

UNIVERSITY OF  
BIRMINGHAM

**Modules Outside  
the Main  
Discipline**

**2017/18**

**Level I**

**(for second year undergraduate student)**

## Contents

INTRODUCTION .....	3
ART HISTORY, CURATING AND VISUAL STUDIES.....	4
EDUCATION AND SOCIAL JUSTICE .....	13
INTERNATIONAL DEVELOPMENT .....	14
LANGUAGES FOR ALL .....	15
MODERN LANGUAGES .....	26
PHILOSOPHY.....	33
POLITICAL SCIENCE AND INTERNATIONAL STUDIES .....	42
SOCIAL POLICY AND SOCIAL WORK .....	48
THEOLOGY AND RELIGION .....	52
INDEX .....	57

## Introduction

### What is a Module outside the Main Discipline?

A Module Outside the Main Discipline (MOMD) is a module in a subject which would not normally be part of your main degree programme, but which you may take, for credit, as part of your study. Schools and Departments across the University open up modules to students from other areas, in a wide range of subjects and disciplines.

### Can I take any of the MOMDs in this booklet?

All MOMDs listed in this booklet are available to students in Year 2 of their programme in 2017/18. However, before you choose your MOMD you should ensure that:

- It does not clash with any core teaching in your home Department or School
- You meet any entry requirements. Some Level I modules can only be taken following a pre-requisite at Level C. These requirements should be listed in the booklet; however, if you are thinking of taking a module in an area very different from your main degree subject, you are advised to check with staff in the relevant School or Department.

### How do I register for my MOMD?

- You may visit or email the School or Department who is running the MOMD. **You must also register your choice with Department or School supplying the MOMD, and notify your home Department or School of the MOMD that you have registered for.**

The modules you will take this year count towards your final degree classification, and it is imperative that you discuss your choice with both your home School or Department and with the staff who teach the module.

**Please note that the information contained in this booklet, particularly timetable details, may be subject to change. For further information regarding timetables, please contact the relevant School or Department.**

## ART HISTORY, CURATING AND VISUAL STUDIES

### An Introduction to Art, Architecture and Design in Fin-de-Siècle Vienna

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
10 24882	Art History, Curating and Visual Studies	10	1

#### Description:

This module will examine art, architecture and design produced in fin-de-Siècle Vienna. It will focus on Secessionist artists such as Gustav Klimt, Egon Schiele and Koloman Moser, and will explore their work in relation to a series of social, cultural, psychological and literary issues using the work of writers such as Arthur Schnitzler and Stefan Zweig, and the sexologists Richard Krafft-Ebing and Otto Weininger. It will provide a deeper understanding of 'modern' Vienna with regards to the changing conditions of the Austro-Hungarian Empire at beginning of the twentieth century.

The impact of design projects by Adolf Loss, Otto Wagner and the Wiener Werkstätte will also be investigated in the context of modernist architecture and design, and with particular reference to the notion of Gesamtkunstwerk. It will critically engage with the concept of 'fin-de-siècle' and ask how this 'phenomenon' may, or may not have, influenced an intense period of artistic production in Vienna and the rest of Europe. Although the course will primarily focus on art, architecture and design, it will also incorporate extracts and discussions on film, music and theatre where relevant.

#### Assessment:

2000 word essay

<b>Timetable:</b>	1 hour lecture per week, Mondays 10-11am	<b>Entrance requirements:</b>	None
-------------------	--	-------------------------------	------

**Staff contact:** Liam Campbell-Cave – [ahcvsadministrator@contacts.bham.ac.uk](mailto:ahcvsadministrator@contacts.bham.ac.uk)

## An Introduction to Victorian Art and the British Empire

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 28866	Art History, Curating and Visual Studies	10	2

### Description:

Over the past 10 years, art historians have increasingly emphasised the centrality of the concept of empire in the production and reception of British art, challenging and expanding the notion of 'British' art. This module explores the relationship between imperialism and art made in Britain and its empire c.1837-1901, examining media such as painting, sculpture, photography, and stained glass, and their new colonial contexts of display; art museums, international exhibitions, and newly built colonial churches. We'll draw on a wide range of primary source material in tandem with approaches from history, post-colonial studies, cultural studies, museology and gender studies to explore how the imperial contexts of art production contribute towards racial and national identities, gender norms, understandings of nature, and religious beliefs. Topics will include art and war, colonial museums, monuments, the depiction of colonised peoples, and travel painting.

### Assessment:

2000 word essay

<b>Timetable:</b>	1 hour lecture per week, Tuesdays 10-11	<b>Entrance requirements:</b>	None
-------------------	---	-------------------------------	------

**Staff contact:** Liam Campbell-Cave – [ahcvsadministrator@contacts.bham.ac.uk](mailto:ahcvsadministrator@contacts.bham.ac.uk)

## **Power, Society, Politics: An Introduction to Religious Art in Northern Europe, c. 1400-1600**

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 24892	Art History, Curating and Visual Studies	10	2

### **Description:**

This module explores the different social and political functions of religious art produced in Northern Europe (France, Germany, Low Countries) from the fifteenth and sixteenth centuries. It will focus in particular on how artists and patrons responded to the changing religious climate at this time, and how religious works of art like altarpieces, reliquaries, and manuscripts were used as means of constructing of power, politics and social identity in times of instability.

Case studies will analyse themes such as: the power and performative nature of images; religious allegory and secular rulers; religion and social identity; and Northern responses to the Council of Trent and the Counter Reformation. Students will be encouraged to draw on the collections of the Barber Institute and Birmingham Art Gallery. By spanning the shift between the late medieval and early modern periods, students will be encouraged to examine and problematise broader questions pertaining to the study of periods and categories such as 'medieval' and 'Renaissance', 'North' and 'South', and 'public' and 'private'.

### **Assessment:**

2000 word essay

<b>Timetable:</b>	<b>Entrance requirements:</b>
1 hour lecture per week, Monday 10-11	None

**Staff contact:** Liam Campbell-Cave – [ahcvsadministrator@contacts.bham.ac.uk](mailto:ahcvsadministrator@contacts.bham.ac.uk)

## Art and its Contexts I

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
10 18600	Art History, Curating and Visual Studies	10	1

### Description:

The module provides a thorough foundation in the historical concepts and categories employed in the analysis of works of art. Examples include: the meaning of style; artistic 'schools'; iconography and symbolism; the meaning of 'genre' and different artistic genres; the distinction between 'fine' and 'applied' art; the figure of the artist.

**Assessment:** 1 x 2,500 word essay

<b>Timetable:</b>	1 hour lecture per week, Thursday 9-10am	<b>Entrance requirements:</b>	None, other than if you took this module (29030) at Level C you are not allowed to take it at Level I
-------------------	--	-------------------------------	---

**Staff contact:** Liam Campbell-Cave – [ahcvsadministrator@contacts.bham.ac.uk](mailto:ahcvsadministrator@contacts.bham.ac.uk)

## Art and its Contexts II

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
10 18603	Art History, Curating and Visual Studies	10	2

### Description:

This module provides an introduction to the various approaches and methods used in the interpretation of works of art, with a particular focus on recent methods and the debates that have been prompted by their application. Examples include: formal analysis; semiology; the social history of art; gender studies; studies of patronage and the art market; biography; the art history survey. These themes are explored in relation to individual artworks that are studied both in reproduction and also in situ, in the Barber Institute.

### Assessment:

2500 word essay

<b>Timetable:</b>	1 hour lecture per week, Thursday 9-10am	<b>Entrance requirements:</b>	None, other than if you took this module (29030) at Level C you are not allowed to take it at Level I
-------------------	--	-------------------------------	---

**Staff Contact:** Liam Campbell-Cave – [ahcvsadministrator@contacts.bham.ac.uk](mailto:ahcvsadministrator@contacts.bham.ac.uk)



## An Introduction to American Art in the 1960s

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 26757	Art History, Curating and Visual Studies	10	2

### Description:

This module consists of an introduction to art practices in America in the 1960s. It examines a range of practices, ranging from post-painterly abstraction and the legacy of abstract expressionism, the rise of pop art, minimalism and post-minimalism, environments and happenings, conceptual art and land art. Covering a crucial decade in art, where traditional modernist definitions of art were overturned, the module considers not only art practices and their but also the critical aesthetic and philosophical debates that accompanied them.

### Assessment:

2000 word essay

<b>Timetable:</b>	1 hour lecture per week, Mondays 4-5pm	<b>Entrance requirements:</b>	None
-------------------	--	-------------------------------	------

**Staff contact:** Liam Campbell-Cave – [ahcvsadministrator@contacts.bham.ac.uk](mailto:ahcvsadministrator@contacts.bham.ac.uk)

## **An Introduction to Renaissance Art in Italy and the Netherlands c.1400-60**

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 24897	Art History, Curating and Visual Studies	10	1

### **Description:**

The module examines Renaissance art in Italy and the Netherlands over the period c.1400-60. It will look at developments especially in Florence by Italian 'founders' of the Renaissance, Donatello, Ghiberti and Masaccio, as well as considering comparable innovations that occurred at the same time in the Netherlands in the works of their Northern contemporaries Van Eyck and Rogier van der Weyden, and it will compare their achievements.

