topic chosen by them; further develop their empathy with both German and German-speaking culture and language; extend further their command of German which will be of value to them socially and in their professional lives. work independently on self-selected materials and engage in self-critical analysis of their learning process.

Intended Learning Outcomes:

Successful students will typically: demonstrate an in-depth awareness and understanding of current and cross-cultural issues related to general and professional life in German-speaking countries; demonstrate an on-going engagement in developing further their German language skills and knowledge using their own initiative; evaluate their progress, identify their own weaknesses and reflect on strategies to improve their performance.

Successful students will typically:

write a project in grammatically accurate and fluent German in an appropriate register; give a presentation on the chosen topic and sustain a conversation on it in grammatically accurate and fluent German; read and understand more complex materials in German relating to the topic chosen;

Transferable Skills:

demonstrate an ability to work independently and co-operatively in pairs and groups;
demonstrate an ability to manage their time effectively;
manage and interpret electronic information both as a means of communication and as an aid to learning.

Module Content:

This module provides students with an opportunity, under tutorial guidance, to choose a topic of interest to them related to an aspect of the social, political, economic or cultural life of a German-speaking country, to research a topic, using authentic materials to write a project on the topic in German. Students are encouraged to conduct interviews with native German-speakers, having completed the necessary University formalities to obtain Ethics approval.

Pre and Co requisites:

Successful completion of German Advanced C2A and C2B or equivalent knowledge.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	0%	100%

Journalism

Module name: Introduction to Journalism

Module code: 4HUM1075

Semester: A

Credits: 15

Module Aims:

1. begin to understand the essential skills of researching print news and features,
2. begin to understand the essential skills of writing print news and features,
3. understand the role of the journalist, publisher and audience in the media industry.

Intended Learning Outcomes:

Successful students will typically:

1. be able to recognise, obtain and select important and relevant facts from written and verbal sources relevant to Journalism,
2. be able to recognise the characteristics clear, vigorous and balanced articles for both newspaper and features journalism,
3. be able to articulate the characteristics of writing for a target readership.

Successful students will typically:

1. be able to write a news or feature article which would be of interest to a wide audience,
2. be able to communicate effectively in writing,
3. demonstrate the ability to extract, organise and selectively deploy information from different sources.

Module Content:

Students will explore newsgathering, news writing, feature writing and interviewing.

The module will introduce students to a diverse range of publications including broadsheets, tabloids and magazines. Students will critically assess the material and identify the different styles and approaches taken to news articles and features. The fundamentals of practical journalism will be explored, including using English effectively and developing editing and proofreading skills. Skills taught will include: sourcing ideas; researching a story; how to employ a variety of methodologies; how to target different the audiences and readers; how to structure news and feature articles, with effective introductions and endings.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Journalism

Module name: Journalism, Law and Ethics

Module code: 4HUM1076

Semester: B

Credits: 15

Module Aims:

1. gain an understanding of the relevant legal issues that impact on Journalism,
2. understand the ethical implications of the work of journalists,
3. acquire the legal and regulatory knowledge necessary to write news and features within the parameters of the current regulatory system for the profession.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate knowledge and understanding of criminal and civil law as it pertains to journalism,
2. be able to demonstrate a broad understanding of the regulatory framework set down for journalists,
3. be able to articulate the legal, ethical and regulatory boundaries within which the professional journalist must operate.

Successful students will typically:

1. be able to critically analyse news and features, paying particular attention to the pitfalls of both the law (criminal and civil) and regulation,
2. be able to articulate the ethical dilemmas facing journalists,
3. be able to apply the principles which govern legally and ethically sound journalistic research.

Module Content:

In this module, students will be introduced to key laws impacting on journalists, including defamation, copyright and Freedom of Information. They will also explore the Human Rights Act as it affects journalists and compare defamation law across different countries. Students will also investigate the ethical dilemmas that may impact on journalists in any Western liberal democracy and look at the codes of conduct that have been put in place to encourage ethical behaviour.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

Journalism

Module name: Journalism Skills: News

Module code: 5HUM1101

Semester: A

Credits: 15

Module Aims:

1. develop and extend skills in writing news for a range of publications,
2. develop their research skills for writing news,
3. apply current legal, regulatory and ethical considerations to news writing.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate the ability to carry out research, using a diverse range of information sources relevant to news reporting, which is sound and critically-informed,
2. be able to demonstrate a further understanding of journalistic markets and audience, using a wider range styles in news journalism,
3. be able to apply current legal, regulatory and ethical considerations to their own news writing.
1. be able to evaluate and select appropriate information derived from a diverse range of sources,
2. be able to write news articles with regard to a range of styles, purposes and markets,
3. be able to take responsibility for their own learning, using initiative, effective time-management and selfdiscipline,
4. be able to communicate effectively in writing,
5. be able to use appropriate ICT applications,
6. be able to write news articles to almost a professional level.

Module Content:

In this module students will develop their news research and writing techniques for news reports, developing and extending the skills in writing news acquired at level 4. Workshop sessions will enable students to gain hands-on practice in writing news reports in a simulated newsroom environment. There will be an emphasis on the use of ICT to research stories and students will be encouraged to use the Internet and social media sites such as Facebook and Twitter, and other advanced sites, for research and seeking comment. Students will write at least 3 articles, through which they will explore, in greater depth, the key elements of news journalism.

Pre and Co requisites:

Successful completion of 30 credits of Journalism at level 4, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Journalism

Module name: Radio Journalism

Module code: 5HUM1062

Semester: A

Credits: 15

Module Aims:

1. gain the basic skills employed by radio journalists,
2. understand the theory of radio journalism in relation to contemporary debates about journalism and broadcasting,
3. understand and be able to apply news values, as well as legal and ethical requirements specific to radio journalism.

Intended Learning Outcomes:

Successful students will typically:

1. be able to articulate the theory behind the production, consumption and distribution of radio journalism,
2. be able to act within the legal and ethical constraints relevant to radio journalism,
3. be able to produce radio news and feature items to a reasonable standard.

Successful students will typically:

1. be able to originate, research and produce stories that are suitable for radio,
2. be able to demonstrate sound journalistic judgement (in terms of news values as well as within legal and ethical boundaries) specific to broadcast journalism,
3. be able to work individually and in groups to produce suitable programme content for broadcast,
4. be able to demonstrate a critical awareness of the rapidly developing multi-media landscape in which broadcast journalists operate.

Module Content:

In this module, you will source original stories specifically suitable for radio and learn how to write, interview and structure reports for this media type. You will learn how to tell stories with the aid of audio techniques.

All teaching will take place in workshops and you will acquire knowledge and understanding of radio journalism and the technical skills needed to produce effective radio broadcasts.

Moreover, this module will introduce you to terminology used in broadcast environments; it will expand your critical understanding of news values and agendas; legal and ethical requirements specific to broadcast journalism (balanced and impartial reporting, compliance, etc.); and your awareness of the converging media landscape.

By the end of the module, you will be able to tell stories with the aid of audio techniques; have gained confidence in presentational skills; demonstrate knowledge of the technical skills required to edit audio files; and work effectively in a team to produce a radio programme.

Pre and Co requisites:

Successful completion of 30 credits of Journalism at level 4 or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Journalism

Module name: Journalism Skills: Features

Module code: 5HUM1100

Semester: B

Credits: 15

Module Aims:

1. develop their understanding of, and skills in, feature writing,
2. develop their awareness of the magazine market and the workings of the magazine industry,
3. apply current legal, regulatory and ethical principles to their feature writing.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate the ability to identify and use a diverse range of information sources relevant to features reporting and assess which are likely to be reliable,
2. be able to demonstrate an understanding of a wider variety of styles and markets for feature writing,
3. be able to apply current legal, regulatory and ethical considerations to their own feature writing.

Successful students will typically:

1. be able to effectively use written and oral communication skills,
2. be able to use research skills: the ability to extract, organise and selectively deploy relevant information from different sources, including social media and the rest of the internet,
3. be able to construct a coherent argument on a chosen topic,
4. be able to write appropriately for at least two different feature markets.

Module Content:

In this module students will be introduced to researching and reporting techniques for writing features and will be developing and extending the skills in writing acquired at Level 4. Workshop sessions will enable students to gain hands-on practise of writing features in a simulated magazine or supplement environment.

Pre and Co requisites:

Successful completion of 30 credits of Journalism at level 4, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Journalism

Module name: Social Media

Module code: 5HUM1063

Semester: B

Credits: 15

Module Aims:

1. use social media as a professional communication and research tool,
2. understand the legal and ethical constraints pertaining to social media,
3. describe the impact of new business models on the media industries.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate an understanding of a range of issues regarding the legal and ethical frameworks which may affect the publication of social media and the hosting of comments within social media platforms,
2. be able to critically engage with new business models and the role of emergent technology in the production, consumption and distribution of information.

Successful students will typically:

1. be able to use social media on as a professional communication and research tool,
2. be able to produce work that is informed by, and contextualised within, relevant theoretical issues and debates,
3. be able to undertake independent learning on concepts of social networking and relevant business models.

Module Content:

Social media has opened up new opportunities for journalism while also challenging the traditional understanding of public participation and potentially empowering audiences and civil society organisations by offering new platforms for free expression and social activism.

The media industry has also expanded and commercial organisations such as BP and Tesco are using social media as part of their communications strategy to connect with their customers. This module explores social media and its impact on new business models and critically evaluates the transformative claims for platforms like Facebook, Twitter and YouTube. The lectures may include the following topics: Social media and democracy, digital journalism, law and ethics for social media, economy of new media, citizen journalism, business models for social media.

