Modules Outside the Main Discipline

2015/16

Level H

(for final year undergraduate students)
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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 2015/16. 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. Many Level H modules can only be taken following a pre-requisite at Level C or I. 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.

Can I take a module from the Level I MOMD Handbook?

If you are a student in the third year of your degree, you may take a Level I module. However, you should be aware that, although a MOMD will still count towards your final degree mark if taken at a lower level, it will count as Level I credit. This may have implications regarding your eligibility to be awarded a degree should you not pass the required number of credits at Level H. You must also ensure that you do not take more than 20 credits at a lower level in any given year. Before you take a MOMD at a lower level than your other modules for the year, you should consult staff in your HOME School or Department.

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.
African Popular Culture

Banner code: 09 20437  
School/Dept: African Studies & Anthropology  
Credits: 20  
Semester: 2

Description:
This module examines how the dynamic and vibrant genres of Popular Culture are critical commentaries for ordinary people living in Africa. This course takes a different genre each week, ranging from colonial to present-day Africa, from the bustling city life to remote rural areas, and from countries across the continent. Genres include: music, development theatre, concert parties, blogs and newspaper series, literature, radio, film and tv, and beauty pageants. The course examines how Popular Culture can arise in times of social protest and change, such as during Zimbabwe’s Liberation War or during times of rapid urbanisation in colonial Nigeria. The course also explores how Popular Culture, whether as fashion in urban areas or radio in times of genocide, can impact greatly on people’s lives. Texts and video recordings are studied in order to gain a sense of the aesthetics of these forms and the way their messages are constructed.

Assessment:
Class test (20%), a 1000-word paper (30%), and a 3000-word essay or project (50%).

Timetable: Tuesday 10-12pm  
Entrance requirements: None

Staff contact: Maggie Egginton – m.j.egginton@bham.ac.uk
African Religion and Ritual

Banner code: 09 21048
School/Dept: African Studies & Anthropology
Credits: 20
Semester: 1

Description:
This module may be of particular interest to students taking JH Anthropology programmes. It compares different anthropological approaches to religion and explores a number of key case studies of divination, spirit possession, witchcraft and rites of passage from diverse places across the world. Paying particular attention to religious experience, this course explores how religion goes beyond being a complex of ideas to become a form of social action. Religious movements can be a medium of political resistance, the focus of artistic activity, and a site in which ideas about the self, the person, place, the past and future are crystallised. Examining how religion moulds people’s social worlds and lived experiences, this course discusses the survival of local esoteric knowledge in a globalising world, and the juxtaposition of tradition and modernity.

Assessment:
Class test (20%), a 1000-word paper (30%), and a 3000-word essay or project (50%).

Timetable: Tuesday 10-12pm

Staff contact: Maggie Egginton – m.j.egginton@bham.ac.uk

Atlantic Slavery: West Africa and the Caribbean

Banner code: 09 22696
School/Dept: African Studies & Anthropology
Credits: 20
Semester: 1

Description:
The module will provide an overview of the structure and volume of the transatlantic slave trade and the numbers of people it involved; describe the practices of slave-raiding, slave-trading and slave-owning in selected pre-colonial West African states; explain why the slave trade was abolished; analyse slaves’ experience of the ‘middle passage’; explain the economics of plantation slavery, and explore the social and cultural life of slaves on selected Caribbean islands; analyse slave rebellions on selected Caribbean islands.

Assessment:
2 x 2000 word essays (50% each)

Timetable: Tuesday 3-4 Seminars, 1 hr between 11-2 on Thurs.

Staff contact: Maggie Egginton – m.j.egginton@bham.ac.uk
Caribbean Literature (Poetry)

**Banner code:** TBC  |  **School/Dept:** African Studies & Anthropology  |  **Credits:** 20  |  **Semester:** TBC

**Description:**
Beginning from an examination of stereotypical notions of the Caribbean and the West Indian people, the course considers the ways in which the region’s literature confronts and challenges those prevailing stereotypes. Broad issues like history, exile, race, childhood, identity and notions of gender are explored through an examination of particular texts in the context of an historical overview of Caribbean writing.

Focusing on Caribbean poetry, this course investigates whether traditional notions of literary crafting are relevant to contemporary word-culture from the Caribbean. It examines the themes and forms that writing has developed with regard to the kinds of societies poets have emerged from and engaged with in the post-colonial period. Issues of language, style and audience will be considered.

**Assessment:**
1 x 5000 word assessed essay

**Timetable:**
Tues 12-2 Lecture, Seminars: 1 hour between 2-5 on Thurs.

**Entrance requirements:** None

**Staff contact:** Maggie Egginton - m.j.egginton@bham.ac.uk
Gender and Development

Banner code: 09 20750  
School/Dept: African Studies & Anthropology  
Credits: 20  
Semester: 2

Description:
The course familiarises students with the significance of `gender' as an axis of social and economic differentiation in African societies. Semester 1 focussed on empirical and theoretical studies of African lives and work (social and domestic organisation; production; reproduction; gendered divisions of labour and patriarchy). Initially, the second semester's focus is on policy: how are gender issues incorporated, or not, into policies in African societies (poverty, education, health, nutrition and fertility), while the last three sessions examine the complexities of feminisms in cross-cultural contexts.

Assessment:
2 x 2500 word essays (50% each)

Timetable:  
Mon 1-2, Lecture  
1 hour Seminar on Wed between 11-1pm  

Entrance requirements: None

Staff contact: Maggie Egginton – m.j.egginton@bham.ac.uk
Ghana: State and Society

Banner code: 09 24842  
School/Dept: African Studies & Anthropology  
Credits: 20  
Semester: 2

Description:
Students will engage with some of the most important questions in the field of African History, and find out how these questions might be answered in relation to a specific country, Ghana. Students will establish a chronological framework through the sessions that deal with the reasons for and responses to colonisation, the changing nature of the colonial state, and the emergence and success of anti-colonial nationalist movements. However, whilst Independence in 1957 is often seen as a dramatic break in Ghana’s modern history, this module will also identify elements of continuity into the second half of the twentieth century. Commercial agriculture, labour migration, urbanisation, increased demand for formal education, and changing marital and family relationships were seen as ‘problems’ by both colonial and post-colonial governments. Through a series of individual life histories, students will learn how ‘real’ men and women identified the economic and social opportunities that were open to them, and responded in ways that reflected their changing understandings of what it meant to lead a successful life.

Assessment:
TBC

Timetable:
Tues 3-4. Seminars Thurs 1 hour between 12-2

Entrance requirements: None

Staff contact: Maggie Egginton – m.j.egginton@bham.ac.uk
Rural Livelihoods and Development Interventions in West Africa

Banner code: 09 24296  
School/Dept: African Studies & Anthropology  
Credits: 20  
Semester: 1 & 2

Description:
Within the wider context of globalisation and modernity, and from a variety of conceptual and analytical perspectives, but particularly livelihoods, the module examines changing rural geographies of household, village and regional livelihood systems and processes during the colonial and post-independence periods in the first semester; and assesses 'development' interventions aimed at transforming the rural sector through the agency of state and non-state actors in specific geographical contexts during the second semester.

Assessment:
2 x 1500 word essay (50%) and 1 x 3000 word project evaluation report (50%).