In addition to analysing many individual works in detail, the module will also be exploring the specific connections between Northern and Italian art, as well as the varying conceptions of nature and realism, and of Renaissance and revival; it will consider too the ranges of styles on offer and the most characteristic forms of art works, such as altarpieces and portraits, as well as their differing religious and secular functions and the differing systems of patronage which led to their creation.

### **Assessment:**

2000 word essay

<b>Timetable:</b>	1 hour lecture per week, Tuesday 1-2	<b>Entrance requirements:</b>	None
-------------------	--------------------------------------	-------------------------------	------

**Staff contact:** Liam Campbell-Cave – [ahcvsadministrator@contacts.bham.ac.uk](mailto:ahcvsadministrator@contacts.bham.ac.uk)

## **An Introduction to Under the Red Star: Art and Society in the Soviet Union, 1917-1991**

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 28915	Art History, Curating and Visual Studies	10	1

### **Description:**

The aftermath of the dissolution of the Soviet Union is still acutely felt in Eastern and Central Europe due to the profound symbolic importance its history and its art yields for many inhabitants of the post-soviet space. This module will offer an overview of Soviet art in its greater social and political context, starting from the October Revolution of 1917 and finishing with Gorbachev's reforms and the eventual dissolution of the USSR in 1991. Of particular importance are the periods of the early Soviet avant-garde movement, the industrialisation campaign and its art propaganda, Stalinist and war-time art, post-war reconstruction and the Thaw under Khrushchev in 1950s, the cult of personality and the dissident art and movement. In each case parallels will be drawn between art and the historical events in the Soviet Union and those in the countries of the Eastern Bloc.

### **Assessment:**

2000 word essay

<b>Timetable:</b>	1 hour lecture per week, Tuesday 4-5	<b>Entrance requirements:</b>	None
-------------------	--------------------------------------	-------------------------------	------

**Staff contact:** Liam Campbell-Cave – [ahcvsadministrator@contacts.bham.ac.uk](mailto:ahcvsadministrator@contacts.bham.ac.uk)

## Impressionism and After: An Introduction to Art and Society in Late Nineteenth-Century France

Banner code:	School/Dept:	Credits:	Semester:
09 26712	Art History, Curating and Visual Studies	10	2

### Description:

This module will consider images, techniques and practices by leading innovative artists of the period such as Cassatt, Morisot, Manet, Degas, Seurat, Gauguin, Van Gogh and Cezanne. It will analyse key critical categories (including Impressionism, Neo-Impressionism and Symbolism) and key genres (including landscape painting, the painting of modern life, the nude) whilst linking art and the making of art to a broader visual and institutional culture. Finally, by analysing representation in relation to the key themes of gender, class and ethnicity the module will locate artistic practice within the socio-political terrain of the period.

### Assessment:

2000 word essay

<b>Timetable:</b>	1 hour lecture per week, Monday 3-4	<b>Entrance requirements:</b>	None
-------------------	-------------------------------------	-------------------------------	------

**Staff contact:** Liam Campbell-Cave – [ahcvsadministrator@contacts.bham.ac.uk](mailto:ahcvsadministrator@contacts.bham.ac.uk)

## EDUCATION AND SOCIAL JUSTICE

### Making Culture: New Ways of Reading Things

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
11 25412	Education and Social Justice	20	2

#### Description:

Through object-based learning, understood in its broadest sense, this module will enable students to critically engage with the material world. This course will encourage questions about *things* – what do objects or artefacts mean to people and why? How does their value change over time and place? Which is more important, the object or the research it produces? We will focus on issues around the collection, interpretation and display of material culture; current debates about ‘ownership’, ethics and public engagement; and the impact of new digital technologies.

This module will explore material culture from a variety of perspectives. It will draw on the University’s extensive range of museums, collections and archives and the expertise of arts and science academics and heritage professionals. By the end of the module, students should be able to apply knowledge of the main methods of enquiry from a range of subject areas in order to engage with objects from the University’s museums and collections. Students will also be exposed to a range of critical approaches to the documentation, interpretation, presentation and preservation of material in (and outside of) museums and archives.

The University of Birmingham is home to a diverse cultural offer including – The Barber Institute of Fine Arts, Bramall Music Building, Cadbury Research Library: Special Collections, the Lapworth Museum of Geology, the Research and Cultural Collections – ranging from archaeology to historic sciences instruments- and Winterbourne House and Garden. For more information on the University’s cultural venues and collections:

**Visit:** [www.birmingham.ac.uk/culture](http://www.birmingham.ac.uk/culture)

**Like us on facebook:** [www.facebook.com/CultureUoB](https://www.facebook.com/CultureUoB)

**Follow us on Twitter:** [Culture@UoB](https://twitter.com/Culture@UoB)

#### Assessment:

Reflective Learning Journal (67%) demonstrating the student’s critical reflection on their learning from the module, including that from each of the tasks and from their engagement with the different collections (2000 words)

Portfolio of evidence (33%) showing how the student has engaged with specific tasks in each session linked to specific artefacts and collections (1000 word equivalent)

<b>Timetable:</b>	TBC	<b>Entrance requirements:</b>	None
-------------------	-----	-------------------------------	------

**Staff contact:** [esjundergraduate@contacts.bham.ac.uk](mailto:esjundergraduate@contacts.bham.ac.uk)

## INTERNATIONAL DEVELOPMENT

### Development Theory and Practice

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
07 27659	International Development	20	1 & 2

**Description:**

The module introduces many of the central issues in international development. In particular, it aims to:

- Dispel some of the commonly held myths about developing countries (relentless famine, poverty, misery, etc.).
- Give students an appreciation that in understanding present day development history matters
- Expose students to the key ideas/theories that have informed development studies
- Help students to understand some of the complexities of key themes in development today: aid, corruption, poverty reduction, fragile states, MDGs, and others.

The module has the overall objective of linking theoretical frameworks with the real world policy environment of developing countries. Students will be encouraged to develop the skills necessary to understand, analyse and draw conclusions on the current state of development thinking and its impact on people living in poor countries. Throughout, the emphasis is on students developing an understanding of the evolution of development theories over the last half-century or so and its implications for present day thinking about and policy for development.

**Assessment:**

One written assessment in semester 1 (50%); one written assessment in semester 2 (50%)

<b>Timetable:</b>	Tuesday 2-4	<b>Entrance requirements:</b>	None
-------------------	-------------	-------------------------------	------

**Staff contact:** Tom Hewitt – [t.hewitt@bham.ac.uk](mailto:t.hewitt@bham.ac.uk)

## LANGUAGES FOR ALL

The Institution Wide Language Programme in Languages for All includes a range of MOMD language courses at up to 8 levels. Level I modules for Year 2 students are available from Level 2 (Near Beginners/rusty GCSE) through to Level 8 (equivalent to undergraduate level language study). Alternatively, students may wish to choose a Project or Tandem module as a way to extend their language skills. Students who have not completed the pre-requisite module detailed in the course descriptions below are asked to contact LfA at the e-mail address given to check their entry level is the most appropriate for their progression. Please note that all LfA modules require a minimum number of enrolments to run.

### IWLP Level 2 Language MOMDs

Banner code:	School/Dept:	Credits:	Semester:
09 25285 IWLP French Level 2	Languages for All	20	1 & 2
09 25300 IWLP German Level 2			
09 25182 IWLP Italian Level 2			
09 25232 IWLP Japanese Level 2			
09 25201 IWLP Chinese Mandarin Level 2			
09 25318 IWLP Spanish Level 2			

#### Description:

Level 2 language modules are designed for near-beginners and will build upon the knowledge acquired at Level 1(or its equivalent) by further developing and consolidating the skills of listening, speaking, reading and writing. As grammar rules become more complex, every new structure will be dealt with in depth while some time spent revising and consolidating past knowledge. Structured language will be taught in the context of situations and personalised topics. Simulation materials will be drawn from authentic sources and will be used to improve and to provide stimulus for the development of both productive skills (speaking and writing) and receptive skills (reading and listening).

Teaching is through practical language classes involving both whole-group and small group / pair-work activities with emphasis on communicative settings and including the use of visual aids and audio/video materials from the internet where appropriate.

#### Assessment:

Oral exam (30%) and written examination (70%)

<b>Timetable:</b>	2 hours/week as detailed in the <a href="#">IWLP 2017-18 timetable</a> (available May 2017)	<b>Entrance requirements:</b>	Pass at the appropriate IWLP Level 1 language MOMD or equivalent (as agreed with the appropriate LfA Language Co-ordinator)
-------------------	---	-------------------------------	---

**Staff contact:** Judith Hancock – [lfa@contacts.bham.ac.uk](mailto:lfa@contacts.bham.ac.uk)

## IWLP Level 3 Language MOMDs

Banner code:	School/Dept:	Credits:	Semester:
09 25287 IWLP French Level 3	Languages for All	20	1 & 2
09 25305 IWLP German Level 3			
09 25185 IWLP Italian Level 3			
09 25234 IWLP Japanese Level 3			
09 25206 IWLP Chinese Mandarin Level 3			
09 25321 IWLP Spanish Level 3			

### Description:

Level 3 language modules progress from A1 level on the Common European Framework for language learning and are aimed at the lower-intermediate learner. These modules will consolidate, develop, and extend listening, speaking, reading and writing skills acquired on the previous level. As grammar rules become more complex, every new structure will be dealt with in depth while some time will be spent revising and consolidating past knowledge. Structured language will be taught in the context of situations and personalized topics. Authentic and semi-authentic materials will be used to improve and to provide stimulus for the development of both productive (speaking and writing) and receptive skills (reading and listening). In Chinese and Japanese modules, more Chinese/Japanese Chinese (*Kan-ji*) characters will be introduced in class.