Pre and Co requisites:

Successful completion of 30 credits of Journalism at level 4 or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Journalism

Module name: Journalism, Government and the People

Module code: 6HUM1138

Semester: A

Credits: 15

Module Aims:

1. develop a detailed knowledge of the ways in which society is governed for journalistic purposes,
2. acquire an understanding of the interrelationship between the press and political institutions.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate an understanding of the structure, operation and responsibilities of national government in relation to journalism,
 2. be able to demonstrate an understanding of the cultural, political and economic interrelations between political institutions and the press.
1. be able to articulate the basic structure, operation and responsibilities of central government, as pertaining to journalism,
 2. be able to critically evaluate the complex interrelations between political institutions and the press,
 3. be able to carry out journalistic research relating to political news and features.

Module Content:

This module explores the relationship between the press and the government. It will cover the structure and operation of government to include the principles of democracy, parliament and constitution. In addition, the module will cover such topics as: the role of the lobby correspondent; the reporting of parliament; parliamentary and European elections and the influence of journalists on government policy.

Pre and Co requisites:

Successful completion of 30 credits of Journalism at level 5 or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Journalism

Module name: Online Journalism

Module code: 6HUM1139

Semester: B

Credits: 15

Module Aims:

1. build on their existing knowledge and understanding of journalistic practice and apply this to an online environment,
2. understand online terms, such as SEO and Google Analytics, and how they may be applied in a professional publishing context,
3. conduct valid journalistic research using a variety of online methods,
4. research and produce material for online publications, with due consideration to legal, regulatory and ethical requirements,
5. produce multimedia for online publishing suitable for a web audience.

Module Content:

The course will consist of 12, two-hour workshops in which students will - through a mix of, demonstrations, discussion and practical tasks - learn the basics of Online Journalism. This will include an appreciation of the massive impact that digital communications technologies have had on the publishing industry, as well as a detailed understanding of how writing for the internet differs from so-called 'off-line' Journalism.

Students will also learn, through the use of a Content Management System (CMS), how to upload and format content – both written and multimedia – which is suitable for publication.

Pre and Co requisites:

Successful completion of 30 credits of Journalism at level 5, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Journalism

Module name: Journalism Skills Portfolio

Module code: 6HUM1140

Semester: AB

Credits: 30

Module Aims:

1. enhance their employability and journalism skills through work based/entrepreneurial learning,
2. further develop their research and writing skills needed to create a coherent portfolio of journalistic work demonstrating knowledge of key types of journalism,
3. consolidate the professional attributes of ethical awareness, self and time management

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate that they can identify the demographic, readership or audience for the companies/publications they work for,
2. be able to demonstrate the ability to differentiate between different types of articles and markets,
3. be able to demonstrate they can identify common legal and ethical issues in journalism or areas related to it and be able to show an understanding of how such issues might be approached in an ethical context.

Successful students will typically:

1. be able to write articles and/or related journalistic tasks, e.g. press releases, in clear, grammatical English for a variety of audiences showing awareness of the importance of changing style and layout to suit the audience,
2. be able to formulate and carry out research for articles using a variety of relevant sources and methods of research both primary and secondary,
3. be able to demonstrate interview skills reflecting an awareness of the interviewees' viewpoint,
4. be able to demonstrate commercial awareness in relation to journalistic practice.

Module Content:

This module content enables you to practise your journalism skills in real world settings, enhancing your employability and developing an awareness of the variety of uses for those skills.

You spend at least five days, generally more, in the first semester either working for a relevant company e.g. a newspaper, magazine, PR company or freelancing and gain an understanding of the media world from that perspective.

You also create a varied portfolio of journalism pieces including a news piece, feature and interview to showcase the skills you have learnt.

Pre and Co requisites:

Successful completion of 30 credits of Journalism at level 5 or equivalent

Total hours: 300

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Media Cultures

Module name: Introduction to Media Communications

Module code: 4HUM1072

Semester: A

Credits: 15

Module Aims:

1. familiarise themselves with some key theories applied in media studies,
2. gain a broad understanding of the structure and economic foundations of the media industry in the UK,
3. be aware of key debates and concepts within media and communication studies.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate an understanding of at least two major theories of communication,
2. be able to demonstrate an awareness of at least one area of debate within media and communication studies,
3. be able to demonstrate an ability to critically intervene in at least one major debate about communications in relation to specific examples of mediated communication,
4. be able to identify some of the connections between media systems and the society in which they operate.

Successful students will typically:

1. be able to construct a coherent argument on a chosen topic,
2. be able to integrate critical or theoretical texts into their own argument,
3. be able to collect information from a variety of authoritative sources to inform their own argument,
4. be able to effectively use written and oral communication skills.

Module Content:

The aim of this module is to provide an insight to the various fields of media practice and communication studies. It will also introduce students to some of the key theories used in understanding media cultures.

Students will learn about different economic and political structures that underlay the UK media system and engage with some of the conceptual frameworks for understanding media communications.

The module is structured in three parts. In the first sessions, students are introduced to the basics of media communications. The sessions might cover topics such as the different types of media and models of communications. The second part – Audiences, Industry and Politics – takes a closer look at Media Effects and Audiences, News Values, media biases as well as industry structures. The final part will enable student to explore some of the key theorists that have written on media, for example Marshall McLuhan and Stuart Hall.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	70%	30%

Media Cultures

Module name: Global Media and Society

Module code: 4HUM1093

Semester: B

Credits: 15

Module Aims:

1. understand some of the ways that communication studies has theorised the political role of the media,
2. critically assess the representation of global societies within a range of media products,
3. compare the organisation of media institutions across different national contexts,
4. understand the relationship between different political models, histories and social structures and the organisation of the media.

Intended Learning Outcomes:

Successful students will typically:

1. be able to outline at least two different aspects of the social role of media,
2. be able to demonstrate an ability to apply theoretical models of communication to the analysis of selected pieces of mediated communication,
3. be able to analyse the influences new media technologies have on behaviours within different societies,
4. be able to critically engage with contemporary debates on global media systems.

Successful students will typically:

1. be able to construct a coherent argument on a chosen topic, in an appropriate and fluent register,
2. be able to integrate theoretical resources into their own argument,
3. be able to effectively use written and oral communication skills,
4. be able to produce work which is informed by, and contextualised within, relevant theoretical issues and debates.

Module Content:

This module considers the relationship between the media and their social context. Throughout the module students will discuss the ways in which the media reflect and shape social attitudes and challenge their own assumptions about society and the media. Through discussions of issues such as class, race and gender this module will consider how different groups are represented in mediated images. The module will also examine the public role of the media and students will be asked to think analytically and critically about concepts such as free press, media impartiality or bias, and the relationship of the media with commercial and political institutions. The module further analyses different Global media systems, organisations and institutions and allows students to make a series of comparisons between local and international media systems. It places an emphasis on the relationships between products and the socio-political construction of their different audiences.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Media Cultures

Module name: Research Methods in Media and Communications

Module code: 5HUM1098

Semester: A

Credits: 15

Module Aims:

1. engage with the main research methods used in Media and Communication Studies, 2. develop transferable academic skills, such as choosing a research topic and conducting a literature review, 3. apply the appropriate techniques to critique the basic principles of media research and the means by which to devise research questions, 4. gain knowledge of and be able to select appropriate methodologies.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate an understanding of the principles and rationale of research models,
2. be able to demonstrate that they recognise the advantages and disadvantages of specific methods of analysis,
3. be able to select and devise research questions,
4. be able to review and formulating a research plan.

Successful students will typically:

1. be able to construct coherent arguments and provide evidence based on empirical research,
2. be able to use ICT software applications electronic communications to access electronic information,
3. communicate their findings effectively and fluently,
4. manage time and resources effectively by drawing on planning, organizational and project management skills.

Module Content:

This module teaches the basic principles of research in media and the means by which to devise research questions and select appropriate methodologies. It will also give a detailed account of how to structure and write effective and informative research report. Students will be introduced to a range of different methodologies, both qualitative and quantitative.

They will learn how to choose a research topic, conduct a literature review, and develop an appropriate research plan. The module covers all key aspects of media and communication, including analysis of media production, media texts, and audience studies. It further offers specific guidance and instruction on a systematic application of a range of research methods, and addresses methods of sampling and data collection, including interviews, questionnaires and focus group discussions, as well as approaches to online research.

Pre and Co requisites:

Successful completion of 30 credits of Media Cultures at level 4 or equivalent

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Media Cultures

Module name: The Publishing Industry

Module code: 5HUM1112

Semester: B

Credits: 15

Module Aims:

1. gain an insight into the publishing industry and its various strands,
2. explore the various aspects and challenges of creating a publication,
3. understand the role that internationalisation plays in the publishing industry.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate a critical awareness of successful publications and the editorial principles behind them,
2. be able to discuss key aspects of the contemporary publishing industry,
3. be able to demonstrate their ability to develop promotional strategies for publications.

Successful students will typically:

1. present and engage in a range of communicative styles,
2. develop work that demonstrates the requirements of professionalism in media practice,
3. work independently or in a group showing abilities at different times to listen and contribute.

Module Content:

The Publishing Industry aims to provide students with an insight into the structures, challenges and opportunities that are present in today's publishing industries, from entertainment magazines and books to the world of academic publishing. The module complements the other media modules by looking at this significant media industry. Moreover, it enables students to understand the international dimension of publishers operating on a global scale, learn how to develop promotional strategies in order to market publications and explore the criteria and issues related to making editorial decisions. Students will be able to engage with both the theoretical concepts and the practical aspects of the various sectors of the publishing industry.

Pre and Co requisites:

Successful completion of 30 credits of media at Level Four, or equivalent

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Media Cultures

Module name: Corporate Communications

Module code: 6HUM1134

Semester: A

Credits: 15

Module Aims:

1. appreciate the body of theoretical knowledge that underpins the discipline of corporate communication,
2. have an in-depth understanding of the principles upon which the profession is organised, practised and regulated,
3. formulate and implement corporate communication plans and associated activities,
4. learn how to manage corporate communications within a variety of different contexts.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate a detailed understanding of the relationships between organisational mission, business objectives and corporate communication policy,
2. demonstrate an awareness of the impact information technology makes to corporate communications,
3. apply the theoretical understanding of corporate communications to the analysis of at least 2 case studies.