Timetable: Monday 2 – 4pm  
Entrance requirements: None

Staff contact: Maggie Egginton - m.j.egginton@bham.ac.uk

South Africa in the 19th Century

Banner code: 09 18762  
School/Dept: African Studies & Anthropology  
Credits: 20  
Semester: 1

Description:
This module focuses on the interactions of Africans and Europeans in pre-industrial South Africa. We consider (1) the forces that promoted both settler expansion and the consolidation of powerful African States, especially the Zulu Kingdom; and (2) the conflicts that ensued. Topics include the role of missionaries; the implications of land alienation and labour mobilisation; the cultural and social resources of African resistance; and assimilation and segregation as competing European approaches to incorporating Africans within colonial politics. The module concludes with the changes wrought by the discovery of diamonds and gold in the 1870’s and 1880’s.

Assessment:
2 x 2500 word essay or one 5000 word essay

Timetable: Wednesday 9-11  
Entrance requirements: None

Staff contact: Maggie Egginton – m.j.egginton@bham.ac.uk
South Africa in the 20th Century

Banner code: 09 18766  
School/Dept: African Studies & Anthropology  
Credits: 20  
Semester: 2

Description:
This module studies South Africa from the late 19th century to the end of political apartheid in 1994. The emphasis falls equally on the consolidation of settler domination and on the varieties of African initiative and resistance that shaped and challenged white rule and accumulation. Topics include the causes and consequences of the Anglo-Boer War and their relationship to the gold mining industry; the segregationist institutions and policies of the settler dominion from 1910-1939; the meaning and making of apartheid after 1948; black nationalism at home and in exile; and the insurrections, states of emergency and negotiations that produced the new South Africa.

Assessment:
2 x 2500 word essay or one 5000 word essay

Timetable: Wednesday 9-11  
Entrance requirements: None

Staff contact: Maggie Egginton – m.j.egginton@bham.ac.uk

Theory and Ethnography

Banner code: 09 20749  
School/Dept: African Studies & Anthropology  
Credits: 20  
Semester: 1 & 2

Description:
This module covers essential elements of social theory for Anthropology, and anthropological theory for the Social Sciences and Humanities. It provides training in theories and theorists who have influenced anthropological thought and ethnographic research (e.g. Marx, Durkheim, Weber, etc.); and in the historical development of anthropological schools of thought in Britain, the US, and France, from the nineteenth century to the present day.

Assessment:
2 x 2000 word essays 50% each

Timetable: Thursday 4-6pm  
Entrance requirements: None

Staff contact: Maggie Egginton – m.j.egginton@bham.ac.uk
Trajectories of Emancipation

Banner code: 09 24823  
School/Dept: African Studies & Anthropology  
Credits: 20  
Semester: 2

Description:
This module looks at the process of emancipation from slavery in twentieth century Africa. Between the end of the nineteenth and the beginning of the twentieth century European powers legally abolished slavery in their African colonies. In spite of slavery's legal abolition, emancipation was a protracted process in African societies. This module focuses on the agency and experience of slaves and slave descendants. It looks at the legal frameworks of abolition; forced labour and its reform; labour migration and ‘proletarianisation’; the relationship between slave descent, ethnicity, and citizenship; and the gendered aspects of slavery (including concubinage and sexual slavery).

Assessment:
One 3000-word essay (80%); one 1000-word book review (20%)

Timetable: Thursday 9-11
Entrance requirements: None

Staff contact: Maggie Egginton - m.j.egginton@bham.ac.uk
Agency and Morality: Power and Ethics in Policy and Praxis *Limited Space*

Banner code: 08 25987  
School/Dept: IASS  
Credits: 20  
Semester: 1 & 2

Description:
Discussions regarding the (mis)behaviour of individuals and groups have come to occupy a central position in public and academic debates on social policy. These discussions make implicit and explicit assumptions regarding what motivates individuals, what capacity do individuals have to change their behaviour, and to what ends should individual's behaviour be directed? This module will provide students with an opportunity to develop a critical response to these debates regarding agency and morality in Social Policy.

In the first part of the module students will have the opportunity to identify and examine the tactics and strategies employed by the various campaigns, protests, social movements and forms of direct action in social policy. Students will be encouraged to explore what assumptions are being made about the nature of society and change when people engage in campaigns, protest and direct action and what can be learned from such practices?

In the second part of the module, students will further examine a range of theories of agency; critically analyse the conceptions of agency that have underpinned historical and contemporary social policy and examine the social, political and economic factors influencing the construction of agency within contemporary social policies. A particular emphasis will be placed on communicating arguments regarding the role agency and related questions of morality have in attempts to understand and inform social policy.

In sum, the module gives students the opportunity to explore and develop arguments with respect to the degree to which policy actors are able to cope, choose, challenge and or change the context in which they live their lives and the implications this has for the formulation and implementation of social policies

Assessment:
1. A 10 minute multimedia presentation on an historical or contemporary protest / campaign / policy in social policy (40%)
2. A 3 hour examination (60%)

Timetable: Fridays 2-4pm tbc  
Entrance requirements: Social Theory and Social Policy or Modern Sociological Theory

Staff contact: ugsocialpolicy@contacts.bham.ac.uk
Comparative Social policy *Limited Space*

Banner code: 08 21885  
School/Dept: IASS  
Credits: 20  
Semester: 1 & 2

Description:
The study of Social Policy at undergraduate level is designed to enable students to reflect on the ways in which different societies have developed alternative ways of meeting these needs or have, in some cases, done so in discriminatory and/or oppressive ways. This module starts with the question ‘Why do comparative Social Policy?’. It then introduces the analysis of social policy with the examination and assessment of theoretical models which underpin different social policy regimes and moves forward through a discussion of relevant examples to the present using Esping-Andersen’s typology as a foundation and examining this in the light of the work of later critics. During term 1, students are encouraged to develop their own areas of interest and to demonstrate this by means of a short book review.

Assessment:
Book Review (1500 words) (15%); Project Proposal (1500 words) (35%); Project Report (3000 words) (50%)

Timetable: Monday 1-3

Entrance requirements: None

Staff contact: ugsocialpolicy@contacts.bham.ac.uk
**Doing or Not Doing God *Limited Space***

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<td>IASS</td>
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**Description:**
In the last quarter of a century, religion in the social and political spaces has undergone significant change. Increasing religious diversity, changing individual and community identities, new forms of governmental partnership as indeed the impact of global events such as 9/11 have all impacted on different aspects of social policy. For some, religion is seen to be a positive resource, one that has helped to: shape and inform collective and individual morals; create and utilise social capital; and, amongst others, function as a partner to government in tackling a wide range of social problems and ills. On the other, it is seen more problematically as: a divisive force; receiving preferential treatment; going against the values of a secular liberal democracy; and in its more extreme manifestations, as a very real threat to safety and security.

This module seeks to critically explore these and other questions to explore the relationship between religion and social policy. Beginning with a consideration of key terms and ideas, this module will explore the historical role played by religion and religious organisations in the development of many areas of traditional social policy. Focusing on the re-emergence of religion in public life since the mid-1980s, case studies will be used to investigate contemporary policy issues. These might indicatively include: euthanasia; equalities and discrimination; faith schools; citizenship, Britishness and religious identity; religious political engagement; gender and sexual orientation.