Teaching is through practical language classes involving both whole-group and small group / pair-work activities with emphasis on communicative settings; use of visual aids and audio/video materials from the internet where appropriate.

### Assessment:

Oral exam (30%) and written examination (70%)

<b>Timetable:</b>	2 hours/week as detailed in the <a href="#">IWLP 2017-18 timetable</a> (available May 2017)	<b>Entrance requirements:</b>	Pass at the appropriate IWLP Level 2 language MOMD or equivalent (as agreed with the appropriate LfA Language Co-ordinator)
-------------------	---	-------------------------------	---

**Staff contact:** Judith Hancock – [lfa@contacts.bham.ac.uk](mailto:lfa@contacts.bham.ac.uk)



## IWLP Level 3 French Distance Learning

**Banner code:**  
09 27023

**School/Dept:**  
Languages for All

**Credits:**  
20

**Semester:**  
1 & 2

### Description:

This course aims at the lower-intermediate learner and will consolidate, develop, and extend listening, speaking, reading and writing skills acquired on IWLP French level 2 or equivalent (post A1, start of A2 in the Common European Framework of Reference). As grammar rules become more complex, every new structure will be dealt with in depth while some time will be spent revising and consolidating past knowledge. Structured language will be taught in the context of situations and personalized topics. Authentic and semi-authentic materials will be used to improve and to provide stimulus for the development of both productive (speaking and writing) and receptive skills (reading and listening). Online material, seminars, tutorials and discussions are used to achieve the objectives of this module.

### Assessment:

Oral exam (30%) and written examination (70%)

### Timetable:

Distance Learning format delivered through Canvas. Students are expected to cover one course unit each week in University term time, equating to approximately 100 hours of study

### Entrance requirements:

Pass at IWLP French Level 2 MOMD or equivalent (as agreed with the Module Convenor)

**Staff contact:** Valérie Leick – [V.Leick@bham.ac.uk](mailto:V.Leick@bham.ac.uk)

## IWLP Level 4 Language MOMDs

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 25289 IWLP French Level 4	Languages for All	20	1 & 2
09 25307 IWLP German Level 4			
09 25189 IWLP Italian Level 4			
09 25209 IWLP Chinese Mandarin Level 4			
09 25323 IWLP Spanish Level 4			

### Description:

Level 4 language modules progress from GCSE level and are aimed to the Intermediate level learner by consolidating, developing, and extending listening, speaking, reading and writing skills acquired at Level 3. Receptive and productive skills will be developed within a range of contexts in the target language by the use of authentic materials, text and practice books, etc. Structured language will be taught in the context of situations and personalised topics and you will begin to cope with a variety of less predictable real life situations. In the Chinese module, further Chinese characters will be introduced throughout the course.

Teaching is through practical language classes involving both whole-group and small group / pair-work activities with emphasis on communicative settings; use of visual aids and audio/video materials from the internet where appropriate.

### Assessment:

Oral exam (30%) and written examination (70%)

<b>Timetable:</b>	2 hours/week as detailed in the <u><a href="#">IWLP 2017-18 timetable</a></u> (available May 2017)	<b>Entrance requirements:</b>	Pass at the appropriate IWLP Level 3 language MOMD; or equivalent as (agreed with the appropriate LfA Language Co-ordinator)
-------------------	--	-------------------------------	--

**Staff contact:** Judith Hancock – [lfa@contacts.bham.ac.uk](mailto:lfa@contacts.bham.ac.uk)

## IWLP Level 4 French Distance Learning

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 28183	Languages for All	20	1 & 2

### Description:

This module caters for Intermediate learners of French and will consolidate, develop, and extend listening, speaking, reading and writing skills acquired at IWLP French Level 3 or equivalent (post A1, middle of A2 in the Common European Framework of Reference). Receptive and productive skills will be developed within a range of contexts in the target language by the use of online authentic and semi authentic materials. Structured language will be taught in the context of situations and personalised topics and you will begin to cope with a variety of less predictable real life situations.

### Assessment:

Oral exam (30%) and written examination (70%)

<b>Timetable:</b>	Distance Learning format delivered through Canvas. Students are expected to cover one course unit each week in University term time, equating to approximately 100 hours of study	<b>Entrance requirements:</b>	Pass at IWLP French Level 3 MOMD or equivalent (as agreed with the Module Convenor)
-------------------	---	-------------------------------	---

**Staff contact:** Valérie Leick – [V.Leick@bham.ac.uk](mailto:V.Leick@bham.ac.uk)

## IWLP Level 5 European Language MOMDs

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 25291 IWLP French Level 5	Languages for All	20	1 & 2
09 25309 IWLP German Level 5			
09 25325 IWLP Spanish Level 5			

### Description:

Level 5 language modules aim to further develop and extend listening, reading, speaking and writing skills acquired at Level 4 or at AS-level. It caters for students at a higher intermediate level (who have reached A2 in the Common European Framework of Reference). More emphasis will be put on developing learning strategies and debating skills. You will learn to cope with a variety of less predictable real-life situations, using a main textbook as well as a range of material from authentic sources: newspapers and magazines, radio and TV programmes and the Internet.

The course content will be delivered in a lively and interactive way, through activities designed to enable you to use the language in context, either in small groups or in pairs.

### Assessment:

Oral exam (40%) and written examination (60%)

<b>Timetable:</b>	2 hours/week as detailed in the <a href="#">IWLP 2017-18 timetable</a> (available May 2017)	<b>Entrance requirements:</b>	Pass at the appropriate IWLP Level 4 language MOMD; or equivalent (as agreed with the appropriate LfA Language Co-ordinator)
-------------------	---	-------------------------------	--

**Staff contact:** Judith Hancock – [lfa@contacts.bham.ac.uk](mailto:lfa@contacts.bham.ac.uk)

## IWLP Level 6 European Language MOMDs

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 25293 IWLP French Level 6	Languages for All	20	1 & 2
09 25311 IWLP German Level 6			
09 25328 IWLP Spanish Level 6			

### Description:

This module aims at the advanced learner of the language. It will further develop and extend listening, reading and writing skills acquired at previous levels or at A-level. Students will acquire a high level of competence in written and oral language including debating skills on less common topics. In addition, a particular emphasis will be put on specific skills like summarizing and report writing. Teaching is through practical language classes involving both whole group and small-group/pair-work activities, aiming at developing all language skills, with emphasis on oral communication. Visual aids, audio/video recordings and the Internet are used routinely.

### Assessment:

Oral exam (40%) and written examination (60%)

<b>Timetable:</b>	2 hours/week as detailed in the <a href="#">IWLP 2017-18 timetable</a> (available May 2017)	<b>Entrance requirements:</b>	Pass at the appropriate IWLP Level 5 language MOMD; or equivalent (as agreed with the appropriate LfA Language Co-ordinator)
-------------------	---	-------------------------------	--

**Staff contact:** Judith Hancock – [lfa@contacts.bham.ac.uk](mailto:lfa@contacts.bham.ac.uk)

## IWLP Level 7 European Language MOMDs

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 25295 IWLP French Level 7	Languages for All	20	1 & 2
09 25314 IWLP German Level 7			
09 25330 IWLP Spanish Level 7			

### Description:

This module aims at the more advanced level student and extends receptive and productive skills to a more sophisticated level. Learning strategies and study methods will be developed to increase independent learning. Students will be exposed to a variety of different types of spoken and written texts. They will increase their awareness and use of different registers. Substantial authentic video and audio material will be used as well as newspaper articles and the Internet in order to enhance students' cultural knowledge of the country where the language is spoken. Teaching is through practical language classes involving both whole group and small-group/pair-work activities, aiming at developing all language skills, with emphasis on oral communication. Visual aids, audio/video recordings and the Internet are used routinely.

### Assessment:

Oral exam (40%) and written examination (60%)

<b>Timetable:</b>	2 hours/week as detailed in the <a href="#">IWLP 2017-18 timetable</a> (available May 2017)	<b>Entrance requirements:</b>	Pass at the appropriate IWLP Level 6 language MOMD or equivalent (as agreed with the appropriate LfA Language Co-ordinator)
-------------------	---	-------------------------------	---

**Staff contact:** Judith Hancock – [lfa@contacts.bham.ac.uk](mailto:lfa@contacts.bham.ac.uk)

## IWLP Level 8 European Language MOMDs

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 26135 IWLP French Level 8	Languages for All	20	1 & 2
09 26139 IWLP German Level 8			
09 29134 IWLP Spanish Level 8			

### Description:

This module aims at students who have already attained a high level of proficiency and extends receptive and productive skills to a highly sophisticated level encompassing several registers. Strategies and study methods will be further developed to increase independent learning. Cultural knowledge of the country where the language is spoken will be enhanced through students' research. Teaching is through practical language classes involving both whole group and small-group/pair-work activities, aiming at developing all language skills, with particular emphasis on oral communication. Conversations, discussions and debates on topical (current) issues will be a constant feature. A wide range of audio-visual resources are used routinely.