Successful students will typically:

1. be able to determine specific communication activities based upon knowledge of the key characteristics of the target audience,
2. be able to select, integrate and justify appropriate promotional strategies to meet the needs of particular communication campaigns,
3. be able to conduct and justify basic research, monitoring and evaluation techniques of corporate communication strategy,
4. be able to evaluate emerging issues and understand crisis management strategies.

Module Content:

This module provides a detailed understanding of the principles, techniques and strategies that underpin corporate communications, with particular emphasis on Public Relations and brand management. It is designed to reflect the current awareness of, and the benefits that organisations can derive from, adopting an integrated approach to communications.

This module adopts a strategic approach to the study of corporate communications and builds an understanding of the variations in consumer behaviour, and how communication strategies and programmes can be developed, organised and implemented. The course also addresses critical issues relating to recent developments in the field and includes a strong practical component that aims to equip students with the skills necessary for working in this field.

Pre and Co requisites:

Successful completion of 30 credits of Media Cultures at level 5 or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Media Cultures

Module name: Advertising

Module code: 6HUM1132

Semester: A

Credits: 15

Module Aims:

1. critically analyse advertising-content, with an emphasis on the relationship between media environments and media content.
2. gain a greater understanding of how advertising as a specific form of mediated communication reflects and influences the construction of attitudes and ideologies in society.
3. recognise how the function of advertising in producing consumer demand is reflected in both form and content.

Intended Learning Outcomes:

Successful students will typically:

1. be able to explain market segmentation and demographic distribution within the media and relate this to advertising planning,
2. be able to identify the relationship between specific adverts and the codes of other forms of mediated communication,
3. be able to demonstrate a systematic understanding of how adverts produce meaning and how these meanings encourage demand for the advertised product.

Successful students will typically:

1. be able to demonstrate an ability to critically analyse the way in which advertising produces meaning,
2. be able to apply their theoretical understanding of media communication to the development of an advertisement,
3. demonstrate effective oral and written communications skills in the presentation of ideas and arguments.

Module Content:

This module will look at advertising and the ways in which it attempts to construct desire for specific products.

It will analyse the social function of adverts in relation to certain social categories such as gender, race and sexuality. Moreover, we will look at the placing of advertising in specific media and students will be asked to consider why adverts for certain types of products are placed in specific locations.

This will include a consideration of market segmentation and TV scheduling. Students will then be encouraged to create their own advert based on a specific brief in order to apply their theoretical knowledge in a practical way. Finally, this module will consider the relationship between advertising and other media forms, especially film and television as well as new media, to consider the degree to which advertising relies upon codes that are produced in other cultural products

Pre and Co requisites:

Successful completion of 30 credits of Media Cultures at level 5 or equivalent

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Media Cultures

Module name: Representation and Identity in Contemporary Media

Module code: 6HUM1161

Semester: A

Credits: 15

Module Aims:

1. develop a critical knowledge of theories of the politics of representation, and literature on media representation,
2. develop an understanding of markers of identity formation and media framing from the perspective of cultural studies.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate a critical understanding of some of the key theories of the politics of representation,
2. be able to demonstrate an understanding of some of the key concepts of identity politics and media framing,
3. be able to demonstrate an understanding of the different modes of media representation, framing, and angling of media narratives.

Successful students will typically:

1. be able to carry out research and analysis of media representation and identity using theories discussed in class to produce an essay,
2. be able to demonstrate critical analysis and team-work through a presentation.

Module Content:

Using different theories of political communication, you will examine the subject of media representation, mediatization and the politics of cultural identities in the twenty-first century. You will engage with key theories and concepts of representation and media framing to illuminate an understanding of identity as a political concept.

Pre and Co requisites:

Prerequisites: Successful completion of 30 credits of Media Cultures at Level 5 or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	70%	30%

Media Cultures

Module name: Digital Media

Module code: 6HUM1135

Semester: B

Credits: 15

Module Aims:

1. conceptualise the transition from traditional to new media practices,
2. examine in depth an emerging field of the media industries,
3. develop theoretical knowledge and apply this to the production producing digital media content.

Intended Learning Outcomes:

Successful students will typically:

1. be able to apply at least 1 major theoretical framework specifically relevant for defining New Media Communication,
2. be able to demonstrate a systematic understanding of the technological and theoretical changes within the media industries,
3. be able to identify the challenges new technologies bring to traditional media formats,
4. be able to show an awareness of the ethical implications of digital media.

Successful students will typically:

1. be able to differentiate digital and traditional media and demonstrate an understanding of the importance of these differences,
2. develop different types of digital media content,
3. effectively integrate a range of critical or theoretical texts into their own argument.

Module Content:

This module closely looks at emergent forms of media, particularly the influence of digital technologies on traditional forms of media, such as film and journalism. We will critically analyse the impact of the digital revolution, from HDTV to virtual realities, from citizen journalism to Wikileaks and cyber-criminality, from music downloads to E-books. Using a range of critical theorists, we will discuss the challenges of these developments for old media as well as the creative opportunities new media forms provide.

Pre and Co requisites:

Successful completion of 30 credits of Media Cultures at level 5 or equivalent

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Media Cultures

Module name: Campaigns and Careers

Module code: 6HUM1133

Semester: B

Credits: 15

Module Aims:

1. examine a number of specialist fields in the media industries,
2. demonstrate their skills and knowledge in different industry sectors,
3. develop a more in depth understanding of important transferable skills such as teamworking, public speaking, presenting and pitching through a theoretical engagement with and reflection on these skills,
4. explore a variety of employment opportunities available within Media Communications.

Intended Learning Outcomes:

Successful students will typically:

1. be able to apply their theoretical understanding of the media to the production of a range of promotional media products,
2. be able to develop an in-depth knowledge of communications practices in the media industries,
3. be able to critically reflect on media practices and the skills needed within the media industry.

Successful students will typically:

1. present effectively and fluently in a range of communicative styles,
2. develop work that demonstrates the requirements of professionalism in media practice,
3. work independently or in a group showing abilities at different times to listen and contribute.

Module Content:

The module introduces students to a number of specialist fields within the communications industry and illustrates the value of specific communication skills across different sectors. During the module we will explore specialist areas, such as political PR, social campaigning, film marketing, non-broadcast filmmaking, sport, events and sponsorship. Students will also learn how to deal with the press from a corporate point of view and how to create promotional material. The module further allows students to engage with the academic and practical content in a very hands-on manner and provides space for reflection on and critical engagement with the theories behind important transferable and subject specific skills, such as pitching ideas, presenting concepts and managing successful teams.

Pre and Co requisites:

Successful completion of 30 credits of media cultures at level 5 or equivalent

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	70%	30%

Media Cultures

Module name: Media and the Sacred: Religion and Popular Culture

Module code: 6HUM1125

Semester: B

Credits: 15

Module Aims:

1. explore the variety of areas in which media is interlinked with religion,
2. reflect on the way religion is currently presented in the media and the way religion responds to or utilises media,
3. identify emerging debates with regard to online media and religion,
4. recognise the use of religious symbols and structures within media content.

Intended Learning Outcomes:

Successful students will typically:

1. be able to articulate the major theoretical frameworks in the study of religion and media,
2. be able to demonstrate knowledge of the variety of ways in which religion and media co-exist and interact,
3. be able to apply scholarly methods to analyse the connections between religion and media,
4. be able to critically analyse the uses of religious symbolism in a variety of media.

Successful students will typically:

1. be able to present and engage in a range of communicative styles,
2. be able to contribute to the emerging debates on religion and new media.

Module Content:

This module addresses a number of contemporary issues of religion and the media and highlights the relevance of Religious Studies for an understanding of contemporary popular culture. The module shows that media and communication issues are central to the operation of religious groups, the everyday lives of religious people and the transmission of religious beliefs and practices. The use of new media features will be a key topic in this area. Furthermore, religion and spirituality is also a key subject for media portrayal, whether in newspapers, magazines, films, TV or online. In the modern world, people's knowledge of religion increasingly takes place through the media. The module will therefore examine how news media as well as fictional programmes often involve implicit religious presuppositions. It will further look at how religion is mediated and how the media portray and represent religion in general and different religions in particular.

Pre and Co requisites:

Successful completion of 30 credits of Religious Studies or Media Cultures at Level 5, or equivalent

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	70%	30%

New Media Publishing

Module name: Visual Communication

Module code: 4HUM1088

Semester: A

Credits: 15

Module Aims:

1. develop an awareness of visual communication necessary to design for a target audience,
2. develop a broad understanding of the range of skills which may be used with an image-manipulation program,
3. develop an awareness of professional practices.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate a broad understanding of some of the features and capabilities of an imagemanipulation program,
2. be able to demonstrate a broad understanding of the potential of conveying ideas using digital images,
3. be able to demonstrate a broad understanding of on-screen design issues,
- 4 be able to demonstrate an awareness of the potential and restrictions in the use of graphics within an ethical and legal framework.

Successful students will typically:

1. be able to make use of the features and capabilities of an image manipulation program,
2. be able to plan and conceptualise the development of a project using an image manipulation programme,
3. be able to create a website layout using images and text to a client brief,
4. be able to produce accurate documentation of images and other content where appropriate, especially with regard to copyright.

Module Content:

This module provides students with computing and communication skills which will form a basis for future study in New Media Publishing. The module is appropriate for students with little computing experience but it also provides those with prior knowledge with the opportunity of enhancing and extending that knowledge. The module content includes-

1. -the production of a number of images using a graphics package;
2. -the consideration of design issues;
3. -the consideration of the way in which images convey ideas;
4. -the restrictions and potential of using graphics on the Web;
5. -the planning and conceptual development of a graphics project.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

New Media Publishing

Module name: Interactive Media

Module code: 4HUM1089

Semester: B

Credits: 15

Module Aims:

1. develop basic animation skills,
2. develop technical skills within the selected animation software for the creation and manipulation of suitable interactive graphics,
3. increase their awareness of on-screen design issues.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate a broad understanding of some of the features and capabilities of an animation programme,
2. be able to research and plan a suitable interactive animation for a website,
3. be able to demonstrate an awareness of on-screen design issues such as usability, and composition,
4. be able to demonstrate an awareness of the potential and restrictions in the use of resources within an ethical and legal framework.