**Assessment:**
3,000 word assignment (50%); online portfolio (50%)

**Timetable:**
Thursday 2-4

**Entrance requirements:**
None

**Staff contact:** [ugsocialpolicy@contacts.bham.ac.uk](mailto:ugsocialpolicy@contacts.bham.ac.uk)
From Beveridge to Cameron *Limited Space*

Banner code: 08 26706  
School/Dept: IASS  
Credits: 20  
Semester: 1 & 2

Description:
This module explores developments in the political history of the welfare state from the 1940s to the present day. It will provide a critical overview of key debates in the following period:
- The Conservative led coalition government from 1940-1945
- The Labour governments of Clement Attlee (1945-1951)
- The ‘Modern’ Conservative era (1951-1964)
- The Heath era (1970-1974)
- The Thatcher ‘(counter) revolution’ (1979-1990)
- Conservative consolidation under Major (1990-1997)
- New Labour under Blair and Brown (1997-2010)
- The Cameron-Clegg Coalition government (2010-present day)

Assessment:
One 3,000 word essay (50%) and One three hour examination (50%)

Timetable: Thursday 11-1  
Enterance requirements: None

Staff contact: ugsocialpolicy@contacts.bham.ac.uk
Your Money and Your Life *Limited Space*

Banner code: 08 23837  
School/Dept: IASS  
Credits: 20  
Semester: 1 & 2

Description:
The central theme for this module is the shift in responsibility and risk from the state to the individual in relation to financial security. Whereas in the 1940s and 1950s, the welfare state aimed to provide social security from cradle to grave, the 1980s and 1990s have seen a growing emphasis on individuals to provide for their own financial needs through occupational pensions, home ownership and personal savings. This shift from the state to individual responsibility and risk is particularly problematic at a time of growing economic uncertainty, wealth inequality and demographic change.
The module will consider the role of other actors here, such as the financial services sector, employers and the third sector in relation to financial security. A particular focus will be placed on issues around class, gender and ethnicity in relation to the topics covered. Some international comparisons of systems (i.e. US, Europe) which would help to place the changes in the UK into wider context.
This module will cover a range of topics, such as: saving for retirement - the balance between state and private pensions; home-ownership and the housing market; social insurance versus private insurance; credit and debt; making ends meet; within-household distribution of income and wealth; money over the life course; the generational contract; saving; paying for long-term care; financial capability; financial inclusion; inheritance; wealth inequality; taxation; using up assets; the relationship between money and happiness; asset-based welfare.
As well as taking a critical, academic approach to these issues, students will also be introduced to a range of issues which may increase their own personal financial capability (eg in discussing issues around student debt, home ownership and pensions). We have good links with Student Funding Office in the University and with Birmingham City Council’s Financial Inclusion team. We would hope to draw on these in the delivery of the module, eg in highlighting materials aimed to help students manage money and in arranging off-site visits, eg to a Citizens Advice Bureau, Housing Associations and so on.

Assessment:
One 3,000 word essay (50%) and One three hour examination (50%)

Timetable: Friday 10-12  
Entrance requirements: None

Staff contact: ugsocialpolicy@contacts.bham.ac.uk
Architecture and Decoration in Sixteenth-Century Venice

Banner code: TBC  
School/Dept: Art History, Curating and Visual Studies  
Credits: 20  
Semester: 2

Description:  
The module will examine the architecture and the decoration of public buildings (e.g. the Doge’s Palace; churches and scuole) in Venice and certain Venetian mainland territories during the course of the sixteenth century. It will examine, in particular, how the styles and subject matter changed during the period; chronicle the emergence of new kinds of building (e.g. the villa and new kinds of palace and church); and chart the effects of changing artistic practices. The architects covered will include Sanmicheli (in Verona) and Palladio (in Vicenza) as well as Sansovino (Venice’s official architect); among the artists studied will be Carpaccio, Titian, Veronese and Tintoretto. The module will place special emphasis on artistic traditions and themes that had a particular significance for Venice, and it will make regular reference to primary source material.

Assessment:  
Essay and summer exam

Timetable: tbc  
Entrance requirements: Art History MOMD at levels C or I

Staff contact: Lucy Rowland – lj.rowland.1@bham.ac.uk
Fashioning Flesh and Technology: Modernism and the Body in Germany 1918-1933

Banner code: TBC
School/Dept: Art History, Curating and Visual Studies
Credits: 20
Semester: 1

Description:
This module considers the concept of German Modernism in relation to discourses on real and imagined bodies during the Weimar Republic (1918-1933). Examining a range of works of art, design and film, as well as textual sources, it explores the ways in which some of the defining practices and theories of Modernism revolving around technology, mass culture, and sexuality can be used to understand attitudes towards the body. The module will focus in particular on the representation of the body and
- warfare in relation to debates around prosthetics and war neurosis;
- technology and capitalist modes of production and consumption;
- free body culture: nudity, dance and sport;
- sexual identity through the pioneering work of German Sexologists.

In order to consider such discourses, this module will analyse several art historical moments associated with German Modernism (including Neue Sachlichkeit, Dada and late German Expressionism). Artists such as; Otto Dix; George Grosz; Willi Baumeister; Jeanne Mammen and Martha Hegemann amongst others, will be examined. As well as developing an understanding of the body as a site of complex social and psychological negotiations, students will be encouraged to engage critically with both historical (Freud, Hirschfeld, Schlemmer) and more contemporary theoretical considerations of the body (Foucault, Mosse, Cowan) in order to frame their interpretations of art works. Through emphasis on the body, students will also be asked to question the lasting myth of Weimar Germany as a period of ‘Golden Twenties’ (Gay, Laqueur, Willet), as well as the unproblematic image of German culture as founded on a teleological model ‘cut short’ by the National Socialists.

Assessment:
Essay and summer exam

Timetable: tbc
Entrance requirements: Art History MOMD at levels C or I

Staff contact: Lucy Rowland – l.j.rowland.1@bham.ac.uk
Paris Moderne 1850-1930: Image, Concept, Femininity

Banner code: TBC  
School/Dept: Art History, Curating and Visual Studies  
Credits: 20  
Semester: 1

Description:
The centrality of Paris to the development of modern art is well established and Paris itself has taken on something of a mythical status in histories of modernity. This module explores from an interdisciplinary perspective the emergence and development of Paris between 1850 and 1930 as the focus of modernist cultural activity. Looking at the changing fabric, image and concept of the city, this module investigates ways in which Paris was experienced, conceptualised, made and represented by artists, photographers, urban planners, architects, designers and writers from Emile Zola and Édouard Manet to Eugène Atget, Sonia Delaunay and Walter Benjamin. Moreover, it will consider the significance to contemporaneous and subsequent practitioners of the making of modern Paris in relation the feminine – a city of capital, consumption, seduction, pleasure and the Parisienne. This module is designed to encourage students to understand the making of Paris moderne from a multiplicity of cultural, historical and theoretical perspectives. So, rather than treating the image and fabric of Paris as self-sufficient entities, students will be encouraged also to engage directly with representations of the city in literary and theoretical texts. Topics include: the social, artistic and literary impact and legacy of Haussmannisation; fashioning the Parisienne; poster art and commercialised leisure; exhibiting Paris; Surrealists in the city.

