UNIVERSITY OF BIRMINGHAM

Modules Outside the Main Discipline

2014/15

Level I

(for second year undergraduate student)
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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 2014/15. 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 I modules can only be taken following a prerequisite 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?

The way in which you can register for your 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.
- You should NOT try to sign up directly at the ASA Enquiry Counter in the Aston Webb Building or at the MOMD Fair in the Avon Room and Lounge.

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 Level C module from the Freshers’ MOMD Handbook?

If you are a student in the second year of your degree, you may take a Level C module. In order to progress to the next year of your degree, however, you are required to have achieved (passed) 100 credits at any given stage. You should be aware that, although the grade you achieve for an MOMD will still count towards your final degree mark, at whatever level this may be, it will count as a Level C credit. This means that, should you fail any of your Level I credits, you may be unable to proceed and may be required to withdraw from your programme. 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, 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 STUDIES

African Canon

Banner code: 09 23563  
School/Dept: African Studies & Anthropology  
Credits: 20  
Semester: 1

Description:
This module examines the contexts - literary, cultural, political - of African literature in English (and in translation) by considering the work of several of the continent’s major contemporary writers who might be said to represent ‘the canon’ of African literature as it is taught and studied in universities around the world.

Assessment:
1 x 3000 word essay (50%), 1 x 3000 word reading dossier (50%)

Timetable:  
Tuesday 12-1pm.  
Entrance requirements: None  
Seminars Thurs for 1 hour between 2-5pm

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

African Popular Culture

Banner code: 09 20436  
School/Dept: African Studies & Anthropology  
Credits: 20  
Semester: 1

Description:
The module looks at West African genres ranging from "traditional" oral performance arts to "modern" innovations of the colonial period such as concert party, travelling theatre, popular fiction and popular music, in the context of 20th century cultural and political change. Topics covered in the second semester include theatre for development, protest genres and township culture in Eastern and Southern Africa, in the context of colonisation, apartheid and the liberation struggle. 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:  
Wednesday 11-1  
Entrance requirements: None

Staff contact: Maggie Egginton - m.j.egginton@bham.ac.uk
Aid, NGOs and Development

Banner code: 09 17887
School/Dept: African Studies & Anthropology
Credits: 20
Semester: 2

Description:
This module traces the emergence and changing nature as well as (development) significance of NGOs with reference to Africa. It explores the challenges and opportunities associated with the role of these organisations in African development policy, planning, implementation and evaluation. It also introduces students to the world of NGO work through organised visits to selected organisations and invited seminar presentations by NGO workers.

Assessment:
1500 word essay (40%); 1500 word project report (40%); 1000 word self-assessment of contribution to group project (20%)

Timetable: Tuesday 1-3

Entrance requirements: None

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

Atlantic Slavery: West Africa and the Caribbean

Banner code: 09 22695
School/Dept: African Studies & Anthropology
Credits: 20
Semester: 1

Description:
This module will provide an overview of the structure and volume of the transatlantic slave trade and the numbers of people it involved; 2. Describe the practices of slave-raiding, slave-trading and slave-owning in selected pre-colonial West African states; 3. Explain why the slave trade was abolished and examine the effects of abolition in West Africa; 4. Analyze slaves’ experience of the ‘middle passage’; 5. Explain the economics of plantation slavery, and explore the social and cultural life of slaves on selected Caribbean islands; 6. Analyze slave rebellions on selected Caribbean islands.

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

Timetable: Wed 10-11am, Seminar, 1 hour between 11-2pm on Thurs.

Entrance requirements: None

Staff contact: Maggie Egginton - m.j.egginton@bham.ac.uk
### New African Writing

**Banner code:** 09 23566  
**School/Dept:** African Studies & Anthropology  
**Credits:** 20  
**Semester:** 2

**Description:**  
This module explores the variety of approaches to the business of making literature in the circumstances of contemporary Africa that the continent’s writers have evolved in the last two decades. We will look, for example, at writers’ responses to late and post-apartheid South Africa, examine the so called ‘magical realist’ strategies of some West African authors and consider the debates around the emergence of a distinctive ‘African women’s literature’. The problems of constructing adequate and appropriate critical tools for the discussion of such work will be considered.