Successful students will typically:

1. be able to create an effective and attractive interactive media resources,
2. be able to create a storyboard as a part of the planning process,
3. be able to create a basic mobile content as a vehicle for an interactive media.

Module Content:

This module provides students with experience in the creation of interactive media content which should prove useful in subsequent Media modules. The module is appropriate for students with some computing experience who have completed Visual Communication but also provides those with prior knowledge with the opportunity of enhancing and extending that knowledge. The module content includes:

1. the development of interactive animations skills using an animation package
2. storyboarding
3. a further look at on-screen design issues
4. the creation of a basic mobile content as a vehicle for an interactive animation
5. the principles and terminology of interactive media
6. more advanced use of an image manipulation package

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

New Media Publishing

Module name: Magazine Design

Module code: 5HUM1096

Semester: A

Credits: 15

Module Aims:

1. develop an understanding of information design for publishing,
2. design magazines for a target readership,
3. critically evaluate publications available in print or online,
4. make sound judgements in design, based on an understanding of layout principles and appropriate critical and contextual understanding,
5. work within professional, moral and ethical frameworks.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate an understanding of the principles of page layout and their function within the overall information architecture of a publication,
2. be able to effectively design for specific target readership,
3. show an understanding of copyright in relation to online and offline sources and publications.

Successful students will typically:

1. be able to effectively use appropriate layout software to develop magazine page layouts which convey clear ideas and meaning with still images and text,
2. be able to use appropriate software to design publications which comply with industry conventions as well as recognise contemporary developments in typography and style,
3. be able to make sound judgements for design, based on principles and effective research and consideration of chosen target readerships,
4. be able to demonstrate developing confidence in professional skills within a legal and ethical framework.

Module Content:

There is more to magazine design than learning a software package. As well as giving hands-on systematic software training, this module unfolds various aspects of design for the page, including the use of typography, colour and images. The module builds confidence in the design process through presenting a clear understanding of layout and visual conventions, information design and contemporary visual style. Students undertake thorough analysis and evaluation of a range of examples. They are equipped to make sound aesthetic judgements in printed and electronic material. Assessments are real-life publishing projects which engage students in a problem solving process, building experience essential for professional work. By the end of the module students will have developed a portfolio which they can show to a prospective employer.

Pre and Co requisites:

Successful completion of 30 credits of New Media Publishing at level 4, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

New Media Publishing

Module name: App Development

Module code: 5HUM1113

Semester: A

Credits: 15

Module Aims:

1. design and plan for an app development, including the identification of the resources required,
2. explore current practices and research in the field of usability as it applies to mobile app developments.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate an ability to apply critical approaches to the marketing and research for new app development projects,
2. be able to demonstrate a nuanced understanding of the theories underpinning visual communication and interactive media,
3. be able to demonstrate an understanding of the legal and ethical framework for mobile app development.

Successful students will typically:

1. be able to conduct some market research and competitor analysis for a new product,
2. be able to communicate ideas visually and pitch them to a potential investor,
3. be able to develop a specification for the technical product development of a new app.

Module Content:

At the end of this course you will be able to research, plan, and design mock-ups of apps for mobile devices using current software. You will be able to explore the contextual relationship between apps and mobile responsive websites. During the course you will complete market and competitor research for enterprising projects, and develop an understanding of (a) current practice and (b) the user experience through the creation of visual planning for your app. Working as part of a small team, you will conceptualise and develop your own app for pitching to a potential investor.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	70%	30%

New Media Publishing

Module name: Video Feature

Module code: 5HUM1099

Semester: B

Credits: 15

Module Aims:

1. develop a clear understanding of the role of short videos in online publications,
2. use journalistic skills to investigate, research and prepare rich and engaging stories for video,
3. gain technical skills in the making of short films, including use of the camera, audio recording, lighting, video editing and web uploading,
4. work safely in video story production, with professional regard for industry standards in health and safety and risk assessment,
5. work within professional legal, and ethical frameworks.

Intended Learning Outcomes:

Successful students will typically:

1. be able to effectively articulate the elements which make a compelling video story,
2. be able to demonstrate appropriate planning and research for a successful short video story,
3. be able to demonstrate understanding of the legal, and ethical frameworks to which professional journalists, storytellers and video makers adhere.

Successful students will typically:

1. be able to demonstrate competence in the technical skills used in the production, editing and distribution of a short video,
2. be able to work effectively as a member of a team and to have developed confidence in a variety of roles in the making of a short video,
3. be able to demonstrate the management of a project from its design to its completion with effective time management and self-discipline,
4. be able to articulate a personal analysis and reflection on the group creative production process which is typically employed in the media industry.

Module Content:

An important aspect of digital convergence is the use of video by media outlets to spark public dialogue and generate reader participation. This module is designed to give students understanding and skills to make effective videos. Students will look at current practitioners such as Mike Kepka at the San Francisco Chronicle, the New York Times 'Op-Docs' group and the MIT Open Documentary Lab. They will also examine the work of more traditional documentary makers, such as Errol Morris, Kim Longinotto and Nick Broomfield. There is, according to media artist Marilyn Freeman, "a digital storm that won't let up—of cat videos and self-surveillance videos and any thing or moment imaginably filmable". To stand out from the crowd, students must develop media literacy and skills in critical reflection. As there is an art of storytelling, students will be guided towards a clear understanding of the art of digital storytelling.

Pre and Co requisites:

Successful completion of 30 credits of New Media Publishing at level 4, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

New Media Publishing

Module name: New Media Branding

Module code: 5HUM1115

Semester: B

Credits: 15

Module Aims:

1. develop skills of design and visual presentation which demonstrate a consistent brand or identity from the perspective of New Media Publishing,
2. develop an understanding of their own professional identity through the use of visual design,
3. create a set of consistent design styles that can be used in a number of media

Intended Learning Outcomes:

Successful students will typically:

1. show an understanding of basic design principles as they relate to consistency, repetition, alignment and position,
2. demonstrate knowledge of the variety of ways of creating an effective brand or media identity,
3. be able to analyse existing brands and understand what makes them successful,
4. be able to identify and explain the differences between a personal and professional identity in visual media.

Successful students will typically:

1. create a collection of professional documents which reflect a consistent design Identity,
2. show skills in vector graphics and layout packages as they apply to branding and identity,
3. be able to produce a multi-page style guide which outlines the uses of logos, colours, font, text and layout based on basic design principles.

Module Content:

This module is designed to give you knowledge of branding and identity from the perspective of New Media Publishing. Through the use of vector graphics and layout software you will learn to produce a collection of professional documents such as CVs and business cards which have a consistent identity across a number of media platforms. You will also learn about professional branding used by companies and produce their own style guides which apply basic design principles such as consistency, repetition, alignment and position to logos, text and other visual design elements.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

New Media Publishing

Module name: Web Design for Publishing

Module code: 6HUM1137

Semester: AB

Credits: 30

Module Aims:

1. develop an understanding of HTML and CSS in order to produce websites of near or publishable quality,
2. build upon and extend the students' knowledge of web design and have a specialised knowledge of on-line publishing,
3. develop an understanding of the process of planning and documenting a web-based project,
4. take responsibility and be aware of the legal framework used in on-line publishing.

Intended Learning Outcomes:

Successful students will typically:

1. be able to apply a systematic understanding of the knowledge base pertaining to web design into effective problem solving,
2. be able to demonstrate technical knowledge and understanding as it relates to designing website layouts for a target audience,
3. be able to demonstrate an understanding of the legal framework used in on-line publishing.

Successful students will typically:

1. be able to apply an understanding of on-line publishing and improve technical skills into the development of a website project,
2. be able to collate analyse and publish resources for a client's website with consideration of the target audience in terms of usability, accessibility and other online issues,
3. be able to apply presentational skills to the analysis of a client's online requirements and to pitch an idea to the tutor/client,
4. be able to communicate information, ideas, problems, and solutions and degrees of complexity to both specialist and non-specialist audiences.

Module Content:

Students will begin the module by designing a simple website with hyperlinked pages. We will then move on to Dreamweaver for web editing, and using Photoshop as a method of preparing graphics for the web. You will be encouraged to choose real-life projects that can be used later as part of a CV portfolio and shown to prospective employers or admissions tutors. This module will develop and extend your understanding of web design by introducing you to a range of complex web design skills such as: designing for a specific target audience within the constraints of a client's brief. Throughout the course you will be required to reflect upon your practice and be self-critical in your approach.

Pre and Co requisites:

Successful completion of 30 credits of New Media Publishing at level five, or equivalent

Total hours: 300

Assessment:

Exam	Coursework	Practical
0%	90%	10%

New Media Publishing

Module name: The Media Project (only with Web Design)

Module code: 6HUM1145

Semester: AB

Credits: 30

Module Aims:

1. build upon and integrate technical skills acquired at Level 4 and Level 5,
2. develop independent working practices and work with external clients if required by the project,
3. define the parameters of a project and then document the development cycle,
4. produce a creative and/or innovative computer-based project using the appropriate technologies.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate a current understanding of a specialised area of New Media Publishing,
2. be able to demonstrate a systematic understanding of the principles of applying technological solutions to real-life problems,
3. Be able to evaluate the interrelationship of client needs, technological aids and the target user with their own learning goals.

Successful students will typically:

1. be able to apply technical skills in the application of media that meets the specifications defined in a project brief,
2. be able to work effectively on their own and, if appropriate, with external clients,
3. be able to demonstrate the application of knowledge in unfamiliar contexts through the documentation of project planning, execution and evaluation,
4. Be able to demonstrate an awareness of the relevant professional practices and legal framework including copyright,
5. Be able to take responsibility for their own learning and development using reflection and feedback.