Assessment:
Essay and summer exam

Timetable: tbc  
Entrance requirements: Art History MOMD at levels C or I

Staff contact: Lucy Rowland – l.j.rowland.1@bham.ac.uk
Postcolonial Readings of Contemporary Art

Banner code: TBC
School/Dept: Art History, Curating and Visual Studies
Credits: 20
Semester: 2

Description:
This module explores contemporary art since roughly the 1980s from the perspective of Postcolonialism. After an introduction to the canonical contemporary western art production from the 1980s to the present day, the course will draw attention to the problems involved in defining and analysing ‘contemporary’ art. The module will then show that one way of dealing with it is by concentrating on a postcolonial approach. We will then delve into Postcolonialism, concentrating on seminal writing (Homi K. Bhabha, Edward Said and Gayatri Spivak) and major postcolonial themes (the ‘other’, diaspora, hybridity and ethnicity) both of which will be applied to specific art works. The module will employ a range of teaching methods, including lectures, seminars and self-study techniques and practise exam, presentation and essay skills.

Assessment:
Essay and summer exam

Timetable: tbc
Entrance requirements: Art History MOMD at levels C or I

Staff contact: Lucy Rowland – l.j.rowland.1@bham.ac.uk
Prague, Budapest, Cracow: Art and the Politics of Identity in Central Europe 1867-1918

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**Description:**
The module examines art and architecture during the final 60 years of the existence of Austria-Hungary, from 1867 up to its demise in 1918 as a result of the First World War.

Complementing the module on fin-de-siècle Vienna, this module looks away from the imperial capital and focuses on the cities of Prague, Cracow and Budapest. It considers art and architecture against the background of the cultural politics of late nineteenth century Austria-Hungary. Topics analysed will typically include: the ‘invention’ of national traditions; national conflict; historicism; folk art and vernacular culture; representations of gender; museums and exhibitionary cultures; concepts and practices of modernism; monuments and heritage policy; Secessionism and the relation to Vienna.

**Assessment:**
Essay and summer exam

**Timetable:** tbc

**Entrance requirements:** Art History MOMD at levels C or I

**Staff contact:** Lucy Rowland – [lj.rowland.1@bham.ac.uk](mailto:l.j.rowland.1@bham.ac.uk)
Representing War: British Art, Design and the First World War

Banner code: TBC  
School/Dept: Art History, Curating and Visual Studies  
Credits: 20  
Semester: 2

Description:
This module examines British art and design responding to the First World War (1914-18) and its immediate aftermath. Focussing on the work of artists and designers, such as Nevinson, Nash, Walker, Southall, Gill and Lutyens, the module explores the diversity of artists’ and designers’ responses to the impact of modern industrialized war and its effects upon society. Consequently it considers a variety of cultural forms, such as paintings, prints, sculptures and photography along with modes of artistic expression, including naturalistic, symbolic and modernist responses, within the contexts of the prevailing socio-political circumstances of wartime and early twentieth-century Britain. In doing so the module will provide an understanding of how the work of artists and designers addressed questions of witnessing and giving testimony of war within the frameworks of issues such as pro-war propaganda, class, gender and ethnic identity, censorship, pacifism and protest. Consideration will also be given to war dead, rituals of remembrance, memorials and the reception of art and design produced in response to war, including patronage and exhibition cultures.

Assessment:
Essay and summer exam

Timetable: tbc  
Entrance requirements: Art History MOMD at levels C or I

Staff contact: Lucy Rowland – l.j.rowland.1@bham.ac.uk
The Destruction of Images

Banner code: TBC  
School/Dept: Art History, Curating and Visual Studies  
Credits: 20  
Semester: 2

Description:
This module will examine iconoclasm, meaning ‘image breaking’, across a long historical period and diverse countries. We will explore what has motivated people to damage visual signs, the ways in which objects were damaged, how people sought to resist such treatment, how such behaviour was represented in texts and images, and the changing ways in which it has been discussed by scholars over the centuries. We will look at iconoclasm in Ancient Egypt, Ancient Rome, in Byzantium, during the Reformation and the Counter-Reformation, as a result of nineteenth-century empire building, during the French and the Russian Revolutions, the World Wars, up to the collapse of the Soviet Union, the Arab Spring and beyond. The module will involve asking: ‘is it reasonable to call an iconoclast a vandal?’; ‘is iconoclasm always as much about making as it is about breaking’; ‘is all modern art inherently iconoclastic?’

Assessment:
Essay and summer exam

Timetable: tbc  
Enterance requirements: Art History MOMD at levels C or I

Staff contact: Lucy Rowland – l.j.rowland.1@bham.ac.uk
Women and Artistic Culture 1400-1600

Banner code: TBC  
School/Dept: Art History, Curating and Visual Studies  
Credits: 20  
 Semester: 1

Description:  
This module draws on the recent growth of scholarship concerned with women’s roles in the making and consumption of art in the late medieval and early modern period. It will first consider how contemporary gender and feminist studies can help us to explore and be critically-aware of what studying ‘female’ patrons and artists might mean for modern art historians. It looks at dominant medieval discourses about the female sex that were found in popular literature, scripture, and medical theories, and how these were manifest in works of art and literature of the time. It also considers the different social, political and religious roles that were available to women in this period in order to set up a framework in which women’s involvement with art and artists can be explored in a historically-specific way.

The module then focuses on a series of case studies of female figures, including queens, regents, mistresses, widows, court painters, and confirmed religious, who used art as a means to wield or influence political power, make statements, seek personal aims, or earn a living. Examples include women from France, Burgundy and England, such as Anne of Brittany, Margaret of Austria, Jeanne de Boubais, Diane de Poitiers, Elizabeth I, Susan Horenbout and Lieve Teerlinc. Secular as well as devotional works will be considered (portraiture, illuminated manuscripts, tomb sculpture, objects from material culture) in order to explore the motivations of, and the strategies open to, female patrons and artists to use art to their advantage in a world dominated culturally and politically by men.

Assessment:  
Essay and summer exam

Timetable: tbc  
Entrance requirements: Art History MOMD at levels C or I

Staff contact: Lucy Rowland – lj.rowland.1@bham.ac.uk
History of Economic Thought (A+B)

Banner code: 08 08364 & 08 08366  
School/Dept: Economics  
Credits: 20  
Semester: 1 & 2

Description:
This linked module covers the origin and evolution of several major strands of economic thought from the eighteenth century to the twentieth. The purpose is to provide students with a broad knowledge of the main features in history of modern economic thought, an understanding of major economic writings and the historical context in which they were written, and also of how each generation selects from and re-interprets (and sometimes even distorts) the work of earlier writers. Examples of key thinkers, some of whose work will be discussed include: Quesnay, Mirabeau, Adam Smith, T. R. Malthus, Ricardo, James and John Stuart Mill, Karl Marx, Leon Walras, Jevons, Menger, Alfred Marshall, Pigou, Chamberlin, John Maynard Keynes, Paul Samuelson, Robert Solow, A. W. Phillips and Robert Lucas.

Available to all students who have been allowed onto the final year of a degree programme and who have passed 08 11095/08 11096 Principles of Economics AB or 08 11093/08 11094 Introduction to Economics for Non-Specialists AB

Assessment:
3 hour examination (80%); 2 x 1500 word essays (10% each), jointly for 08 08364/08 08366 History of Economic Thought AB

Timetable: Monday 9-11  
Entrance requirements: See last paragraph of “description” above.