### Assessment:

Oral exam (40%) and written examination (60%)

<b>Timetable:</b>	2 hours/week as detailed in the <a href="#">IWLP 2017-18 timetable</a> (available May 2017)	<b>Entrance requirements:</b>	Pass at the appropriate IWLP Level 7 language MOMD or equivalent (as agreed with the appropriate LfA Language Co-ordinator)
-------------------	---	-------------------------------	---

**Staff contact:** Judith Hancock – [lfa@contacts.bham.ac.uk](mailto:lfa@contacts.bham.ac.uk)

## LI IWLP Tandem Language Learning

Banner code:	School/Dept:	Credits:	Semester:
09 26280 Tandem Learning French and English	Languages for All	20	1 & 2
09 26282 Tandem Learning German and English			
09 26278 Tandem Learning Spanish and English			
09 26288 Tandem Learning Japanese and English			

### Description:

Students can take one of the following foreign languages in combination with English: French, German, Japanese or Spanish. The only condition is that each of the learners in the 'tandem' learning partnership is a native speaker of that language.

This module aims at developing students' spoken and written proficiency as well as their intercultural awareness and to support them in the acquisition of independent learning skills. Students will work collaboratively with a native speaker partner for at least two hours per week, using bilingual independent learning material developed by Languages for All staff for this purpose. They will be expected to exercise responsibility for the organisation of their own learning, including negotiating objectives, time management, monitoring of progress, maintaining contact with their partner and seeking and providing correction. They will be required to sign a learning contract to this effect and to keep a learner diary.

### Assessment:

1 speaking assignment at the end of each semester (approx. 15 minutes) (40%); Completion of a Learner Diary in each semester (40%); One 1000-word report as evidence of the student's capacity for independent learning (15%); self-assessment (2.5%); peer-assessment (2.5%)

<b>Timetable:</b>	No fixed timetable. At least 20 hours in each semester, 2 hrs/week, 1 hr in each language. Students have individual and group contact with the tutor at various points in each semester	<b>Entrance requirements:</b>	High Intermediate or Advanced language skills in the target language. Suitability to be agreed with the appropriate LfA Language Co-ordinator (details below).
-------------------	---	-------------------------------	---

<b>Staff contact:</b>	French – Valerie Leick ( <a href="mailto:V.Leick@bham.ac.uk">V.Leick@bham.ac.uk</a> ) German – Dietmar Wozniak ( <a href="mailto:D.Wozniak@bham.ac.uk">D.Wozniak@bham.ac.uk</a> ) Spanish – Nieves Diaz Cueva ( <a href="mailto:N.Diazcueva@bham.ac.uk">N.Diazcueva@bham.ac.uk</a> ) Japanese – Fumitsugu Enokida ( <a href="mailto:f.enokida@bham.ac.uk">f.enokida@bham.ac.uk</a> )
-----------------------	---



## IWLP Language Project MOMDs

Banner code:	School/Dept:	Credits:	Semester:
09 25220 IWLP French Language Project	Languages for All	20	1 & 2
09 25297 IWLP German Language Project			
09 25312 IWLP Spanish Language Project			

### Description:

Students will work autonomously on the production of a short newspaper, magazine or other publication in the target language. The group will meet once every two weeks for tutorials to concentrate on their writing skills and practise their spoken language. Students are expected to see their supervisor regularly for individual help. Students can select a theme / topic for their publication and thus develop different styles of writing and manipulate vocabulary relevant to their specialisation. It will also allow students to gain knowledge of their specific subject area. Furthermore, this module aims at enhancing students' ability to express themselves in the target language through the preparation of an oral presentation and viva to be delivered at the end of the course. Students will be encouraged to take part in the 'Conversation Exchange Scheme' or the 'Buddy Scheme' to team up with a native speaker of their target language.

### Assessment:

Written Project (4000 words) 60%; Viva 40%

<b>Timetable:</b>	Fortnightly meetings by arrangement with project supervisor	<b>Entrance requirements:</b>	Pass at the appropriate IWLP Level 5 (or higher) language MOMD or as agreed with the appropriate LfA Language Co-ordinator
-------------------	---	-------------------------------	--

<b>Staff contact:</b>	French – Sophie Gavrois ( <a href="mailto:S.Gavrois@bham.ac.uk">S.Gavrois@bham.ac.uk</a> ) German – Dietmar Wozniak ( <a href="mailto:D.Wozniak@bham.ac.uk">D.Wozniak@bham.ac.uk</a> ) Spanish – Nieves Diaz Cueva ( <a href="mailto:N.Diazcueva@bham.ac.uk">N.Diazcueva@bham.ac.uk</a> )
-----------------------	---

## MODERN LANGUAGES

### European Cinema

**Banner code:**  
09 24355

**School/Dept:**  
Modern Languages

**Credits:**  
20

**Semester:**  
1 & 2

**Description:**

This module will introduce students to the cinemas of France, Germany, Italy and Spain from their origins in the silent era up to the end of the twentieth century. Four teaching blocks will look at: (1) the silent era in France, French cinema of the 1930s and Jean Renoir, the development of 'auteur' cinema in the 1950s and 1960s, 'heritage' cinema in the 1980s and 1990s, and postmodern and 'new realist' cinema of the 1980s and 1990s (2) German silent film in the Weimar Republic, Film under National Socialism, the 'New German Film' of the 1970s (Fassbinder, Herzog etc.) and contemporary developments in German cinema (3) Italian film from neorealism to the contemporary scene, via auteur cinema of the 1960s, (4) Spanish cinema from the Surrealist age on, starting with surrealist films by Luis Bunuel and moving via the topic of 'Cinema and the dictatorship' (1936-1960) to post-Franco films and recent and contemporary directors such as Pedro Almodovar, Julio Medem and Jose Juan Bigas Luna.

Taught in English

**Assessment:**

1 x 2000 word essay, 1 x 2 hour exam (Summer exam period)

<b>Timetable:</b>	Lecture: Thursday 2-3	<b>Entrance requirements:</b>	None
	Seminar: Provisionally either Thursday 3-4 or 4-5pm.		

**Staff contact:** To register your interest please contact [Domlyear2@contacts.bham.ac.uk](mailto:Domlyear2@contacts.bham.ac.uk)

## European Novel

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 24354	Modern Languages	20	1 & 2

### Description:

This module focuses on four major European novels which will be studied in translation. Whilst the main focus of the course is on the four prescribed texts, the lectures and seminars will also explore the author's oeuvre as a whole, the historical and ideological contexts impinging on their work, and general themes such as their place in the European novel tradition, narrative structure, characterisation and psychology. Students are encouraged to explore these contextual approaches to each text and to reflect on the different contributions each text makes to the tradition of the novel.

Taught in English

**Assessment:** One essay 2000 words (40%) and One essay 2000 words (60%)

<b>Timetable:</b>	Tuesday 10-12	<b>Entrance requirements:</b>	None
-------------------	---------------	-------------------------------	------

**Staff contact:** To register your interest please contact [Domlyear2@contacts.bham.ac.uk](mailto:Domlyear2@contacts.bham.ac.uk)

## Beginners Catalan Language (Level C)

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 29299	Modern Languages	20	1 & 2

### Description:

Catalan is spoken in Catalonia, Valencia and the Balearic Islands as well as in Andorra, North Catalonia, the eastern part of Aragon and Alghero (Sardinia).

#### Semester 1:

The three weekly hours are distributed between communicative language and grammar classes (2 hours per week) and a parallel culture hour to develop comprehension skills and to provide an introduction to Catalan literature and culture.

#### Semester 2:

The three weekly hours are distributed between communicative language and grammar classes (2 hours per week) and a text reception and production hour to develop reading and writing skills and promote the development of independent responses to Catalan literature and culture.

The student will also have the opportunity to achieve an extra qualification by taking the International Catalan Language Certificate issued by the Institut Ramon Llull and held at the University of Birmingham

By the end of the module students should be able to:

- demonstrate above threshold level communication skills in Catalan (recommended by the Common European Framework of Reference for Languages)
- read, comprehend, interpret and translate cultural texts and placing them within the wider context of the language and culture of Catalan-speaking territories.

### Assessment:

Oral examination: 10%

Aural examination: 10%

Course work and grammar test: 30%

3 hour examination: 50%

<b>Timetable:</b>	TBC	<b>Entrance</b>	No restrictions. Open to
	3 language classes	<b>requirements:</b>	all.
	per week		

**Staff contact:** To register your interest please contact [Domlyear2@contacts.bham.ac.uk](mailto:Domlyear2@contacts.bham.ac.uk)

## Intermediate Catalan Language

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 29293	Modern Languages	20	1 & 2

### Description:

The intermediate Catalan Course focuses on expanding language skills acquired in the first year, and particularly on consolidating grammar knowledge and further developing oral and written skills in Catalan. The course will also provide an introduction to the study of Catalan literature.

The student will also have the opportunity to achieve an extra qualification by taking the International Catalan Language Certificate issued by the Institut Ramon Llull and held at the University of Birmingham.

3 contact hours per week: 2 hours language (grammar/listening/conversation) and 1 hour literature (grammar/translation). A variety of methodologies from grammar, grammar-translation, linguistic to purely communicative methods are used.