Module Content:

Students taking this module define their projects, aims and goals and are encouraged to work with real clients and organisations, as this will provide them with invaluable experience and a useful addition to a CV portfolio. The project should be practical in nature and based on real-world problems. In the past, projects have included the following:

- A fashion magazine
- A promotional video

Pre and Co requisites:

Pre requisite: Successful completion of 30 credits of New Media Publishing at level 5, or equivalent.

Co-requisite: This module is available to students alongside the Web Design for Publishing module.

Total hours: 300

Assessment:

Exam	Coursework	Practical
0%	100%	0%

New Media Publishing

Module name: The Publishing Project (Media and Publishing title only)

Module code: 6HUM1136

Semester: AB

Credits: 30

Module Aims:

1. build upon and integrate technical skills acquired at Level 4 and Level 5,
2. develop independent working practices and work with external clients if required by the project,
3. define the parameters of a project and then document the development cycle,
4. produce a creative and/or innovative computer-based project using the appropriate technologies.

Intended Learning Outcomes:

Successful students will typically:

1. be able to demonstrate a current understanding of a specialised area of New Media Publishing,
2. be able to demonstrate a systematic understanding of the principles of applying technological solutions to real-life problems,
3. be able to evaluate the interrelationship of client needs, technological aids and the target user with their own learning goals.

Successful students will typically:

1. be able to apply technical skills in the application of media that meets the specifications defined in a project brief,
2. be able to work effectively on their own and, if appropriate, with external clients,
3. be able to demonstrate the application of knowledge in unfamiliar contexts through the documentation of project planning, execution and evaluation,
4. be able to demonstrate an awareness of the relevant professional practices and legal framework including copyright,
5. be able to take responsibility for their own learning and development using reflection and feedback.

Module Content:

Students taking this module define their projects, aims and goals and are encouraged to work with real clients and organisations, as this will provide them with invaluable experience and a useful addition to a CV portfolio. The project should be practical in nature and based on real-world problems.

In the past, projects have included

the following:

- A fashion magazine
- A promotional video

Students taking this module define their projects, aims and goals and are encouraged to work with real clients

and organisations, as this will provide them with invaluable experience and a useful addition to a CV portfolio.

The project should be practical in nature and based on real-world problems. In the past, projects have included the following:

- A fashion magazine
- A promotional video

Pre and Co requisites:

Pre requisite: Successful completion of 30 credits of New Media Publishing at level 5, or equivalent.

Co-requisite: This module is available to students alongside the Web Design for Publishing module.

Total hours: 300

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Philosophy

Module name: Reason and Persuasion

Module code: 4HUM0181

Semester: A

Credits: 15

Module Aims:

1. criticise and amend the validity, soundness, cogency and rhetorical expression of their own arguments and those of others.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge and understanding of the basic technical vocabulary of critical thinking, informal logic and rhetoric,
2. demonstrate knowledge and understanding of the rhetorical importance of choosing appropriate vocabulary, tone and genre,
3. demonstrate knowledge and understanding of the ethics of dialogue.

Successful students will typically:

1. display self-conscious awareness of argument form and rhetorical technique in their own work and in the persuasive efforts of others.

Module Content:

We live in a world of persuasion. Advertisers would persuade us to buy their products while politicians press their policies on us. In personal life too, others want us to see things their way. We, of course, want others (colleagues, friends and family) to agree with us, to be persuaded by our arguments. Rhetoric is the art of persuasive speech and writing. It has been studied both for academic interest and for its practical, business and legal usefulness since ancient times. This module will explore the reasons why some persuasive efforts work while others do not. It will develop your ability to judge when you ought to be persuaded by the arguments of others and to present your own views in a way that increases their persuasive force.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
60%	40%	0%

Philosophy

Module name: Philosophy of Film and Literature

Module code: 4HUM1012

Semester: B

Credits: 15

Module Aims:

1. develop knowledge and understanding of certain contemporary issues in the philosophy of film and literature,
2. develop knowledge and understanding of certain philosophically interesting aspects of our engagement with fictions as presented in film and literature,
3. assess the extent to which film and literature is able to represent certain actual and/or possible states of affairs.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge and understanding of at least two topics in the philosophy of film and literature.

Successful students will typically:

1. use relevant terminology/concepts,
2. produce arguments, backed by reasons,
3. be able to apply a philosophical framework in the assessment of: (a) whether particular films and works of literature have successfully represented a certain state of affairs; and (b) whether films and works of literature in general could represent a certain state of affairs.

Module Content:

The central theme of the module is to investigate what it is possible for film and literature to represent. How do we establish what is true in a fiction? Can the impossible happen in fiction? How, if at all, do we manage to engage with fictions that we take to be metaphysically or morally problematic (such as H.G.Wells' *The Time Machine* or Vladimir Nabokov's *Lolita*)? In what sense can film and literature explore not only how things actually are but how things could have been? Is there a difference between what can be represented in film and what can be represented in literature? We tackle these questions by engaging with various films and works of literature to see how they fit within a philosophical framework for thinking about them.

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
60%	40%	0%

Philosophy

Module name: Introduction to Philosophy

Module code: 4HUM0180

Semester: AB

Credits: 30

Module Aims:

- * begin critical analysis of ideas and the examination of assumptions (their own and those of others);
- * develop a basic knowledge and understanding of at least three important areas in philosophy;
- * develop knowledge and understanding of basic philosophical methods and terminology.

Intended Learning Outcomes:

Successful students will typically:

- * be able to demonstrate knowledge and understanding of at least three issues, from such diverse philosophical topics as: ethics, epistemology and the meaning of life.

Successful students will typically:

- * begin to recognise and evaluate arguments in speech and writing;
- * begin to formulate their own critical responses to philosophical questions;
- * begin to present reasoned arguments.

Module Content:

You will gain a basic training in how to read and write essays in philosophy, while exploring perennial questions such as: Can we know right from wrong? How, if at all, can we tell a good act from a bad one? Is ethics merely a matter of personal opinion? What is knowledge? Can we reliably gain it, and if so how? Can we be certain of anything? What is pessimism? Is it justified? Are we really free? Do we need God in order for lives to be truly meaningful?

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

Philosophy

Module name: Philosophy of Mind

Module code: 5HUM0147

Semester: A

Credits: 15

Module Aims:

1. develop knowledge and understanding of a range of approaches to the philosophy of mind,
2. develop knowledge and understanding of key technical terms and concepts in the philosophy of mind,
3. develop knowledge and understanding of the central issues in today's debate over the nature and character of the mind.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge and understanding of at least two approaches within the philosophy of mind.

Successful students will typically:

1. use relevant terminology/concepts,
2. produce arguments, backed by reasons,
3. evaluate critically issues in the philosophy of mind.

Module Content:

What are mental states? How do they relate to human actions? What is consciousness? Is there a real difference between the mental and the physical? This course explores philosophical approaches to understanding the nature of mind which range from dualism to strong forms of materialism. Students will be trained in the use of relevant terminology and will develop their skills in reading, assessing and advancing arguments. Students will be assessed on their knowledge and understanding of at least two approaches/issues in the philosophy of mind, their use of relevant terminology and their ability to produce structured arguments, which anticipate possible replies, in the form of essays.

Pre and Co requisites:

Successful completion of 30 credits of Philosophy at Level Four, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
60%	40%	0%

Philosophy

Module name: Knowledge and Discovery

Module code: 5HUM0335

Semester: A

Credits: 15

Module Aims:

1. develop knowledge and understanding of a range of approaches to contemporary epistemology and various epistemological aspects of the philosophy of science,
2. develop knowledge and understanding of the key terms and concepts employed in the study of contemporary epistemology and various epistemological aspects of the philosophy of science,
3. develop knowledge and understanding of the central issues in debates concerning contemporary epistemology and various epistemological aspects of the philosophy of science.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge of at least two topics in contemporary epistemology and various epistemological aspects of the philosophy of science.

Successful students will typically:

1. use relevant terminology/concepts,
2. produce arguments, backed by reasons,
3. evaluate critically positions within contemporary epistemology and various epistemological aspects of the philosophy of science.

Module Content:

What kind of justification is required to be able to say not just that we believe something but that we know it? Must we be able to cite reasons for believing something before we can be said to know it, or is it enough for those beliefs to have been generated in a reliable way? Must knowledge rest on a foundation that is immune from error, or are beliefs justified by being part of a network of mutually supporting beliefs? We shall discuss the extent to which the particular observations we make give us reason to believe (or disbelieve) general claims about the world and, further, what counts as a good explanation for why that thing has happened. We shall consider not just beliefs about those things we can see with our own eyes but whether there is any reason to believe in those things which we cannot observe directly (e.g., the very small and the very distant).

Pre and Co requisites:

Prerequisite: 30 credits of philosophy at Level Four, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
60%	40%	0%

Philosophy

Module name: Philosophy of Art

Module code: 5HUM0336

Semester: A

Credits: 15

Module Aims:

- * be introduced to various theories and approaches in the philosophy of art;
- * become familiar with some of the defining texts in the philosophy of art;
- * begin to grasp some of the problems and paradoxes related to the philosophy of art.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge and understanding of at least two theories or problems in the philosophy of art.

Successful students will typically:

1. distinguish between classificatory and evaluative approaches to art,
2. critically evaluate theories and problems in the philosophy of art,
3. formulate their own critical responses to theories and problems in the philosophy of art.

Module Content:

We go to museums, read novels, listen to music, talk about art. But what is art? In this module, we survey the main theories of art throughout history, observing as we go along, that while each theory has added to our understanding of art, it has not defined it once and for all. At the end of the survey, we shall ask whether a comprehensive definition is possible, or even necessary to our understanding of art. The survey will take us through passages from authors such as Plato, Aristotle, Tolstoy, Hume, Kant, Collingwood, Wittgenstein, Danto, Dickie and Wollheim. We will ask ourselves: Is art a matter of personal taste or are there intersubjective criteria in the determination of art? Where is the boundary between art and craft? How is art related to morality? Is Tracy Emin's My Bed art; if so, is it good art? What makes anything art?