**Assessment:**  
1 x 3000 word essay (50%), 1 x 3000 word reading dossier (50%)

**Timetable:**  
Tuesday 12-1pm.  
Seminars Thurs for 1 hour between 2-5pm

**Entrance requirements:** None

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

### Rural Livelihoods and Development Interventions in West Africa

**Banner code:** 09 24295  
**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 2000 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 20th Century


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

The Social Life of the Economy


Description: What is the economy? In what sense can we distinguish it from other aspects of social life? How do we make sense of economic changes, and their effects on people around the world? This module asks fundamental questions about how humans produce, exchange, distribute and consume resources. After questioning what the economy is in the first place, we will explore topics such as money, commodities and gifts, seeking to explain what these things do in society. We will examine the different meanings of work in different places, and see how understandings of time lie at the heart of economic life. The broad, comparative perspective of this module enables students to rethink capitalism itself, asking questions such as: What is the market? How can we best understand globalisation? What is the everyday, social life of global finance?

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

Timetable: Thursday 12-2pm  Entrance requirements: None

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

Banner code: School/Dept: Credits: Semester:
09 24291 African Studies & Anthropology 20 1 & 2

Description:
This course traces the development of Social Anthropology as a discipline in Britain, the US and France by looking at its origins and growth; at the work of several of the past 'greats' of anthropology; and looks at current trends in anthropological thought.

Assessment:
2 x 2500 word essays

Timetable: Thursday 4-6 Entrance requirements: None

Staff contact: Maggie Egginton - m.j.egginton@bham.ac.uk
# APPLIED SOCIAL STUDIES

## Managing Health and Social Care

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<th>Banner code:</th>
<th>School/Dept:</th>
<th>Credits:</th>
<th>Semester:</th>
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<tbody>
<tr>
<td>08 23489</td>
<td>IASS</td>
<td>20</td>
<td>1 &amp; 2</td>
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**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:**
2 x 2500 word Essays (50% each)

**Timetable:**
Tuesdays 10-12

**Entrance requirements:**
None

**Staff contact:**
Sue Gilbert – ugsocialpolicy@contacts.bham.ac.uk

## New Migration & Super-Diversity

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<th>Banner code:</th>
<th>School/Dept:</th>
<th>Credits:</th>
<th>Semester:</th>
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<tr>
<td>08 22830</td>
<td>IASS</td>
<td>20</td>
<td>1 &amp; 2</td>
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**Description:**
Over the past ten years the nature of immigration to UK has changed and brought with it a transformation of diversity, which has been termed super-diversity. This major shift has reached all corners of the UK and is being experienced across the EU and has brought with it a range of challenges for policy makers and academics around how we research and respond to rapid change. This module aims to introduce students to the concepts of super diversity and new migration and to develop their understanding of the ways in which policy responses to new migration impact upon the provision of social welfare. The module is also intended to develop students’ ability to think critically and to think critically and to present their ideas.

**Assessment:**
One Essay of 3,000 words (50%)
One presentation (10%)
One individual report – 2000 words (40%)

**Timetable:**
Thursday 10-12

**Entrance requirements:**
None

**Staff contact:**
Sue Gilbert – ugsocialpolicy@contacts.bham.ac.uk
Housing and Communities

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. This module has a strong emphasis on research based case studies and understanding practical interventions intended 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, self-help housing and providing access to jobs and affordable credit for social housing residents.

The evolution of Housing Policy in the UK will be considered through research based case studies on homelessness, poor housing conditions, the changing role of social and affordable housing, and supported housing provision. We will consider what and who social housing is for, how it is allocated and managed and how it is affected by government policies and marketisation. The role of markets in housing will be further considered through research based case studies on the role of mortgage finance before and after the Global Financial Crisis of 2008, home ownership, house prices and asset based welfare, including the ‘right to buy’ and ‘help to buy’. The rise of ‘generation rent’ and the role of different private rented niche markets will be explored as private renting has expanded again since 2000. The role of housing in communities will be considered through case studies on housing and community assets, the community investment role of housing organisations, employment and training and financial inclusion of social housing tenants, self-organised and community-led housing and links between housing and anti-social behaviour.

The module will be supported by a work on the second edition of the best selling textbook; Housing Policy in the UK by David Mullins and Alan Murie. Case studies benefit from ongoing research being undertaken by the Housing and Communities Research Group. Links with practice are provided by the Housing and Communities Pathway module, and wider internship opportunities. Students are encouraged to attend the Housing and Communities Research Network: a regular programme of research and practice seminars, the first eight seminars were attended by over 100 participants from housing policy and practice organisations in the Midlands and beyond as well as academic and research staff.