The three weekly hours are distributed between grammar and translation classes and oral work in small groups with a native speaker alongside an introduction to Catalan literary culture. The three hours are fully integrated: topics introduced in the translation and grammar/translation classes are expanded upon in the conversation hour.

By the end of the module students should be able to:

- demonstrate higher than threshold ability in the four language skills in Catalan recommended by Common European Framework of Reference for Languages.
- show ample understanding of the structures of Catalan in order to function effectively in a Catalan-speaking environment.

demonstrate good basic knowledge of Catalan literary culture

### Assessment:

- Oral examination: 10%
- Aural examination: 10%
- Coursework: 30%
- 3-hour written examination: 50%
- Non-assessed periodic pieces of language work.

<b>Timetable:</b>	3 contact hours per week: 2 hours language (grammar/listening/conversation) and 1 hour literature	<b>Entrance requirements:</b>	You must have taken Catalan Level I/ Beginners Catalan
-------------------	---	-------------------------------	--

**Staff contact:** To register your interest please contact [Domlyear2@contacts.bham.ac.uk](mailto:Domlyear2@contacts.bham.ac.uk)

## Beginners Portuguese Language (Level C)

**Banner code:**

09 25262

**School/Dept:**

Modern languages

**Credits:**

20

**Semester:**

1 & 2

### Description:

This module will introduce students to the Portuguese language structure through a variety of classroom activities and will expose them to a range of written and spoken registers of Portuguese Language through a combination of textual and visual elements. Students will be able to develop their comprehension skills, grammar knowledge and vocabulary in order to make an active use of the language. Also, it will provide an introduction to the Portuguese speaking-world culture.

### Assessment:

- Continuous Assessment (written and oral): (50%) comprised of :
  - 2 Essays in Portuguese: (30%)
  - Aural test: (10%)
  - Oral examination: (10%)
- Written exam in April/May: (50%)

### Timetable:

3 hours over Semester 1 and 2: The module will be delivered through a combination of lectures and practical classes, 3 hour per week over semester 1 and 2.

### Entrance requirements:

Open to all. No restrictions.

### Staff contact:

To register your interest please contact [Domlyear2@contacts.bham.ac.uk](mailto:Domlyear2@contacts.bham.ac.uk)

## Intermediate Portuguese Language

**Banner code:**  
09 25266

**School/Dept:**  
Modern languages

**Credits:**  
20

**Semester:**  
1 & 2

### Description:

The module aims to enable students to enhance their skills on reading, writing, speaking and aural comprehension acquired in the first year Portuguese course and to develop their ability to communicate and engage in creative self-expression, using the spoken and written language with confidence.

Students will be exposed to the language through a wide range of exercises in spoken and written registers of Portuguese in order to extend their ability to communicate in Portuguese with confidence within a cultural context.

### Assessment:

- Continuous Assessment (written and oral): 50%. Comprised of:
  - 2 x Text Translation (from and into): 10%
  - 300 Words Essay in Portuguese: 10%
  - Aural test: 10%, Oral exam: 20%
- Written exam in April/May: 50%

### Timetable:

Monday 2-4pm and  
Wednesday 11am-12  
3 hours over  
Semester 1 and 2: 2  
hour language class  
and 1 hour  
translation  
workshop.

### Entrance requirements:

Students must have  
passed 09 25262 LC  
Beginners' Portuguese  
Language or have similar  
level of Portuguese.

**Staff contact:** To  
register your interest  
please contact  
[Domlyear2@contacts  
.bham.ac.uk](mailto:Domlyear2@contacts.bham.ac.uk)

## Colonialism and National Identities of the Lusophone World

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 29792	Modern languages	20	1 & 2

### Description:

Set texts are in Portuguese and the delivery of the module may be in Portuguese

The aim of this module is to explore selected cultural productions (literary and cinematic worlds) which plot the end of the Portuguese dictatorship alongside the emergence of the Carnation Revolution and also the Colonial Wars in Portugal's African countries. This module focuses on how these major historical turning points produce transformations in Portugal and Portuguese speaking-countries' national identities. Students will also analyze themes such as the relationship between Marxism and African nationalist politics in the Colonial War, and the role of feminism and gender politics in these transformations.

### Assessment:

2 x 2500 word essays (50% each)

<b>Provisional</b>	Friday 2-4pm	<b>Entrance</b>	None
<b>Timetable:</b>		<b>requirements:</b>	

**Staff contact:** To register your interest please contact [Domlyear2@contacts.bham.ac.uk](mailto:Domlyear2@contacts.bham.ac.uk)



## PHILOSOPHY

### Experience and Reason: Early Modern Philosophy

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
08 26781	Philosophy	20	1

**Description:**

This module examines the resurgence of philosophical theorizing and debate which took place in Europe in the 1600s and 1700s, alongside the 'scientific revolution'. It focuses on philosophers from the 'Early Modern' period broadly construed: Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and Kant as well as a wide range of less familiar thinkers. We will examine their views on central topics in metaphysics and epistemology, introducing the main themes of the era – particularly those that shaped the landscape of contemporary philosophy. These themes will include:

- Scientific developments and their impact on philosophy.
- Rationalism and empiricism.
- Perception and the external world.
- The nature of substance, properties, modality and causation.
- Personal identity and the self.
- Attitudes to God and religion.

**Assessment:**

2 x 1500 word essays (50% each)

<b>Timetable:</b>	Lecture: Mon. 12-2 Seminars: TBC	<b>Entrance requirements:</b>	Requires 20 credits of Philosophy at Level C.
-------------------	-------------------------------------	-------------------------------	---

**Staff contact:** Jussi Suikkanen – [j.suikkanen@bham.ac.uk](mailto:j.suikkanen@bham.ac.uk)

## Speaking of Things

**Banner code:**  
09 26763

**School/Dept:**  
Philosophy

**Credits:**  
20

**Semester:**  
1

### Description:

When you speak, write or think, your sentences or thoughts are *about* particular constituents of the world. This phenomenon is *reference* and this module examines the most important attempts that philosophers have made to explain it. 20<sup>th</sup> century authors tended to regard this as primarily a question about the relation between certain *words* (nouns) and the objects they pick out, and so the topic provides a natural introduction to philosophy of language. We also refer to objects in *thought*, so reference is an issue for the philosophy of mind (and further, to epistemology, meta-ethics, etc.) as well as one for philosophy of language.

We'll begin with the classic debate between theorists who consider the relation between a word and its referent to be *direct*, and those who hold it to be mediated by something like the speaker's conception of the referent. We'll explore the theories of two important advocates of the latter view – Frege and Russell (each of whose views concern thought as well as language) and we'll assess how they deal with puzzles such as that thrown up by words and thoughts (e.g. of fictional characters) that appear to lack referents altogether. Theories of the Frege/Russell kind were subjected to fierce (and, the orthodoxy has it, fatal) attack in the 1970s and 80s by philosophers such as Kripke and Putnam, and new versions (broadly naturalistic in character) of the direct reference view emerged. We'll examine these debates and assess the new theories. Next we'll turn our attention to semantic externalism, a striking doctrine in the philosophy of mind and language that came to prominence through reflection on that new theory. This is (roughly) the view that the identity of a thought or word-meaning depends on its referent, and so in a sense cannot be wholly constituted by what's going on in a thinker/speaker's brain. Although this thesis belongs to the metaphysics of mind, it has repercussions in epistemology, where philosophers have brought considerations about reference to bear in a new attempt to rebut Cartesian scepticism. If time permits, we'll also consider another issue on the metaphysics/epistemology border: the anti-realism about reference itself which is promoted by advocates of semantic holism such as Quine and Davidson.

### Assessment:

1 x 1500 word essays, 1 x take home exam (50% each)

### Timetable:

Wed. 11-1, Thurs. 12-1

### Entrance requirements:

Requires 20 credits of Philosophy at Level C.

**Staff contact:** Darragh Byrne – [d.byrne@bham.ac.uk](mailto:d.byrne@bham.ac.uk)

## The Ethics of Killing **\*Limited Spaces – only 4 MOMD places available\***

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
08 26826	Philosophy	20	1

### Description:

One of the Ten Commandments is 'Thou shall not kill'. But the Bible doesn't, of course, forbid *all* killing. And few of us, whether we have religious commitments or not, are strict absolutists about the wrongness of killing (people, in other words, who believe that taking a life is categorically never morally permissible). Indeed, most of us believe, at the very least, that it is permissible to kill a culpably wrongful attacker in self-defence to avoid being killed oneself. Someone might say that, while killing is not always wrong, it is always wrong to kill *the innocent*. But is even this true? What, for instance, of the woman who wants to end her pregnancy, thereby killing her fetus? Or the doctor tending to a terminally ill patient who desperately wants to die, but cannot self-administer the lethal dose of morphine that would end his suffering? Or the pilot sent on a bombing raid to destroy an enemy military target, who knows that, if he completes his mission, nearby civilians will unavoidably be caught in the blast? This module examines when killing is wrong, why it is wrong when it is wrong, and how far these moral judgments can and ought to be taken into account in law and policy-making. Topics on which we are likely to focus include abortion, euthanasia and assisted suicide, self-defence, capital punishment, and war.

### Assessment:

1 x 2000 word essay and 1 x 1500 word essay.

<b>Timetable:</b>	Lecture: Fri. 2-4	<b>Entrance requirements:</b>	Requires 20 credits of
	Seminars: TBC		Philosophy at Level C.