Pre and Co requisites:

Prerequisite: 30 credits of Philosophy at Level Four, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	70%	30%

Philosophy

Module name: Logic and Philosophy

Module code: 5HUM1111

Semester: A

Credits: 15

Module Aims:

1. introduce students to some issues of philosophical interest concerning logic, and to enable students to begin thinking for themselves about some of these topics in an informed and productive way,
2. give students some of the skills involved in using elements of formal logic.

Intended Learning Outcomes:

Successful students will typically:

1. Demonstrate knowledge and understanding of elements of basic formal logic and its uses
2. Demonstrate knowledge and understanding of the relationship between formal languages and natural languages
3. Demonstrate knowledge and understanding of the philosophically interesting aspects of the systems of logic considered

Successful students will typically:

1. be able to translate between English and the formal system of logic under consideration
2. be able to test arguments for validity and construct simple proofs
3. be able to articulate the philosophically interesting aspects of a given system of logic

Module Content:

Logic and philosophy have been intimately connected since ancient times. Logic provides some conceptual tools which can be very helpful in clarifying ideas and developing convincing arguments. But, as you will see in the module, the ideas and arguments which can be expressed depend on which system of logic is adopted. In learning elements of various systems of logic, we will consider the philosophical issues raised by them. Which ideas can be expressed in logic? Might we lose something in translation when expressing ideas in a logical language rather than in English? Are there any sentences which are neither true nor false? To what extent can logic help in deciding what we should believe in? Many of these issues are at the cutting edge of contemporary philosophy.

Pre and Co requisites:

Successful completion of 30 credits of Philosophy at level four, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Philosophy

Module name: Themes in Plato's Republic

Module code: 5HUM0009

Semester: B

Credits: 15

Module Aims:

1. develop knowledge and understanding of major issues arising from Plato's 'Republic' and related dialogues,
2. develop an understanding of the contemporary relevance of major themes in Plato's 'Republic',
3. develop an understanding of the wider importance in the history of Western philosophy of major themes in Plato's thought, with specific reference to the 'Republic'.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge and understanding of at least two themes in Plato's thought.

Successful students will typically:

1. use relevant terminology/concepts,
2. produce arguments, backed by reasons (e.g. by identifying contextual significance, by considering appropriate objections),
3. contribute to the group design and planning of a presentation,
4. evaluate critically aspects of Plato's thought.

Module Content:

If you could get away with morally unjust behaviour, why should you act morally? What would an 'ideal society' be like? What is the relationship between justice in the individual, and justice in society? This course investigates several major themes in Plato's philosophy. After an introduction to the importance of Socrates and the nature of Socratic enquiry, we shall focus predominantly upon the Republic - one of the most important texts in the history of western thought - in which the above questions are central. The course will aim to show connections between Plato's metaphysics and theory of knowledge, and his ethics, political thought and philosophy of art and literature. Students will develop their skills in reading, assessing and advancing arguments.

Pre and Co requisites:

Successful completion of 30 credits of Philosophy at Level Four, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	70%	30%

Philosophy

Module name: The Right and the Good

Module code: 5HUM0010

Semester: B

Credits: 15

Module Aims:

1. develop knowledge and understanding of the key technical terms and concepts in these theories,
2. develop knowledge and understanding of the application of these ethical theories to applied ethical issues,
3. develop knowledge and understanding of Mill's 'Utilitarianism' and Kant's 'Groundwork of the Metaphysics of Morals'.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge and understanding of at least two essential elements of one of the ethical theories examined in the module.

Successful students will typically:

1. use relevant terminology/concepts,
2. produce arguments, backed by reasons,
3. contribute to the group design and planning of a presentation,
4. evaluate critically aspects of ethical theories.

Module Content:

Is happiness the only thing of value? According to Utilitarianism, my moral duty is to promote happiness. What do we mean by "happiness"? If our moral duty is to promote happiness does this mean that we are justified in adopting any means, including killing, that might promote happiness? Kant is one philosopher who considers that we should value human beings in their own right and this introduces constraints on what we are morally justified in doing. We have duties to assist and also not to harm other human beings. We study these two theories by looking at Mill's 'Utilitarianism' and Kant's 'Groundwork of the Metaphysics of Morals'. Application of these theories to moral dilemmas chosen by students will form the topic of the presentation. For example, is it ever morally right to use violence or terrorism in the pursuit of peace? Should we ever assist anyone to commit suicide?

Pre and Co requisites:

Successful completion of two modules of Philosophy (30 credits) at Level Four or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	70%	30%

Philosophy

Module name: Social and Political Philosophy

Module code: 5HUM1002

Semester: B

Credits: 15

Module Aims:

1. develop knowledge and understanding of a range of approaches to social and political philosophy,
2. develop knowledge and understanding of the key terms and concepts employed in the study of social and political philosophy,
3. develop knowledge and understanding of the central issues in contemporary debates in social and political philosophy.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge of at least two topics in social and political philosophy.

Successful students will typically:

1. use relevant terminology/concepts,
2. produce arguments, backed by reasons,
3. evaluate critically positions held within social and political philosophy.

Module Content:

We tackle fundamental questions concerning how our society should function and what implications this has for the individual. How should goods (e.g. property, services, rights, liberties, power) be distributed in society? On what basis can some people claim ownership of property? Should goods be distributed on the basis of desert, entitlement or some notion of equality? On what basis can someone 'in authority' tell me what (or what not) to do? And if I don't do as they say, on what basis can I be punished for it? What are rights? Do we have them naturally or are they all conferred on us by an institution? Do all humans have rights or are children and/or the mentally impaired to be excluded? Do future generations of people have rights? Can these notions extend to non-human animals or the environment in general? And what are our obligations in each of these cases?

Pre and Co requisites:

Successful completion of 30 credits of Philosophy at level 4 (or equivalent).

Total hours: 150

Assessment:

Exam	Coursework	Practical
60%	40%	0%

Philosophy

Module name: Metaphysics

Module code: 5HUM1003

Semester: B

Credits: 15

Module Aims:

1. develop knowledge and understanding of a range of approaches to metaphysics,
2. develop knowledge and understanding of the key terms and concepts employed in the study of metaphysics,
3. develop knowledge and understanding of the central issues in contemporary debates in metaphysics.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge of at least two topics in metaphysics.

Successful students will typically:

1. use relevant terminology/concepts,
2. produce arguments, backed by reasons,
3. evaluate critically metaphysical positions.

Module Content:

Metaphysics asks the most general questions about the most fundamental features of the world. How should we understand space, time and causation? Does time flow? Does the future already exist? Is space a substance? Is it possible for me to do something now so as to affect what happened in the past? What are things and what does it take for them to persist over time? What is it for things to have properties, such as being red? What are properties? Do they exist in the same way that the things that have them do? What else exists? Does reality extend beyond what is actual?

Pre and Co requisites:

Successful completion of 30 credits of Philosophy at Level 4, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
60%	40%	0%

Philosophy

Module name: Wittgenstein's Philosophy

Module code: 6HUM1005

Semester: A

Credits: 15

Module Aims:

1. develop knowledge and understanding of the central philosophical assumptions that underpin Wittgenstein's philosophy and their influence on contemporary thinking,
2. explore the central themes of the writings of the early and later Wittgenstein,
3. explore the viability of different admissible interpretations of Wittgenstein's approach to philosophy as expressed in his *Tractatus Logico-Philosophicus* and *Philosophical Investigations* (situating these in their historical contexts).

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge and understanding of at least two topics relating to the philosophy of Wittgenstein.

Successful students will typically:

1. demonstrate an ability to interpret Wittgenstein's texts,
2. produce arguments, backed by reason (e.g. by identifying contextual significance, by considering appropriate objections, by anticipating possible replies/consequences),
3. evaluate critically aspects of Wittgenstein's philosophy.

Module Content:

Ludwig Wittgenstein is one of the greatest philosophers of the twentieth century. Much of today's philosophical thinking has been inspired by or has developed in response to his work. His first published work - the *Tractatus Logico-Philosophicus* - provides, for some, an inspiration for powerful anti-metaphysical programmes. For others, it offers refined tools for doing metaphysics in a new, more fertile way. He himself came to reject aspects of his early work. How his approach evolved can only be fully understood by considering his early programme in the light of his second great masterpiece, *Philosophical Investigations*. This module does just that by introducing important aspects of Wittgenstein's philosophy in their historical and ideological contexts. The module will explore a range of topics such as: the nature of language and thought and their relations to reality; meaning and use; understanding and intentionality; following a rule; the possibility of a private language; the nature of philosophy.

Pre and Co requisites:

Successful completion of 30 credits of Philosophy at level 5, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
60%	40%	0%

Philosophy

Module name: Aristotle

Module code: 6HUM0020

Semester: A

Credits: 15

Module Aims:

1. explore the central themes of at least one of Aristotle's central writings,
2. develop an understanding of the influence and contemporary relevance of Aristotle's philosophy,
3. develop knowledge and understanding of Aristotle's general system of thought.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge and understanding of at least two areas of Aristotle's thought.

Successful students will typically:

1. demonstrate an ability to interpret difficult texts,
2. produce arguments, backed by reasons,
3. contribute to the group design and planning of a presentation,
4. evaluate critically aspects of Aristotle's thought.

Module Content:

Is there a method to philosophy? Are we rational animals? Do all living things have a purpose? What is the good life or is there more than one? Is ethics primarily concerned with virtue? These questions, which are still of relevance today, will be explored by an examination of Aristotle's central works.