Assessment:
1 x 3,000 word essay (50%), 1 x 3,000 word essay (50%)

Timetable: Monday 1-3

Entrance requirements:
None

Staff contact: Sue Gilbert – ugsocialpolicy@contacts.bham.ac.uk
LANGUAGES FOR ALL

Languages for All offers a range of MOMD languages at up to 8 levels. Modules for Year 2 students are available from Level 2 through to Levels 7 and 8 which are 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 2 Language MOMDs

<table>
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<th>Banner code</th>
<th>School/Dept</th>
<th>Credits</th>
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<tbody>
<tr>
<td>09 25180</td>
<td>IWLP Arabic Level 2</td>
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<tr>
<td>09 25285</td>
<td>IWLP French Level 2</td>
<td></td>
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<tr>
<td>09 25300</td>
<td>IWLP German Level 2</td>
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<tr>
<td>09 25182</td>
<td>IWLP Italian Level 2</td>
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<tr>
<td>09 25232</td>
<td>IWLP Japanese Level 2</td>
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<tr>
<td>09 25201</td>
<td>IWLP Chinese Mandarin Level 2</td>
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<tr>
<td>09 25318</td>
<td>IWLP Spanish Level 2</td>
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**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 (20%) and written examination (80%)

**Timetable:**

**Entrance requirements:**
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
## IWLP Level 3 Language MOMDs

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<th>Banner code</th>
<th>School/Dept</th>
<th>Credits</th>
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<tbody>
<tr>
<td>09 25183</td>
<td>IWLP Arabic Level 3</td>
<td></td>
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<tr>
<td>09 25287</td>
<td>IWLP French Level 3</td>
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<tr>
<td>09 25305</td>
<td>IWLP German Level 3</td>
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<tr>
<td>09 25185</td>
<td>IWLP Italian Level 3</td>
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<tr>
<td>09 25234</td>
<td>IWLP Japanese Level 3</td>
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<tr>
<td>09 25206</td>
<td>IWLP Chinese Mandarin Level 3</td>
<td></td>
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<td>09 25321</td>
<td>IWLP Spanish Level 3</td>
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**Description:**
Level 3 language modules are aimed at the lower-intermediate learner and 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 consolidated 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:**

**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 4 Language MOMDs

**Banner code:**
- 09 25289 IWLP French Level 4
- 09 25307 IWLP German Level 4
- 09 25189 IWLP Italian Level 4
- 09 25236 IWLP Japanese Level 4
- 09 25323 IWLP Spanish Level 4

**School/Dept:** Languages for All

**Credits:** 20

**Semester:** 1 & 2

**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 Japanese Level 4, further Chinese Japanese (*Kan-ji*) 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 (20%) and written examination (80%)

**Timetable:** 2 hours/week as detailed in the IWLP 2014-15 timetable (available May 2014 at http://www.birmingham.ac.uk/facilities/cml/iwlp/momd/index.aspx)

**Entrance requirements:** 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 25222 IWLP Italian 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 2014-15 timetable (available May 2014 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: 2 hours/week as detailed in the IWLP 2014-15 timetable (available May 2014 at http://www.birmingham.ac.uk/facilities/cml/iwlp/momd/index.aspx)

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 – lfa@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:  
2 hours/week as detailed in the IWLP 2014-15 timetable (available May 2014 at http://www.birmingham.ac.uk/facilities/cml/iwlp/momd/index.aspx)

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 Moldemoms

Banner code: School/Dept: Credits: Semester:
09 26135 IWLP French Level 8 Languages for All 20 1 & 2
09 26139 IWLP German Level 8
09 26138 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%)

Timetable:
2 hours/week as detailed in the IWLP 2014-15 timetable (available May 2014 at http://www.birmingham.ac.uk/facilities/cml/iwlp/momd/index.aspx)

Entrance requirements:
Pass at the appropriate IWLP Level 7 language Moldem or equivalent (as agreed with the appropriate LfA Language Co-ordinator)

Staff contact:
Judith Hancock – lfa@contacts.bham.ac.uk
CML LI 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 |

Description:
Students can take one of the following foreign languages in combination with English: French, German 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 (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: 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: Intermediate or Advanced language skills in the target language

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)
**IWLP Language Project MOMDs**

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<tr>
<td>09 25220 IWLP French Language Project</td>
<td>Languages for All</td>
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<td>1 &amp; 2</td>
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<tr>
<td>09 25297 IWLP German Language Project</td>
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<tr>
<td>09 25312 IWLP Spanish Language Project</td>
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**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:**
Fortnightly meetings by arrangement with project supervisor

**Entrance requirements:**
Pass at the appropriate 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)
ECONOMICS

Economic Development


Description:
This linked module provides a broad but in-depth treatment of contemporary issues in development economics and is concerned with general theoretical and empirical themes and their policy implications for developing countries.