**Staff contact:** Jeremy Williams – [j.s.williams@bham.ac.uk](mailto:j.s.williams@bham.ac.uk)

## The Ethics and Politics of Climate Change

**Banner code:**

08 26780

**School/Dept:**

Philosophy

**Credits:**

20

**Semester:**

1

### Description:

Climate Change is one of the greatest ethical challenges faced by us today. Most of the issues surrounding climate change are also highly controversial. This module will begin with a brief introduction to the most up-to-date climate change science. We will then explore the following sorts of ethical and political questions raised by climate change:

- Who should pay the burdens involved in tackling climate change?
- What should we do as individuals about climate change?
- What should governments do? Why have they not acted so far?
- How should we react to the uncertainty and controversy concerning the future course of climate change?
- Who should compensate the victims of climate change?

We will consider the main ethical principles that govern our actions which affect the future generations: the duties of justice and beneficence. We will investigate what these principles require from us when we think about our personal duties with respect to climate change, and the actions that are required from governments. We will also focus on the political problems that make it difficult for governments to act.

We will also consider the economics of climate change and what lessons we can learn from it. Finally, we will also consider how the environment (animals, plants and ecosystems) itself should be taken into account and whether geo-engineering would be a morally permissible way to avoid the harmful consequences of climate change.

The module will be taught by weekly two-hour lectures and weekly one hour small-group seminars. The lectures will introduce the main arguments and views on the topic of the given week. There will be a required reading for each week's seminar. At the seminars, students will work in teams to prepare for short presentations and debates done at the end of the seminar.

### Assessment:

Two 2000 word essays (each 50%).

### Timetable:

Lecture: Tue. 4-6  
Seminars: TBC

### Entrance requirements:

Requires 20 credits of  
Philosophy at Level C.

### Staff contact:

Wouter Peeters - [w.peeters@bham.ac.uk](mailto:w.peeters@bham.ac.uk)

## The Mind-Body Problem

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
08 26762	Philosophy	20	1

### Description:

This module introduces central issues in contemporary philosophy of mind, focusing on the problem of whether our mental experience, especially its subjective character, can be incorporated into the naturalistic, scientific picture of the world. The first part of the course will survey such philosophical theories of the mind as dualism, behaviourism, the identity theory, and functionalism. The second part of the course will look at a more specific question about the nature of our mental states, concerning the nature of mental content: can the contents of our thoughts depend on external factors about which we do not have authoritative knowledge? We will discuss Hilary Putnam's twin earth thought experiment and Tyler Burge's thought experiment for social externalism.

### Assessment:

2 x 1500 word assignments (50% each)

<b>Timetable:</b>	Lecture: Mon. 9-11 Seminars: TBC	<b>Entrance requirements:</b>	Requires 20 credits of Philosophy at Level C.
-------------------	-------------------------------------	-------------------------------	--

**Staff contact:** Maja Spener – [m.spener@bham.ac.uk](mailto:m.spener@bham.ac.uk)

## Elements of Metaphysics

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 26764	Philosophy	20	2

### Description:

Metaphysical questions arise in all areas of philosophy, but they can be slippery and require careful handling. This module aims to equip students with a solid grasp of the core concepts of metaphysics, and an understanding of their logical basis. The goal is to provide a 'metaphysical toolkit' to use when students encounter metaphysical concepts and questions elsewhere in their studies. The exact topics covered will vary from year to year, but may include: the basic concepts of ontology (existence, properties, and identity), modal concepts (possibility, necessity, conditionals, essence, causation and grounding), the nature of logical consequence and necessity, negation and negative facts, and the radical dialetheist position that permits true contradictions.

### Assessment:

2 x 1500 word essays (50% each)

<b>Timetable:</b>	Lecture: Tues. 2-4 Seminars: TBC	<b>Entrance requirements:</b>	Requires 20 credits of Philosophy at Level C.
-------------------	-------------------------------------	-------------------------------	---

**Staff contact:** Nick Jones— [N.k.jones@bham.ac.uk](mailto:N.k.jones@bham.ac.uk)

## Feminist Philosophy

**Banner code:**  
08 26782

**School/Dept:**  
Philosophy

**Credits:**  
20

**Semester:**  
2

### Description:

This module addresses some of the key debates in feminist philosophy. It begins with a general overview of feminism, of the agenda and interests that appear to mark out feminist philosophy in general, and of the breadth and diversity of feminist thought. The course may cover feminist approaches to, among other things, metaphysics, epistemology, philosophy of language, ethics, and political philosophy. Key questions may include:

- What is gender? What is sex? How should these and other social categories be understood?
- How does gender interact with other individual features, such as race, ethnicity, class, and sexuality?
- What are implicit biases and stereotype threat, and what do they mean for how we act and understand the world?
- Do men and women have distinctive ways of knowing? Do traditional accounts of knowledge discount the experience of oppressed groups?
- If knowledge is influenced by gender, how is objective knowledge possible, if at all?
- How should individuals and institutions evaluate and address traditional feminist issues including pornography, prostitution, cosmetic surgery, norms of beauty, standards of sexuality, marriage, the gendered division of labour, and sexual harassment?
- How does gender influence moral and political thinking?

This is a module for anyone who wants to think more about how feminist analysis can contribute to our understanding of ourselves and the social world around us.

### Assessment:

2 x 1500 word essays (50% each)

### Timetable:

Lecture: Wed. 11-1  
Seminars: TBC

### Entrance requirements:

Requires 20 credits of  
Philosophy at Level C

**Staff contact:** Herjeet Marway – [h.marway@bham.ac.uk](mailto:h.marway@bham.ac.uk)

## Logic: Its Limits and Scope

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
08 26792	Philosophy	20	2

### Description:

Is there any way to make a mathematics of reasoning? If so, what would it look like? What would be its scope, and what would be its limits? One set of questions concern the extent to which we can adequately represent the subtleties of natural language reasoning in a regimented, mathematical language. Another is whether we can make a system which gives all and only the right results. We will see that we can accomplish much of what we would hope to, but not all of it.

The structure of the module is as follows. We will begin by reviewing logical argument in English, focusing on the 'propositional connectives' - 'and', 'or', and 'if...then' (which should be familiar from the first-year logic modules). We will then develop, in a fairly careful way, the formal logic of just these connectives, known as propositional logic. We will prove that the system is both 'sound' and 'complete', in roughly the sense that every result given by the logic is right, and every right result for the logic is given by it. We will see, however, that propositional logic can only represent a small fragment of the reasoning that is representable by 'quantificational' or 'first-order' logic, to which you were introduced in first year. We will see how quantificational logic captures the logic of the sub-propositional connectives, 'for all' and 'there is', in addition to capturing the logic of the propositional ones. We will then devote a considerable amount of class time to showing that this system is sound and complete as well, despite its expressive richness, but that it nevertheless has important limitations.

### Assessment:

Six Coursework Problem sets (50%) and one 2-hour exam (50%).

<b>Timetable:</b>	Lecture: Mon. 9-11 Seminars: TBC	<b>Entrance requirements:</b>	Requires 10 credits of formal logic at Level C (e.g. a pass in the LC Formal Logic module delivered by the Dept. of Philosophy, or an equivalent module taken elsewhere).
-------------------	-------------------------------------	-------------------------------	---

**Staff contact:** Salvatore Florio – [s.florio@bham.ac.uk](mailto:s.florio@bham.ac.uk)



**Sex and Ethics \*Limited Spaces – only 4 MOMD places available\***

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 23955	Philosophy	20	2

**Description:**

This module will concern issues in the Philosophy and Ethics of sex. It will cover topics including some of: liberal versus 'traditional' understandings of the function of sex; the harm principle; consent and competence to give it; what laws the state should/may impose relating to sex; the permissibility of contraception, homosexuality, pornography and prostitution. The module employs the topic of sex as a route into fundamental issues in ethics and philosophy concerning liberalism, the law, the nature of ethics and related issues.

**Assessment:**

2 x 1500 word essays (50% each)

<b>Timetable:</b>	Lecture: Tues. 4-6 Seminars: TBC	<b>Entrance requirements:</b>	Requires 20 credits of Philosophy at Level C or A- Level Philosophy or PRE
-------------------	-------------------------------------	-------------------------------	--

**Staff contact:** Iain Law – [i.law@bham.ac.uk](mailto:i.law@bham.ac.uk)

## POLITICAL SCIENCE AND INTERNATIONAL STUDIES

### International Politics & Security in Russia & Eurasia

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
08 23432	Political Science and International Studies	20	1 & 2

**Description:**

This module will examine a range of key issues in the international politics and security of Russia and Eurasia. The course comprises of six thematic blocks, beginning with a survey of the region since the collapse of the Soviet bloc and Cold War and post-Cold War theoretical approaches and current themes in international politics. Other topics covered include: regional security organisations; Russia's relations with Europe, US and China; US and EU policy in Central Asia and the Caucasus; energy politics; state-building and political regimes; conflicts, new wars and non-traditional security issues. Each theme will be explored in relation to specific cases and events in Russia and Eurasia. The course concludes by returning to the theoretical approaches discussed at the start of the course to examine their utility in understanding and explaining political and security dynamics in the region.