Pre and Co requisites:

Successful completion of 30 credits of Philosophy at level 5, or equivalent'

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	70%	30%

Philosophy

Module name: Philosophy of Language

Module code: 6HUM0410

Semester: A

Credits: 15

Module Aims:

1. develop knowledge and understanding of a range of approaches to the philosophy of language,
2. develop knowledge and understanding of the key terms and concepts employed in the study of the philosophy of language,
3. develop knowledge and understanding of the central issues in debates concerning the philosophy of language.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge of at least two topics in the philosophy of language.

Successful students will typically:

1. use relevant terminology/concepts,
2. produce arguments, backed by reasons,
3. evaluate critically positions within the philosophy of language.

Module Content:

Marks, sounds and gestures can all have meaning. But what is it for them to have meaning and how do they manage to have it? Is the meaning of my words to be analysed in terms of my intentions to communicate with another or the conventions I subscribe to when using words? In what way is meaning related to truth and my being warranted in asserting what I say? What other things can we do with words than state truths? How should we understand metaphorical uses of language? How do names and descriptions in particular manage to pick out objects in the world? Are some things I say true solely in virtue of the meanings of the words I use? Is there anything that fixes what it is that I do mean when I use words, or is meaning, to some extent, indeterminate? Can a study of language tell us anything about reality?

Pre and Co requisites:

Pre-requisite: at least 30 credits of philosophy at level five (or equivalent).

Total hours: 150

Assessment:

Exam	Coursework	Practical
60%	40%	0%

Philosophy

Module name: Political Philosophy

Module code: 6HUM1094

Semester: A

Credits: 15

Module Aims:

1. develop knowledge and understanding of a range of approaches to political philosophy,
2. develop knowledge and understanding of key technical terms and concepts in political philosophy,
3. develop knowledge and understanding of issues in current debate over the nature and character of political identity and obligation.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge of at least two topics within political philosophy.

Successful students will typically:

1. use relevant terminology/concepts,
2. produce arguments, backed by reasons,
3. evaluate critically issues in political philosophy.

Module Content:

'Politics' and 'policy' both come from polis, the Greek word for 'city', but which more broadly means something like 'the community to which one belongs, in which one has rights and to which one has obligations'. What makes a community? Can any group of people be one? What does it mean to belong to one? Can membership of a community be part of your identity in any deep sense? How can obligations and rights arise from membership of a community? Is such membership always voluntary? These questions arise with special force in connection with citizenship and the state, but they are implicit in any kind of community membership that entails rights, obligations and impinges on your sense of self.

Pre and Co requisites:

Prerequisites: Successful completion of 30 credits of philosophy at level five (or equivalent).

Total hours: 150

Assessment:

Exam	Coursework	Practical
60%	40%	0%

Philosophy

Module name: Philosophy of Psychology

Module code: 6HUM1092

Semester: B

Credits: 15

Module Aims:

1. develop knowledge and understanding of a range of approaches to the philosophy of psychology,
2. develop knowledge and understanding of key technical terms and concepts in the philosophy of psychology,
3. develop knowledge and understanding of the central issues in today's debate over the nature and character of certain important psychological capacities, and the philosophical significance of some key findings in empirical psychology.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge of at least two approaches within the philosophy of psychology.

Successful students will typically:

1. use relevant terminology/concepts,
2. produce arguments, backed by reasons,
3. evaluate critically issues in the philosophy of psychology.

Module Content:

'Blindsighters' can judge with around 90 accuracy whether experimenters are showing them either a cross or a circle, and are able to discriminate colours, despite being completely blind due to a form of brain damage. The job of philosophers of psychology is to settle what this phenomenon, and related ones, means for the nature of the mind. Does it show that blindsighters 'see' colours etc., unconsciously? That would suggest mere perception is insufficient for consciousness, and we must then investigate what must be added to make a percept conscious. Or does blindsight simply demonstrate that there is a completely blind 'visual information system' in humans, operating alongside normal conscious vision? And would that mean conscious vision plays only a secondary role in daily life (is our behaviour somewhat more 'automatic' than we believe)? This module investigates key psychological phenomena and examines philosophical theories as to their significance for the human mind.

Pre and Co requisites:

Prerequisites: Successful completion of 30 credits of philosophy at level five (or equivalent).

Total hours: 150

Assessment:

Exam	Coursework	Practical
60%	40%	0%

Philosophy

Module name: Contemporary Moral Philosophy

Module code: 6HUM0019

Semester: B

Credits: 15

Module Aims:

1. develop knowledge and understanding of at least two approaches to Contemporary Moral Philosophy,
2. develop knowledge and understanding of the key technical terms and problems in Contemporary Moral Philosophy,
3. develop knowledge and understanding of the issues involved in contemporary debates in Moral Philosophy.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge and understanding of at least two issues or approaches in Contemporary Moral Philosophy.

Successful students will typically:

1. demonstrate an ability to interpret difficult texts,
2. produce arguments, backed by reasons,
3. contribute to the group design and planning of a presentation,
4. evaluate critically issues or approaches in Contemporary Moral Philosophy.

Module Content:

What should be the primary focus of ethics? Should we focus on actions or on the character of agents? Students will study different approaches to these questions embodied in contemporary discussions of Kantian Ethics, Consequentialism and Virtue Ethics. This discussion will raise issues such as, do we arrive at moral evaluations by applying principles to particular cases or are moral evaluations more a matter of, for example, a virtuous person's perception of a particular case? What is the relationship between the moral evaluations that we make and the reasons that we give for those evaluations? What are our moral theories based on: shared beliefs about rightness, our moral intuitions, our common sense intuitions about the virtues?

Pre and Co requisites:

Successful completion of 30 credits of Philosophy at level 5, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	70%	30%

Philosophy

Module name: Nietzsche, Genealogy and Morality

Module code: 6HUM0363

Semester: B

Credits: 15

Module Aims:

1. develop knowledge and understanding of some central themes in Nietzsche's philosophy.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate a knowledge and understanding of at least two areas of Nietzsche's thought.

Successful students will typically:

1. be able to demonstrate an ability to interpret difficult texts,
2. produce arguments, backed by reasons,
3. evaluate critically aspects of Nietzsche's thought.

Module Content:

Nietzsche famously claimed that 'God is dead'. But what does he mean by this? What ramifications would the 'death of God' have for morality and human flourishing? What would a 'Nietzschean' view of self and world look like? And what religious responses to Nietzsche's challenge are possible? With these questions in mind, this module investigates key aspects of Nietzsche's thought. Typically, after an introduction to his styles of philosophizing, the 'hermeneutics of suspicion', and his 'moral perfectionism', we shall focus upon his influential critique of morality. We shall investigate his account of resentment, guilt and 'bad conscience', alongside central Nietzschean ideas such as the will to power, eternal recurrence and 'self-overcoming'. We'll also consider some possible critical responses to his worldview. The central text will be *On the Genealogy of Morality*.

Pre and Co requisites:

Successful completion of 30 credits of Philosophy at level 5, or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
60%	40%	0%

Philosophy

Module name: Feminist Philosophy

Module code: 6HUM1095

Semester: B

Credits: 15

Module Aims:

1. develop knowledge and understanding of a range of topics in feminist philosophy,
2. develop knowledge and understanding of key technical terms and concepts in feminist philosophy,
3. develop knowledge and understanding of the central issues in current debates about the nature and practice of philosophy and its intersection with gendered power relations.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge of at least two topics within feminist philosophy .

Successful students will typically:

1. use relevant terminology/concepts,
2. produce arguments, backed by reasons,
3. evaluate critically issues in feminist philosophy.

Module Content:

In the last half-century, feminist criticism has raised questions about the central topics of philosophy that go far beyond its original concern with gender equality and power relations. For example, feminist philosophers brought an emphasis on embodiment and social role that challenged the relevance of the ideal types (ideal reasoner, ideal observer, etc.) of traditional epistemology. These ideas are now debated in mainstream epistemology and philosophy of mind. At the same time, feminism has undergone internal differentiation into (for example) liberal and radical feminisms. Students on this module examine the contribution of feminism to philosophy and critically consider the challenges that feminism poses to the theory and practice of philosophy.

Pre and Co requisites:

Prerequisites: Successful completion of 30 credits of philosophy at level five (or equivalent).

Total hours: 150

Assessment:

Exam	Coursework	Practical
60%	40%	0%

Philosophy

Module name: Philosophy Project

Module code: 6HUM0002

Semester: AB

Credits: 30

Module Aims:

1. develop the discipline required for independent research, under the guidance of a supervisor,
2. explore a given area of topic on philosophy in depth.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge and understanding of their chosen philosophical topic or issue.

Successful students will typically:

1. demonstrate an ability to engage in independent research,
2. prepare and produce an extended written discussion, with evidence of argument,
3. evaluate critically aspects of their chosen topic in philosophy.

Module Content:

You will have the opportunity to develop your research skills through the largely independent study of a particular topic in philosophy of your choice, which must be approved by your supervisor. You will receive guidance from your supervisors in the form of suggestions about reading and about the structure and development of the project. Supervisors also provide critical feedback on material that is submitted. No conditions are placed on the choice of topic, so long as it falls within the general discipline of philosophy, and a member of the philosophy staff has the relevant expertise to provide the appropriate supervision. If you are intending to pursue a project you must identify your area of interest and are required to complete and submit a form by the end of the academic year prior to that in which you intend to begin your project.

Pre and Co requisites:

Requires the successful completion of at least four modules in Philosophy (60 credits) at Level 5 (or equivalent), an average mark of at least a 2.1 standard in all level 5 Philosophy modules taken, the submission of an approved research proposal, and mus

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Philosophy

Module name: Introduction to World Religions

Module code: 4HUM1097

Semester: A

Credits: 15

Module Aims:

1. examine their own and others' assumptions about religion and spirituality,
2. explore some of the central ideas, texts and doctrines of several world religions,
3. understand the historical development and internal varieties of several world religions, treated as living traditions.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge and understanding of some of the central ideas and doctrines of at least two world religions,
2. demonstrate an ability to outline and critically discuss some of the internal varieties at least two world religions,
3. demonstrate knowledge and understanding of the historical development of at least two world religions.