Staff contact: BBS-UG@contacts.bham.ac.uk
Identity Politics and Everyday Life

Banner code: 11 26284  
School/Dept: Education  
Credits: 20  
Semester: 1 & 2

Description:
This module offers students the opportunity to develop a detailed understanding of the place of politics in everyday life and the complex connection between ‘identity’ and politics. The module examines the notion of ‘everyday life’ and why the ‘mundane’ of the day-to-day is worthy of study. Taking ‘minor’ politics as its focus, the module explores a range of accounts of the political and ‘civic’ aspects of daily life and interrogates their connections to and disconnections from party political and electoral ‘major’ politics. The module considers the significance of ‘identity’ ‘identification’ and ‘recognition’ for politics, interrogating a range of accounts of categories such as race, ethnicity, class, gender, sexuality, religion, disability, and age as well as ‘intersectional’ accounts and ‘anti-identity’ positions. The module also considers the significance for everyday politics of location; alliances and networks; scale; and feelings. The module provides grounding in interdisciplinary working across the conceptual, methodological and substantive contributions of sociology, politics, political philosophy, education, policy sociology and cultural geography. It offers an introduction to a range of key social and political theorists including: Michel Foucault; Judith Butler; Ernesto Laclau and Chantal Mouffe; Gilles Deleuze and Felix Guatarri; Slavoj Zizek; Hannah Arendt; Richard Delgado; Derrick Bell; Kimberle Crenshaw; Jean Stefancic; William Tate; Edward Said; bell hooks; Peter McLaren, Michael Apple; Paulo Freire; and Sara Ahmed.

Assessment:
1 x 2000 word essay based on critical engagement with students’ own ‘identity and politics’ log (40%)
1 x 2 hour exam comprising 1 seen essay question (30%) and 1 unseen question from a selection (30%)

Timetable: Monday 9-10
Entrance requirements: None

Staff contact: For further information about the module, please contact the Module Lead, Ian McGimpsey i.mcgimpsey.1@bham.ac.uk

To register your interest, please email the ESJ Departmental Office: esjundergraduate@contacts.bham.ac.uk
Please put ‘MOMD EoI – Identity, Politics and Everyday Life’ in the header. Please include your student ID number and your home Department in the email.
Advanced Conventional Energy

Banner code: 04 21171  School/Dept: Metallurgy and Materials  Credits: 10  Semester: 2

Description:
The aim of this module is to introduce and discuss the issues involved with energy derived from Nuclear Power, Coal and Gas. There is arguably no other form of energy that polarises opinion as much as in the nuclear debate. It is seen by some as an environmental threat, and others as a solution for global warming and sustainable development. The general public see coal as an old-fashioned smelly polluting source. Gas is a finite resource that is becoming increasingly expensive and subject to political controls. Nevertheless all three sources must have a part to play in the future global energy mix since renewable energy can not supply all of the demand. Advances in technology, such as carbon capture, now allow all three to be delivered in a more efficient and safe manner. Students will work specifically in teams of 4 to prepare reasoned arguments in the form of written reports and presentations, using a variety of information sources such that they are able to discuss with confidence the issues surrounding the use of nuclear energy, coal and gas for electricity generation.

By the end of the module the student should be able to:
1. Demonstrate an awareness of developing technologies related to own specialisation. [US2m]
2. Demonstrate understanding of and ability to apply a systems approach to engineering problems and to work with uncertainty. [EA4]
3. Demonstrate understanding of the requirement for engineering activities to promote sustainable development. [S3]

* Numbers in square brackets refer to the corresponding learning outcomes in the IET version of UK-Spec

Assessment:
100% coursework comprising a mixture of short summary statements, team presentations and individual reports.

Timetable:
MOMD3
Tues 9:00-9:50
Wed 11:00 to 11:50
Room TBC

Entrance requirements: Restricted to Level H Engineering Students

Maximum numbers: 48
Staff contact: d. book@bham.ac.uk
Renewable Energy

Banner code: 04 22752  
School/Dept: Metallurgy and Materials  
Credits: 10  
Semester: 1

Description:
This module will introduce the quantitative principles and technology associated with renewable energy sources primarily driven by the sun, the moon and the earth’s geology. Solar, wind, wave, hydro-electric, geothermal and tidal energy will be introduced, together with the concept of a hydrogen energy economy. These energy sources will be contrasted with conventional alternatives such as nuclear power. The impacts of current energy and resource practices will be discussed, and the concepts of Life Cycle Analysis and eco-design will be introduced.

Assessment:
Coursework (30%); One 2hr written unseen exam (70%)

Timetable:  
MOMD3  
Tues 9:00-9:50  
Wed 11:00 to 11:50  
Room TBC

Entrance requirements: Restricted to Level H Students in EPS College.

Maximum numbers: 50

Staff contact: d.book@bham.ac.uk
Energy Economics

Banner code: 04 21169  
School/Dept: Electronic, Electrical and Systems Engineering  
Credits: 10  
Semester: 1

Description:
This module has a general aim and a specific aim. The general aim of this module is to introduce students to a range of topics in economics, sufficient to allow them to understand the business and financial pages of a serious newspaper, and to appreciate the commercial context of engineering decisions that they will make in their subsequent careers. The students will also become aware of the main features of government economic policies.
The specific aim is to introduce students to economic issues in energy, and in particular to electricity system economics, since this will greatly influence the future success or failure of different low-carbon technologies.
The topics covered are: Markets, supply and demand; Companies, including company accounts and the stock market; Investment decisions for a project; The firm’s behaviour inside a market; Oil and gas pricing; Electricity system operation and investment; Electricity trading and electricity transmission; Regulation and liberalisation; Externalities and carbon trading; and Oil and the macro-economy

Assessment:
Coursework (20%); One 2hr written unseen exam (80%)

Timetable:  
MOMD3  
Mon 9:00-10:50  
room TBC

Entrance requirements: Restricted to Level H Students in EPS College

Maximum numbers : 50
Staff contact: Dr Jonathan Radcliffe – j.radcliffe@bham.ac.uk
Petrochemical Engineering

Banner code: 04 26504  
School/Dept: Chemical Engineering  
Credits: 10  
Semester: 1

Description:
Lectures will be delivered by Dr Bushra Al-Duri except for 2 hours, delivered by Dr Gary Leeke.

The course will include lectures, seminars and tutorials on the main refining operations carried out on oil and gas, starting from the crude oil. It covers raw materials, crude oil pretreatment, the main atmospheric and vacuum topping units, catalytic cracking, hydrocracking, reforming & isomerisation, hydrotreatment and hydrotreating. In addition, calculations on the energy efficiency of the oil refinery, in addition material balances on the to the main processing units. The course also uses real refinery data from major refineries around the world namely the USA and the Middle East

Pre-requisites – Year 1: TPT (0427441), CFE (03 17299), CBP (04 17043)  
Year 2: RC (0417122), MHM (04 17125)

Assessment:
Written unseen examination (2hrs) 100%

Timetable:  
Tue 11:00–1:00pm  
Tue 2:00 – 4:00pm  
Rooms TBC

Entrance requirements: Available only to Level H Engineers who have taken TPT (04 27441), CFE (03 17299) and CBP (04 17043) in year 1 and RC (0417122) and MHM (04 17125) in year 2.

Staff contact: Dr Bushra Al-Duri – b.al-duri@bham.ac.uk
Plant Optimisation

Banner code: 04 26506  School/Dept: Chemical Engineering  Credits: 10  Semester: 2

Description:
This module will consider aspects of petroleum refining, blending of stocks and aspects of environment, health and safety. It will also consider biofuels and the interaction with this area and more traditional petroleum products.