**Assessment:**

1 x 2,000 word assessment (50%), 1 x 2 hour Examination (50%).  
Reassessment: 2 hour Examination

<b>Timetable:</b>	TBC	<b>Entrance requirements:</b>	None
-------------------	-----	-------------------------------	------

**Staff contact:** Derek Averre ([D.L.Averre@bham.ac.uk](mailto:D.L.Averre@bham.ac.uk))

## Politics and Policy

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
07 20792	Political Science and International Studies	20	1 & 2

### Description:

This module is interested in studying the 'how' in Lasswell's well-known definition of politics as being 'who gets what, when, how'. Policy can be understood as the product or output of politics. Contemporary examples of public policy include the development of high speed rail links (HS2), cuts in public expenditure, education policy, environmental policy and investment in sport – all are the result of public policy decisions by politicians and bureaucrats.

The module introduces students to ways of understanding how and why such policy is developed by both the traditional institutions of government and more widely, in the era of governance, the wide range of actors influencing the policy decision making process. Indeed, the shift from 'big' government to 'new' governance by and through bureaucracy, networks and partnerships is a key theme throughout the module.

### Assessment:

#### Term One/Two:

Presentation (10%)

#### Term Two:

1 x 1500 assessed work (40%)

#### Term Three:

1 x 2 hour examination (50%)

<b>Timetable:</b>	TBC	<b>Entrance requirements:</b>	None
-------------------	-----	-------------------------------	------

**Staff contact:** Philip Whiteman – [p.whiteman@bham.ac.uk](mailto:p.whiteman@bham.ac.uk)

## Public Choice Theory

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
07 02684	Political Science and International Studies	20	1 & 2

### Description:

This module is a basic introduction to public choice theory. Public choice theory takes some basic ideas of economics and applies them to politics. The economic ideas used are fairly elementary and introduced as part of the module, so no prior knowledge of economics is needed to do well on the module. The module provides an economic analysis of the reasons for the existence of the public sector, and uses a few elementary economic concepts to analyse some key questions concerning central and local government action. What are the origins of government and its fundamental features? What is meant by “market failure” and “government failure”? What light do concepts from very elementary game theory throw on questions of conflict and co-operation? Why might it be rational to be ignorant of parties’ policies in an election? How instructive is it to regard politicians as being akin to firms, but maximising votes instead of profits? Why does income redistribution often flow from the poor to the rich instead of the other way? What motivates bureaucrats? How can the relationship between collective and individual interests be analysed through game theory?

### Assessment:

#### Term One:

1 x 2000 assessed work (50%)

#### Term Three:

1 x 2000 assessed work (50%)

<b>Timetable:</b>	TBC	<b>Entrance requirements:</b>	None
-------------------	-----	-------------------------------	------

**Staff contact:** Peter Watt [p.a.watt@bham.ac.uk](mailto:p.a.watt@bham.ac.uk)

## Contemporary Russian and East European Politics

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
08 12050 & 08 12051	Political Science and International Studies	20	1 & 2

### Description:

The module focuses on contemporary Russia and Ukraine as the two biggest Soviet successor states. Consideration is given to the progress or otherwise for democracy, institutional design, notions of nationhood and "national ideas", spatial politics in Russia and Ukraine as well as tensions between state-building and democratisation in Ukraine. The course also analyses the international dimension: both relations between Ukraine and Russia within the CIS and their respective relations with the West in general, and NATO and the EU in particular. The aim is also to develop an in-depth understanding of the contemporary developments in the two key countries of the former Soviet Union.

### Assessment:

1 x 2000 word essays (50%); 2 hour written exam (50%)

<b>Timetable:</b>	TBC	<b>Entrance requirements:</b>	None
-------------------	-----	-------------------------------	------

**Staff contact:** David White [d.j.white.1@bham.ac.uk](mailto:d.j.white.1@bham.ac.uk)

## European Societies: A Cross-Cultural Perspective

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
08 21809	Political Science and International Studies	20	1 & 2

### Description:

This module introduces students to anthropology through case studies that focus primarily, although not exclusively, on Europe. The module begins with lectures that familiarise students with the origins of the discipline, its specific methodology (ethnographic approach) and central concepts in the discipline ('culture', 'society', 'ethnocentrism' etc). The remaining lectures will use case studies in order to look in detail and comparatively at central domains of social life; producing and consuming (economic activities); controlling and resisting (political relations); believing and celebrating (religion and ritual); and relating and belonging (the anthropology of kinship). Systems of inequality (including globalisation, a topic examined from the local perspective) are also covered. Through these domains of social life, and the case studies which are used as examples, students will also be introduced to different social science theories and the particular ways in which they are used in the anthropological discipline.

### Assessment:

Two 1800 word essays (45% each)  
Four x quiz (2.5% each)

<b>Timetable:</b>	TBC	<b>Entrance requirements:</b>	None
-------------------	-----	-------------------------------	------

**Staff contact:** Deema Kaneff [d.kaneff@bham.ac.uk](mailto:d.kaneff@bham.ac.uk)

## The Cultural Politics of Russia and Eastern Europe

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
08 08434 & 08 08435	Political Science and International Studies	20	1 & 2

### Description:

These linked modules are structured thematically and draw on comparative materials from a range of experiences across Russia, the Soviet successor states and Eastern Europe. The themes covered include: ethnicity, national identity, diaspora and the politics of inclusion/exclusion; popular culture and the media; representation of the East in western Europe, geopolitical identities and the impact of 'westernisation' on post-communist countries. These themes will be prefaced with historical background and discussed in their empirical, discursive and theoretical dimensions.

### Assessment:

2 x 2000 word essays (50% each)

<b>Timetable:</b>	TBC	<b>Entrance requirements:</b>	None
-------------------	-----	-------------------------------	------

**Staff contact:** Kevork Oskanian [OskaniaK@adf.bham.ac.uk](mailto:OskaniaK@adf.bham.ac.uk)

## SOCIAL POLICY AND SOCIAL WORK

### Housing and Communities \*Limited Space\*

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
08 27007	Social Policy and Social Work	20	1 & 2

#### Description:

This module introduces students to the importance of housing as an aspect of both welfare states and markets and as a key resource for communities. Through a broad consideration of housing as a state, market and community good we will consider how and why housing policy has developed, which actors are involved, including market and non-profit sector actors, and how government attempts to shape and regulate an increasingly complex housing system. The evolution of Housing Policy in the UK will be explored, and in particular what social housing is and who it is for, and how social housing is allocated and managed. The module also considers the role of markets on housing, asset-based welfare and 'the right to buy', the impact of marketisation and the Global Financial Crisis, home ownership, house prices, the growth of the private rented housing sector and 'generation rent'. Some wider frameworks are explored including international comparisons of housing sectors.

Linked to current research being undertaken by the Housing and Communities Research Group at the university, this module has a strong emphasis on research based case studies and understanding practical interventions to address housing needs such as youth homelessness in Birmingham, house purchase by first time buyers after the Global Financial Crisis, meeting housing support needs of vulnerable groups, community-led housing and Community Investment.

Students will also have the opportunity to attend Housing and Communities Research Group seminars, held throughout the year.

#### Assessment:

3000 word essay

<b>Timetable:</b>	TBC	<b>Entrance requirements:</b>	None
-------------------	-----	-------------------------------	------

**Staff contact:** [ugsocialpolicy@contacts.bham.ac.uk](mailto:ugsocialpolicy@contacts.bham.ac.uk)



## Managing Health and Social Care \*Limited Space\*

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
08 23489	Social Policy and Social Work	20	1 & 2

### Description:

Semester 1 provides students with an understanding of the process of social policy implementation by statutory and voluntary sectors with respect to health and social care.

Semester 2 provides students with an alternative focus on policy implementation by addressing the role of, and issues faced by, organisations operating in the 'non-profit' area.

### Assessment:

3000 word essay

<b>Timetable:</b>	TBC	<b>Entrance requirements:</b>	None
-------------------	-----	-------------------------------	------

**Staff contact:** [ugsocialpolicy@contacts.bham.ac.uk](mailto:ugsocialpolicy@contacts.bham.ac.uk)

## Poverty, Class and Inequality

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
08 30171	Social Policy and Social Work	20	1 & 2

### Description:

Poverty, class and inequality rest at the very core of social policy, underpinning a range of social problems. Exploring poverty, its definition, its extent and its impacts have been the primary focus of endeavours to improve welfare at local, national and global scale. This module will introduce students to definitions and measurements of poverty, and inequality. It also explores how class interacts with these concepts problematizing some of the assumptions around poverty and class which often suggest they are one and the same thing.

The analysis of policy in relation to these issues not only explores how poverty and class are conflated but also specific efforts to ameliorate the consequences of poverty whilst reinforcing common perceptions of class in public attitudes and media narratives of these social phenomena.