Successful students will typically:

1. demonstrate the ability to recognise and evaluate arguments in writing and speech,
2. begin to formulate their own critical responses to questions about specific religions,
3. demonstrate the ability to develop their own arguments supported by reasons.

Module Content:

What do some of the world's major religions teach about human life? The world's great religions offer a diversity that is richer and more fascinating than people often realise. In this module, you will be introduced to what it means to study religion at university level and to some central ideas, doctrines and practices in several different world religions (typically Judaism, Christianity, Islam and Buddhism). Treating them as living traditions, the module will pay particular attention to the internal varieties of these traditions and the historical development of some of their central ideas, beliefs and practices. For instance, how has Judaism responded to the Enlightenment and the challenges of anti-semitism? How did the distinctively Orthodox, Catholic and Protestant forms of Christianity arise? Is the Sunni-Shia divide in Islam motivated by religious concerns or by political ones? Is Buddhism a secular form of spirituality or a full-blown religion?

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	100%	0%

Philosophy

Module name: Religion and the Contemporary World

Module code: 4HUM1098

Semester: B

Credits: 15

Module Aims:

1. examine their own and others' assumptions about religion and spirituality,
2. understand the diversity of methodological approaches to the study of religion,
3. explore the impact of religious traditions on selected contemporary controversies, and vice versa.

Intended Learning Outcomes:

Successful students will typically:

1. demonstrate knowledge and understanding of diverse theoretical approaches to religion,
2. demonstrate knowledge and understanding of the religious aspects of some contemporary controversies,
3. demonstrate awareness and understanding of the ways in which at least one religious tradition addresses questions arising in the contemporary world.

Successful students will typically:

1. demonstrate the ability to recognise and evaluate arguments in writing and speech,
2. begin to formulate their own critical responses to questions about different theoretical approaches to religion and the religious aspects of some contemporary controversies,
3. demonstrate the ability to develop their own arguments supported by reasons.

Module Content:

Is religion a mental illness or a source of mental health? Is it a tool for political oppression or a tool for liberation? Can it be understood at all from a secular point of view? In this module, we look at the place of religion in the contemporary world. We examine how different academic disciplines (e.g. psychology, political theory, sociology, philosophy, phenomenology, theology) have shaped our contemporary understanding of religion. With this background in place, we consider the way in which religious traditions engage with important contemporary controversies about such issues as gender, sexuality, multiculturalism, the media, war and peace and the environment. In exploring these controversies, we examine questions such as: Is religion inherently sexist? Does it condemn homosexuality? How accurate are media representations of religious groups and their beliefs? Do religious groups have different rights? Does religion promote war or prohibit it? Is religious environmentalism possible?

Pre and Co requisites:

None

Total hours: 150

Assessment:

Exam	Coursework	Practical
50%	50%	0%

Philosophy

Module name: Philosophies of Religion

Module code: 5HUM1087

Semester: A

Credits: 15

Module Aims:

1. appreciate some significant differences and similarities between philosophies of religion in the analytic (Anglo-American), European and Asian traditions,
2. understand several classic texts from these diverse philosophies of religion,
3. grasp the importance of central philosophical questions about religion that arise within these traditions.

Intended Learning Outcomes:

Successful students will typically:

1. show knowledge and understanding of aspects of classic philosophy of religion writings from at least two traditions: analytic (Anglo-American), European and/or Asian,
2. demonstrate understanding of the different religious contexts within which central philosophical questions can arise,
3. illustrate how understanding these different contexts is relevant to answering philosophical questions.

Successful students will typically:

1. use relevant terminology/concepts,
2. begin to interpret difficult texts,
3. produce arguments, backed by reasons,
4. evaluate critically philosophical questions on religion from the perspective of at least two traditions: analytic (Anglo-American), European and/or Asian,
5. contribute to the group design, planning and delivery of a presentation.

Module Content:

This module focuses on the philosophies of religion that arise from the analytic (Anglo-American), European, and Asian (especially Buddhist) traditions. Its primary focus is a body of philosophical texts on religion by classic thinkers from these diverse traditions. Through these writings, you will be invited to consider how such different philosophical perspectives approach a series of questions they have in common, questions such as: What role do happiness and suffering play in religious thinking and practice? What is the relevance of the body and of embodiment to religion? What role is played by experience in religious faith and practice? How do reason and faith relate to each other? What goal is served by religious language? Is there such a thing as a distinctively philosophical approach to religion, given the differences between these diverse traditions?

Pre and Co requisites:

Successful completion of 30 credits of Philosophy or Religious Studies at level 4 or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	70%	30%

Philosophy

Module name: Virtues, Vices & Ethics

Module code: 5HUM1088

Semester: B

Credits: 15

Module Aims:

1. explore the importance of virtues and vices in philosophical and religious ethics,
2. engage critically with classic and contemporary work on specific virtues and vices,
3. appreciate the contribution of both philosophy and religion to the development of thinking about virtues and vices and their role in the 'good life'.

Intended Learning Outcomes:

Successful students will typically:

1. show knowledge and understanding of at least two aspects of classic and/or contemporary philosophical and religious writing on the virtues,
2. be able to demonstrate a detailed knowledge of the nuances of at least two putative virtues,
3. be able to show a familiarity with how different virtues inter-relate.

Successful students will typically:

1. use relevant terminology/concepts,
2. begin to interpret difficult texts,
3. produce arguments, backed by reasons,
4. evaluate critically aspects of philosophical and religious ethics,
5. contribute to the group design, planning and delivery of a presentation.

Module Content:

The primary focus of this module is a body of writing, primarily by contemporary thinkers, on specific personal virtues and corresponding vices. We shall reflect upon such 'everyday' issues as pride, humility, gratitude, love, hope, patience and forgiveness. You will be invited to consider the contribution that both philosophy and religion have made to our understanding of the virtues.

An important part of the module will be to ask, in the light of contemporary writings, what difference religious perspectives might make to secular understandings of the nature of virtue and vice, and the implications of this for what the 'good life' for human beings might be. The module will typically draw on writings from more than one religious tradition.

Pre and Co requisites:

Successful completion of 30 credits of Philosophy or Religious Studies at level 4 or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	70%	30%

Philosophy

Module name: Religion and Modern Thought

Module code: 6HUM1124

Semester: A

Credits: 15

Module Aims:

1. appreciate key developments in religious thought and its dialogue with other discourses from the early modern period to the present day and to identify emerging debates about the status of religion in the contemporary world,
2. understand the shifts in the 'conditions of belief' over this period, owing to such developments as the Enlightenment critique of religion and scientific and historico-critical challenges to scriptural authority,
3. grasp the significance of such movements as liberalism, fundamentalism and feminism to religious belief and practice,
4. understand the 'secularisation hypothesis' and its critics, and the relevance of this for contemporary religious belief and practice.

Intended Learning Outcomes:

Knowledge and Understanding:

Successful students will typically:

1. show knowledge and in-depth understanding of at least two aspects of the relationship between religion and modern thought,
2. demonstrate an awareness of the historical background to the conditions of religious belief,
3. critically evaluate secularisation narratives and related themes.

Skills and Attributes:

Successful students will typically:

1. interpret difficult texts to an appropriate level,
2. produce arguments, backed by reasons,
3. Evaluate critically various aspects of the relationship between religion and modern thought.

Module Content:

Do we live in a 'secular' or 'post-secular' age? What are the prospects for religious and spiritual belief and practice today? Inspired by the work of Charles Taylor, this module traces the 'conditions of belief' from the sixteenth century to the present day. It explores the significance of a shift from a 'God-saturated' world to one in which faith is, often even for the believer, one human possibility amongst others. In tracing the origins of the modern 'secular' worldview, you will explore such topics as: the Reformation and the rise of the 'Protestant ethic'; the Enlightenment critique of religion; scientific and historico-critical challenges to scriptural authority; and the impacts of liberalism, fundamentalism, feminism and religious diversity on religious belief and practice in the west. You will consider the 'secularisation hypothesis' and its critics, and the question of what the options might be for responsible religious belief and practice today.

Pre and Co requisites:

Successful completion of at least 30 credits of Philosophy or Religious Studies at level 5 or equivalent.

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	50%	50%

Philosophy

Module name: Media and the sacred: religion and popular culture

Module code: 6HUM1125

Semester: B

Credits: 15

Module Aims:

1. explore the variety of areas in which media is interlinked with religion,
2. reflect on the way religion is currently presented in the media and the way religion responds to or utilises media,
3. identify emerging debates with regard to online media and religion,
4. recognise the use of religious symbols and structures within media content.

Intended Learning Outcomes:

1. be able to articulate the major theoretical frameworks in the study of religion and media,
2. be able to demonstrate knowledge of the variety of ways in which religion and media co-exist and interact,
3. be able to apply scholarly methods to analyse the connections between religion and media,
4. be able to critically analyse the uses of religious symbolism in a variety of media. Successful students will typically:
 1. be able to present and engage in a range of communicative styles,
 2. be able to contribute to the emerging debates on religion and new media.

Module Content:

This module addresses a number of contemporary issues of religion and the media and highlights the relevance of Religious Studies for an understanding of contemporary popular culture. The module shows that media and communication issues are central to the operation of religious groups, the everyday lives of religious people and the transmission of religious beliefs and practices. The use of new media features will be a key topic in this area. Furthermore, religion and spirituality is also a key subject for media portrayal, whether in newspapers, magazines, films, TV or online. In the modern world, people's knowledge of religion increasingly takes place through the media. The module will therefore examine how news media as well as fictional programmes often involve implicit religious presuppositions. It will further look at how religion is mediated and how the media portray and represent religion in general and different religions in particular.

Pre and Co requisites:

Successful completion of 30 credits of Religious Studies or Media Cultures at Level 5, or equivalent

Total hours: 150

Assessment:

Exam	Coursework	Practical
0%	70%	30%