Pre-requisites – Year 1: TPT 04 27441, CFE 03 17299, CBP 04 17043
Year 2: PS 04 14123/17124

Assessment:
Class test (50%), Coursework assignment (50%).

Timetable:  Entrance requirements:
Tue 11:00–1:00pm  Available only to Level H
Tue 2:00–4:00pm  Engineers who have taken
Rooms TBC  TPT 04 27441, 21831, CFE
Year 2: PS 04 14123/17124.

Staff contact:  Prof. Serafim Bakalis - s.bakalis@bham.ac.uk
# Water Management

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<tr>
<td>04 25963</td>
<td>Civil Engineering</td>
<td>10</td>
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**Description:**
This module covers advanced aspects of water management; specifically, to introduce and develop the principles of water management: hydrological cycle, pollution, BOD & COD, Streeter-Phelps equation, dispersion, introduction to wastewater treatment.

**Assessment:**
2-hr written unseen closed book examination (80%), Tutorial exercise (20%)

**Timetable:** tbc

**Entrance requirements:** Students must have completed 04 21831 LC Fluid Flow, Thermodynamics and Heat Transfer; and 04 17151 LI Floods and River Systems

**Staff contact:** Pedro Martinez-Vazquez – p.martinez-vazquez@bham.ac.uk
Old English III: Reading Beowulf

Description:
This module offers the opportunity to make a detailed study of the Anglo-Saxon epic poem Beowulf and its textual and cultural contexts. Students will improve a reading knowledge of Old English to a level at which they can read widely in the original language and pursue an extended project on Old English Writing.

In semester 1, students will focus on reading Beowulf, and discussing key approaches in research and criticism.

In semester 2, students will be given opportunities to explore ways of making meaning of the poem from a variety of perspectives; these might include, for example, orality and literacy; the formation of social and cultural identities; and the politics of editing, translating, reading, rewriting, adapting and filming Beowulf a millennium after the sole surviving manuscript was made.

Students will be invited to consider Beowulf in relation to other Old English texts (such as The Battle of Maldon, 'The Fight at Finnsburh', 'Deor' and 'Widsith') and in relation to texts studied at levels 1 and 2 (though students must not repeat material previously submitted for assessment).

Assessment:
4000 word essay

Timetable: Thursdays, 10-12. Entrance requirements: Students must have passed 09 13145 & 09 13147 Old English 2

Staff contact: Dr P Semper - p.semper@bham.ac.uk
Contemporary American and European Cinema: Dialogues and Discourses

Banner code: School/Dept: Credits: Semester:
09 27293 Film and Creative Writing 20 1

Description:
Twenty-first century cinema is as subject to global transformations as it is to regional tensions and is characterised by the relationship between the two. Few films, if any, are made in isolation for specific and exclusive audiences, but enter into discourses and dialogues with films and audiences from a great many elsewhere thanks to global distribution strategies, the Internet, a voracious exchange of influences and legacies at many levels of production, distribution and reception. Beginning with Dogme '95, the last great film movement of the twentieth century, which also marked the 100th birthday of cinema, this module explores the range and impact of filmmaking in America and Europe in the last twenty years. Ranging from mainstream movies (e.g. the original Bourne trilogy, Inception, The Lives of Others, The Red Squirrel, Gravity) to art-house cinema (e.g. 4 Months 3 years 2 days, Hidden, Before Sunset, Frances Ha), from experimental films (e.g. The Idiots, En la ciudad de Sylvia, Quiet City, 5x2, Waking Life) to the white noise of the Internet (Lonely Girl, Manic Pixie Dream Girl and many short films and ‘anonymous’ examples), while erasing the boundaries between each, this module seeks to contextualise, structure and examine the dialogues and discourses that make up contemporary cinema. It concludes with an appraisal of contemporary American and European cinema from many angles and incorporates investigation into numerous new ways of understanding, producing and watching films.

Assessment:
Essay

Timetable: Entrance requirements:
tbc None

Staff contact: Margaret Conway – m.a.conway@bham.ac.uk
Development Theory and Practice

Banner code: 07 27657  
School/Dept: International Development  
Credits: 20  
Semester: 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 policy and practice for development.

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

Timetable: Tuesdays 2-4  
Entrance requirements: None

Staff contact: Dr Tom Hewitt – t.hewitt@bham.ac.uk
Languages for All offers a range of MOMD languages at up to 8 levels. Modules for final year students are available from Level 3 through to Levels 7 and 8 - the equivalent of undergraduate level language study. Alternatively, students may wish to choose a Project or Tandem module as a way to extend their language skills. You should consult the entrance requirements below as well as the module descriptions to find your entry level. If you are in any doubt about which level to enrol for, please contact us at the e-mail address given.

**IWLP Level 3 Language MOMDs**

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<th>School/Dept</th>
<th>Credits</th>
<th>Semester</th>
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<tr>
<td>09 25287 IWLP French Level 3</td>
<td>Languages for All</td>
<td>20</td>
<td>1 &amp; 2</td>
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<tr>
<td>09 25305 IWLP German Level 3</td>
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<td>09 25185 IWLP Italian Level 3</td>
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<td>09 25234 IWLP Japanese Level 3</td>
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<td>09 25206 IWLP Chinese Mandarin Level 3</td>
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<td>09 25321 IWLP Spanish Level 3</td>
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**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 (20%) and written examination (80%)

**Timetable:**
2 hours/week as detailed in the IWLP 2015-16 timetable (available May 2015 at http://www.birmingham.ac.uk/facilities/cmi/iwlp/momd/index.aspx)

**Entrance requirements:**
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
## 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 (20%) and written examination (80%)

### 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
IWLP Level 4 European Language MOMDs

Banner code:  School/Dept:  Credits:  Semester:
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 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.

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 (20%) and written examination (80%)

Timetable:  Entrance requirements:
2 hours/week as detailed in the IWLP 2015-16 timetable (available May 2015 at http://www.birmingham.ac.uk/facilities/cml/iwlp/momd/index.aspx)  Pass at the appropriate IWLP Level 3 language MOMD; for direct entry, good/recent GCSE pass or equivalent (as agreed with the appropriate LfA Language Co-ordinator)

Staff contact:  Judith Hancock – lfa@contacts.bham.ac.uk
IWLP Level 5 European Language MOMDs

Banner code:  
09 25291 IWLP French Level 5  
09 25309 IWLP German Level 5  
09 25325 IWLP Spanish Level 5  

School/Dept: Languages for All  
Credits: 20  
Semester: 1 & 2

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 (20%) and written examination (80%)

Timetable:
2 hours/week as detailed in the IWLP 2015-16 timetable (available May 2015 at http://www.birmingham.ac.uk/facilities/cml/iwlp/momd/index.aspx)

Entrance requirements:
Pass at the appropriate IWLP Level 4 language MOMD; for direct entry, AS-level pass or equivalent (as agreed with the appropriate LfA Language Co-ordinator)

Staff contact: Judith Hancock – lfa@contacts.bham.ac.uk
IWLP Level 6 European Language MOMDs

**Banner code:**
09 25293 IWLP French Level 6
09 25311 IWLP German Level 6
09 25328 IWLP Spanish Level 6

**School/Dept:** Languages for All

**Credits:** 20

**Semester:** 1 & 2

**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 (20%) and written examination (80%)

**Timetable:**

**Entrance requirements:**
Pass at the appropriate IWLP Level 5 language MOMD; for direct entry, A2 level pass or equivalent (as agreed with the appropriate LfA Language Co-ordinator)