### Assessment:

60% Collaborative Writing project (approx. 1500 words per student)  
 20% Peer assessment of collaborative writing project (individual) (500 words)  
 20% consultation paper response (individual) (1500 words)

Formative: annotated bibliography, short collaborative writing piece and feedback on first draft of consultation response

<b>Timetable:</b>	Monday 2-4	<b>Entrance requirements:</b>	None
-------------------	------------	-------------------------------	------

**Staff contact:** [ugsocialpolicy@contacts.bham.ac.uk](mailto:ugsocialpolicy@contacts.bham.ac.uk)

## Gender and Sexuality

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester :</b>
08 25778	Social Policy and Social Work	20	1 & 2

### Description:

In this module you will study theories of gender relations and key tenets of feminist theory in the first half of the module. Gender difference and the translation of difference into inequality will be addressed. Theory will be applied to a range of substantive areas including the gendering of the private/public spheres, postfeminism, gender identity, masculinity, gendered intersections with class and ethnicity, the body and gender and social change. In the second half of the module theories of sexuality will be examined and explored in relation to a range of substantive topics including heterosexuality, same sex sexualities, the politics of sexuality; the sexualisation of culture, and the intersection of race and desire. While its disciplinary focus is sociology the module will draw substantially from gender studies, feminist theory, lesbian and gay studies, Queer theory and cultural studies.

### Module Objectives & Skills

By the end of this module students will be able to:

- 1) Demonstrate a broad understanding of the relationship between gender and sexuality.
- 2) Critically evaluate the main theories of gender and sexuality.
- 3) Apply theoretical concepts to a range of substantive areas.
- 4) Research a specific topic, undertake an in depth analysis and write this up in a scholarly fashion.

### Assessment:

This module will be assessed by one essay (3000 words) worth 50% of your final grade and one three-hour exam worth 50% of your final grade.

**Timetable:** TBC                      **Entrance requirements:** None

**Staff contact:** [ugsocialpolicy@contacts.bham.ac.uk](mailto:ugsocialpolicy@contacts.bham.ac.uk)

## THEOLOGY AND RELIGION

### Religion and the Arts

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 28496	Theology and Religion	10	2

**Description:**

This module will assess the importance and significance of art in its many different forms as a tool for communication, interpretation and critique of religious and theological ideas and ideologies. It will focus on a range of artefacts, including works of fine art, stained glass, sculpture, literature, film and music, and upon buildings and architectural features, offering and introduction to the development of religious art and seeking to read a range of works from the perspectives of different religions. Students will learn how to read and appreciate such artefacts as theological resources as well as cultural ones, and reflect upon issues such as what it is that makes art religious and how cultural outputs and artefacts can have spiritual impact.

**Assessment:**

2500 word essay (100%) or artwork with attached critical commentary of 750 words

<b>Timetable:</b>	Tues. 2-4	<b>Entrance requirements:</b>	None
-------------------	-----------	-------------------------------	------

**Staff contact:** Karen Wenell [k.j.wenell@bham.ac.uk](mailto:k.j.wenell@bham.ac.uk)

## Women in Islam

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 17452	Theology and Religion	10	1

### Description:

The module examines the position of women in Islam, dealing in particular with their legal and social status and religious rights, by analysing the institutions of education, marriage, inheritance, divorce and family life, as well as political engagement. Special attention will be given to the different religious interpretations concerning Muslim women's roles in private and public life, from a range of approaches, such as conservative, modernist and feminist perspectives. In particular, comparisons of practices and customs which affect the position and role of women in various Muslim societies will be explored and critically evaluated. Specific issues will be discussed during the module which affect Muslim women, such as domestic and societal violence against women, FGM, dress codes, forced marriage, and honour killings. The views of key feminist writers and scholars will also be highlighted.

### Assessment:

3000 word essay (100%)

<b>Timetable:</b>	Tues. 10-12	<b>Entrance requirements:</b>	None
-------------------	-------------	-------------------------------	------

**Staff contact:** H Jawad [h.a.jawad@bham.ac.uk](mailto:h.a.jawad@bham.ac.uk)

## Auschwitz in History and Memory

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 28668	Theology and Religion	20	2

### Description:

Topics covered relating to KZ Auschwitz may include the evolution and multi-functionality of the site; the experience of non-Jews (Poles, Sinti and Roma, Soviet POWs and British POWs); gendered experiences; the nature of survival in KL Auschwitz; the nature and extent of resistance; the Sonderkommando in Auschwitz; perpetrators and perpetrator texts; the difficulties of estimating the number of deportees to KL Auschwitz and those killed there.

Topics covered relating to Auschwitz in memory will focus on the cultural and symbolic 'afterlife' of the site and may include the debate over what 'Auschwitz' means today, both as a physical location/memorial and as a symbol, visual representations of Auschwitz (art, photographs, film); memorialization of the site; the Auschwitz-Birkenau State Museum in Oświęcim with particular reference to its evolution over time, and to permanent and national exhibitions there; Auschwitz as a site of mass/dark tourism, and as a site of pilgrimage and (contested) sacred space.

### Assessment:

1 x 3000 word essay (50%)  
1 x 1 ½ hour exam (50%)

<b>Timetable:</b>	Lecture: Mon. 11-1; Seminar: Tues. 12-1	<b>Entrance requirements:</b>	None
-------------------	--	-------------------------------	------

**Staff contact:** I Wollaston [i.l.wollaston@bham.ac.uk](mailto:i.l.wollaston@bham.ac.uk)

## Islam and the West

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 15061	Theology and Religion	10	2

### Description:

The module explores the background and current interactions between Muslims and the Western world. It explores definitions of the terms 'Islam' and 'the West', and provides an overview of the historical contacts between the Muslim world and the West, assessing their contemporary relationship. The images of Islam and Muslims in the Western context will also be discussed. The module will focus on the impact of 9/11 and the subsequent war on terror and their implications for the relationship between the two cultural and religious contexts. The module will in particular explore contemporary developments in the Muslim world and their impact on future international relations, such as the rise of radical Islamist groups.

### Assessment:

3000 word essay (100%)

<b>Timetable:</b>	Tues. 10-12	<b>Entrance requirements:</b>	Successful completion of 09 24034 LC Introduction to Islam or equivalent
-------------------	-------------	-------------------------------	--

**Staff contact:** H Jawad [h.a.jawad@bham.ac.uk](mailto:h.a.jawad@bham.ac.uk)

## Religion in Contemporary Society

<b>Banner code:</b>	<b>School/Dept:</b>	<b>Credits:</b>	<b>Semester:</b>
09 25111	Theology and Religion	20	1 & 2

### Description:

This module aims to introduce students to current debates within the sociology of religion as they relate to religion and lived faith in the context of contemporary global society in general and British culture in particular, focussing most specifically on urban contexts. It will examine the broader contemporary social context in which religion and the construction of meaning takes place, as well as how religious groups are responding to contemporary social trends and pressures. The module will look at religious culture and traditions from a range of major UK faiths and explore how those faiths interact with each other, considering issues such as:

- the growth and 'settlement' of non-Christian religious communities
- transnational and translocal religious communities
- the spread and diversification of alternative spiritualities
- religion in welfare, education, media, politics and law
- theoretical perspectives on religious change

The module will focus on faith issues such as fundamentalism, identity and the nature of religious community, and engage with the exploration of cultural heritage across several religions and beliefs and cross-cultural comparisons of their practices, traditions and beliefs.

### Assessment:

2 x 2500 word essays (50% each)

<b>Timetable:</b>	Wed. 9-11am	<b>Entrance requirements:</b>	None
-------------------	-------------	-------------------------------	------

**Staff contact:** J Jhutti-Johal ([j.jhuttijohal@bham.ac.uk](mailto:j.jhuttijohal@bham.ac.uk))



## Index

An Introduction to American Art in the 1960s .....	9
An Introduction to Art, Architecture and Design in Fin-de-Siècle Vienna.....	4
An Introduction to Renaissance Art in Italy and the Netherlands c.1400-60.....	10
An Introduction to Under the Red Star: Art & Society in the Soviet Union 1917-1991 ....	11
An Introduction to Victorian Art and the British Empire .....	5
Art and its Contexts I .....	7
Art and its Contexts II .....	8
Auschwitz in History and Memory.....	54
Beginners Catalan Language (Level C) .....	28
Beginners Portuguese Language (Level C).....	30
Colonialism and National Identities of the Lusophone World .....	32
Contemporary Russian and East European Politics .....	45
Development Theory and Practice .....	14
Elements of Metaphysics.....	38
European Cinema .....	26
European Novel .....	27
European Societies: A Cross-Cultural Perspective.....	46
Experience and Reason: Early Modern Philosophy .....	33
Feminist Philosophy.....	39
Gender and Sexuality.....	51
Housing and Communities.....	48
Impressionism and After: An Introduction to Art and Society in Late Nineteenth-Century France .....	12
Intermediate Catalan Language.....	29
Intermediate Portuguese Language .....	31
International Politics & Security in Russia & Eurasia .....	42
Islam and the West.....	55
Languages for All (French, German, Italian, Japanese, Mandarin, Spanish) .....	15-25
Logic: Its Limits and Scope .....	40
Making Culture: New Ways of Reading Things.....	13
Managing Health and Social Care .....	49
Politics and Policy .....	43
Poverty, Class and Inequality.....	50
Power, Society, Politics: An Introduction to Religious Art in Northern Europe, c. 1400- 1600 .....	6
Public Choice Theory .....	44
Religion and the Arts .....	52
Religion in Contemporary Society .....	56
Sex and Ethics .....	41
Speaking of Things .....	34
The Cultural Politics of Russia and Eastern Europe .....	47
The Ethics and Politics of Climate Change.....	36
The Ethics of Killing.....	35
The Mind-Body Problem.....	37
Women in Islam .....	53