**Staff contact:** Judith Hancock – [lf@contacts.bham.ac.uk](mailto:lf@contacts.bham.ac.uk)
**IWLP Level 7 European Language MOMDs**

**Banner code:**
- 09 25295 IWLP French Level 7
- 09 25314 IWLP German Level 7
- 09 25330 IWLP Spanish Level 7

**School/Dept:** Languages for All

**Credits:** 20

**Semester:** 1 & 2

**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 (20%) and written examination (80%)

**Timetable:**

**Entrance requirements:**
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
## IWLP Level 8 European Language MOMDs

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<tr>
<td>09 26135 IWLP French Level 8</td>
<td>Languages for All</td>
<td>20</td>
<td>1 &amp; 2</td>
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<tr>
<td>09 26139 IWLP German Level 8</td>
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<td>09 26138 IWLP Spanish Level 8</td>
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### 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%)

### Timetable:

2 hours/week as detailed in the IWLP 2015-16 timetable (available May 2015 at http://www.birmingham.ac.uk/facilities/cml/iwlp/momd/index.aspx)

### Entrance requirements:

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
LH IWLP Tandem Language Learning

**Banner code:**
09 26269 Tandem Learning
French and English
09 26271 Tandem Learning
German and English
09 26267 Tandem Learning
Spanish and English
09 26274 Tandem Learning
Japanese and English

**School/Dept:** Languages for All  
**Credits:** 20  
**Semester:** 1 & 2

**Description:**
Students can take one French, German, Japanese or Spanish in combination with English. 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%)

**Timetable:**
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

**Entrance requirements:**
Higher Intermediate or Advanced language skills in the target language. Suitability to be agreed with the appropriate LfA Language Co-ordinator (details below).

**Staff contact:**
French – Valerie Leick (V.Leick@bham.ac.uk)  
German – Dietmar Wozniak (D.Wozniak@bham.ac.uk)  
Spanish – Nieves Diaz Cueva (N.Diazcueva@bham.ac.uk)  
Japanese – Fumitsugu Enokida (F.Enokida@bham.ac.uk)
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:
1 Written Project (4000 words) 60%; 1 Viva 40%

Timetable: Entrance requirements:
Fortnightly meetings by arrangement with Pass at the appropriate project supervisor IWLP Level 5 (or higher)

language MOMD or as agreed with the appropriate LfA Language Co-ordinator

Staff contact: French – Valerie Leick (V.Leick@bham.ac.uk)
German – Dietmar Wozniak (D.Wozniak@bham.ac.uk)
Spanish – Nieves Diaz Cueva (N.Diazcueva@bham.ac.uk)
Modernism in Europe: Image, Text, Sound

Banner code: 09 23917  
School/Dept: Modern Languages  
Credits: 20  
Semester: 1&2

Description:
This module examines the nature and role of Modernism in early 20th century European Culture. Early sessions are devoted to theories of Modernism which will both place the movement in its historical and cultural context and lead to an understanding of the movement as part of a wider paradigm shift in Western science and culture at the beginning of the 20th century. During the rest of the module, Modernism will be studied in relation to various areas of the arts (e.g. literature, theatre, music, art) and a range of themes (e.g. gender, social class, geography, the avant-garde).
Taught in English

Assessment:
2 x 3000 word essay. Each essay is worth 50% and is to be submitted in English.

Timetable:
Monday 11-12 and 1-2

Entrance requirements:

Staff contact: To register your interest please contact Domlyear4@contacts.bham.ac.uk
Fascism in Western Europe

Banner code: 09 20120  
School/Dept: Modern Languages  
Credits: 20  
Semester: 1&2

Description:
The module introduces final-year students to key debates surrounding the nature, origins and development of fascism in Western Europe in the twentieth century. The course will begin by exploring the principal theoretical definitions of fascism and attempts by theorists to formulate a unified theory of fascism or ‘fascist model’. We will then investigate differences and similarities between National Socialism in Germany, Italian fascism, and the authoritarian regimes of Vichy France and Franco’s Spain, all of which departed in significant ways from the ‘fascist model’.
The course will be divided into blocks of 3–4 weeks, beginning with Fascist Italy (Dr Albertazzi, Italian Studies) and Franco’s Spain (Dr Griffiths, Hispanic Studies) in Semester 1; and Nazi Germany (Dr Martin, German Studies) and Vichy France (Dr Kershaw and Dr Blunt, French Studies) in Semester 2. Dr Earle (Department of Music) will also lead two seminars on music in Nazi Germany and Fascist Italy.
Students will learn about, and be expected to analyse, the main themes of fascism, which included, with differing emphases in each fascist regime, its concept of state authority – sometimes combined with an inversion of traditional hierarchies – its promotion of a cult of the personality of the leader, its racism; its hostility to the Left; its use of mass mobilisation, its development of a model of a new form of virility and its glorification of violence.
Fascism will be analysed as both an historical and a cultural phenomenon. Audio-visual material (music, film and artefacts) will be used to examine fascist understandings of culture and how these were deployed in order to promote fascist visions of politics and society.
Although the main focus of the module will be on the inter-war period and the Second World War, there will also be some discussion of how far-right, neo-fascist groups in Western Europe since 1945 have adopted and adapted earlier fascist discourses.

Assessment:
1 essay in English (4,000 words) (50%) and 1 examination in English (2 hours) to be sat during the Summer Examination period (50%)

Timetable: Tuesday 2-4  
Entrance requirements: None

Staff contact: To register your interest please contact Domlyear4@contacts.bham.ac.uk
Twentieth Century Russian Novel

Banner code: 09 26036  
School/Dept: Modern languages  
Credits: 20  
Semester: 1 & 2

Description:
Some of the most important literature of the twentieth century was written in Russia, much of it under extremely difficult circumstances: revolution, totalitarianism, world-war, persecution of intellectuals and writers and social and political implosion. In this module we study Russian novels (and a few shorter works) written in the period 1900-2000. We learn about the demands made on literature and writers by the first socialist state, its utopian ideals and the nightmare of reality for ordinary Soviet citizens. We also explore the philosophical questioning contemporary Russian literature inherited from Tolstoy and Dostoevsky. Some of the key themes and topics include dystopian fiction, Socialist Realism, underground literature, women’s life in the Soviet Union, religion and atheism, moral and intellectual courage in the face of repression, the collapse of the Soviet Union and the space race. We cover about nine works over two semesters, most of them short novels. All works are read in English translation.

Assessment:
One 2500-word essay in semester 1 (50%).  
One 2500-word essay in semester 2 (50%).  
One class presentation (formative assessment).

Timetable: Monday 9am-11am  
Entrance requirements: None

Staff contact: j.b.morris@bham.ac.uk
Democracy and Democratization in Contemporary Europe

Banner code: 08 20918  
School/Dept: Political Science and International Studies  
Credits: 20  
Semester: 1 & 2

Description:
This module offers a comparative study of the wave of democratisation that set off in the mid 1970s and has swept much of Southern Europe, Latin America and Eastern Europe during the past two decades. The module will analyse the theoretical literatures on contemporary democratisation and regime change and will compare the experiences of countries emerging from different types of non-democratic rule, focusing in particular on the post-authoritarian democracies of Southern Europe and post-communism in East-Central Europe. It provides an overview of the most salient of the democratisation literature, the basic issues at state in the contemporary debates, and explores the concepts of ‘democracy’ and ‘democratic consolidation’. The topics investigated involve the socio-economic, political and international dimensions of democratisation; the different possible paths towards democracy their consequences and the consolidation of democracy; institution building in new democracies; the development of political parties and party systems; and the territorial, economic and cultural aspects transitions to democracy and democratic consolidation. These topics will be approached from a comparative perspective, whereby particular attention will be given to the scope of comparison and concept formation in comparative politics.

Assessment:
Semester One/Two:  
Oral Presentation (15%)

Semester Two:  
1 x 3,000 word summative essay (50%)

Semester Three:  
2 hour examination (35%)

Timetable: TBC  
Entrance requirements: None

Staff contact: David White - d.j.white.1@bham.ac.uk
Sociology of Film

Banner code: 08 26047
School/Dept: Political Science and International Studies
Credits: 20
Semester: 1 & 2

Description:
The module, which runs in two terms, aims to provide an introduction to some of the main approaches to the study of cinema within cultural studies. Students will develop an understanding of cinema as a social and cultural institution. Key concepts such as spectatorship, audience, genre and ideology will be explored through an analysis of selected filmic texts and critical readings.

Assessment:
1 x 4000 word essays (50%); One 3hr written examination (50%)

Timetable: TBC
Entrance requirements: None

Staff contact: Gezim Alpion - g.i.alpion@bham.ac.uk

Power in Britain

Banner code: 08 20907
School/Dept: Political Science and International Studies
Credits: 20
Semester: 1 & 2

Description:
Bertrand Russell argued that "the fundamental concept in social science is power, in the same sense in which energy is the fundamental concept in physics". This module provides you with the opportunity to develop a sophisticated understanding of different theories of power and to undertake analyses of the distribution, sources, sites and relations of power in British society. It also offers you the opportunity to take a lead in investigating specific instances of power in Britain in which you have a particular interest.

Assessment:
Term One: 2000 word essay 35%
Term Two: Oral Presentation 15%
Term Three: 3000 word summative essay 50%

Timetable: TBC
Entrance requirements: None

Staff contact: Stephen Bates - s.r.bates@bham.ac.uk
Sociology of Success and Fame

Banner code: 08 21906  
School/Dept: Political Science and International Studies  
Credits: 20  
Semester: 1 & 2

Description:
The module aims to approach the concepts of success and fame from a sociological perspective, provide an introduction to some of the main attitudes and approaches to them since antiquity, and highlight the changes they have gone through since the Industrial Revolution. In the first term the focus is on how success and fame were viewed at in ancient civilizations (e.g. Egyptian, Greek, Roman), and in different social and economic systems, especially in feudalism. In the second term, the attention is on the impact of the capitalist mode of production and consumption on people’s attitudes to success and fame. Among the topics examined in this part of the module are the significance of career, the reasons for the lack of sociological literature on women and success, the role of the nineteenth century Graphic revolution on the emergence of celebrity culture, and the nature of anxiety in modern times and post modernity.

Assessment:
1 x 4,000 word essay - 50%; 1 x 3 hour exam - 50%

Timetable: TBC  
Entrance requirements: None

Staff contact: Gezim Alpion - g.i.alpion@bham.ac.uk

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Technology and Society

Banner code: 08 23487  
School/Dept: Political Science and International Studies  
Credits: 20  
Semester: 1 & 2

Description:
In the first semester students will develop a critical knowledge of contemporary theories of the relationship between technology and the evolution of human society. In the second semester these theories will be applied to contemporary questions regarding the relationship between 'the human' and 'the technological' including topics such as the ethics of new genetic technologies; technology and the environment; and new bio-medical technologies.

Assessment:
1 x Presentation (10%); 1 x 3000 word essay (40%); 3 Hour Examination (50%)

Timetable: TBC  
Entrance requirements: None

Staff contact: Dr Ross Abbinnett – r.abbinnett@bham.ac.uk
Advanced Contemporary Russian and East European Politics

Banner code: 08 21882  
School/Dept: Political Science and International Studies  
Credits: 20  
Semester: 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 RU 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:
Student presentation (15%); 3000 word essay (50%); 2 hour examination (35%)

Timetable: TBC  
Entrance requirements: TBC

Staff contact: David White d.j.white.1@bham.ac.uk

Advanced Cultural Politics of Russia and Eastern Europe

Banner code: 08 08436 & 08 08437  
School/Dept: Political Science and International Studies  
Credits: 20  
Semester: 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:
1 x 3000 word essays (50%); 1 x 3000 word essay (50%)

Timetable: TBC  
Entrance requirements: None

Staff contact: Kataryna Wolczuk K.Wolczuk@bham.ac.uk
Global Capitalism and Migration

Banner code: 08 27334
School/Dept: Political Science and International Studies
Credits: 20
Semester: 1 & 2

Description:
'Global Capitalism and Migration' focuses on neoliberalism as the driving force behind contemporary global processes and the impact of these processes on Europe. In the first semester the focus is on neoliberal policies - their nature and effects - and on the resultant changing balance of power between ‘the market’ and ‘the state’. In this global reconfiguration of power and wealth, sites of production have been shifted across borders to more ‘peripheral’ locations, often outside Europe, thus resulting in the movement of people in the reverse direction, that is, to and within the European continent. The second semester looks at such mobility as a key response to neoliberal reforms. While the two semesters can be treated as separate topics – one on neoliberalism and the other on migration – they are also complementary themes which constitute one module that explores fundamental dimensions of global capitalism and some of the crucial ways in which it has changed the face of contemporary Europe.

Assessment:
First semester: 1 x 3000 essay (50%);
Second semester: 1 x 2000 essay (40%); Oral presentation (10%)

Timetable: TBC
Entrance requirements: None

Staff contact: Deema Kaneff d.kaneff@bham.ac.uk
The Russian Economy: From Plan to Market

Banner code: 08 15130 & 08 15133  
School/Dept: CREES  
Credits: 20  
Semester: 1 & 2

Description:
The first semester begins with a brief general introduction to the USSR - economic history, economic geography, ideology - and then proceeds to study resource allocation on a 'planned', non-market, basis in terms of capital investment, material supplies, and labour. Prices and the financial system are examined, and then sectors of the Soviet economy, including industry, agriculture, external economic relations, and the 'second' economy. Economic performance is studied, including growth, consumption and the standard of living. The final part of the module consists of a study of attempts to reform the traditional planned economy, ending with the Gorbachev perestroika and the eventual collapse of the system in 1991.

The second semester examines the process of post-communist economic transformation in Russia, with some brief consideration of the experience of other ex-USSR nations and some comparisons with economies in Central and Eastern Europe. Topics covered include macroeconomic stabilization, domestic and external liberalization, privatisation, the development of market institutions, social aspects of transformation, the role of Western assistance, the regional dimension, the 1998 economic crisis and subsequent recovery. The module concludes with an assessment of Russia's prospects in an increasingly globalised world economy.

Assessment:
1 x 3,000 word essay (50%); 3 hour written examination

Timetable: TBC  
Entrance requirements: TBC

Staff contact: Richard Connolly r.connolly@bham.ac.uk
THEOLOGY AND RELIGION

For information on the MOMD's available from Theology and Religion, please contact the Theology and Religion Undergraduate Office. Hard copies of the module information will be available at the MOMD Fair.
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