Topics to be covered in Semester 1 include: theories of economic growth and development and domestic issues in developing countries including income inequality, population growth, labour market issues, the role of education and political economy.

Topics to be covered in Semester 2 concentrate on macroeconomic issues with an international dimension and include: international trade theory and policy for developing countries; structural adjustment and policy; international aspects of development; macroeconomic stabilisation in the open economy; resources for development.

Available to all students who have been allowed onto the second year of a degree programme in the Department of Economics (Including Joint Honours) or who have passed 08 11095/ 08 11096 Principles of Economics AB or 08 11093/ 08 11094 Introduction to Economics for Non-Specialists AB.

Assessment:
(The two modules 08 08350 and 08 08348 are jointly assessed)
3 hour written examination (60%); 2 x 1500 word essays (20% each)

Timetable:  Semester 1 Fri 10-12  Semester 2 Fri 9-11  Entrance requirements: See final paragraph of “description” above

Staff contact:  BBS-UG@contacts.bham.ac.uk

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Environmental Economics

Banner code: School/Dept: Credits: Semester:
08 08346 & 08 08347 Economics 20 1 & 2

Description:
Module A (semester 1): This module analyses the interactions between the economy and the environment with the main focus on the economic causes and effects of environmental degradation. The module will consider the inefficiency associated with environmental externalities and the various policies to remove them; an economic analysis of the economics of natural resource use; numerous specific topics, including the environmental implications of international trade.

Module B (semester 2): This module provides an advanced analysis of environmental economics. Particular attention will focus on the various methods for valuing environmental assets together with an examination of the economics of renewable and non-renewable natural resources. Numerous specific topics will also be considered.

Available to all students who have been allowed onto the second year of a degree programme in the Department of Economics (including Joint Honours); or of a degree programme for which it is compulsory; or who have passed 08 11095/08 11096 Principles of Economics AB or 08 11093/08 11094 Introduction to Economics for Non-Specialists AB.

Assessment:
(The two modules 08 08346 and 08 08347 are jointly assessed)
3 hour written examination (60%); 2 c 1500-2000 word essays (20% each)

Timetable: Thursday 1-3

Entrance requirements: See last paragraph of “description” above

Staff contact: BBS-UG@contacts.bham.ac.uk

Regulatory Framework of Banking

Banner code: School/Dept: Credits: Semester:
07 02888 Economics 10 2

Description:
The course deals with the law on payment systems; the banker-customer relationship; insolvency, and taking of security for bank advances.

Assessment:
2 hour written examination (75%); in-class presentation (group) (25%)

Timetable: Tuesday 9-11

Entrance requirements: None

Staff contact: BBS-UG@contacts.bham.ac.uk
Making Cultures: New Ways of Reading Things

Banner code: 11 25412  
School/Dept: Education  
Credits: 20  
Semester: 2

Description:
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. Through object-based learning understood in its broadest sense the module will enable students to critically engage with the material world. It 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.

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)

Timetable: TBC  
Entrance requirements: None

Staff contact: For further information about the module, please contact the Module Lead, Clare Mullett: c.r.mullett@bham.ac.uk

To register your interest, please email the ESJ Departmental Office: esjundergraduate@contacts.bham.ac.uk
Please put ‘MOMD EoI – Making Cultures’ in the header. Please include your student ID and home department in the accompanying email.
Teaching and Learning in Schools

Banner code: 11 22704  
School/Dept: Education  
Credits: 20  
Semester: 1 & 2

Description:
This module is intended for students who are interested in following a career in teaching, either in the primary or secondary sector, and who may be interested in undertaking a PGCE or other route into teaching upon graduation. It will introduce students to key, whole school, issues that impact upon teaching and learning in schools. These will include assessment, behavioural and pastoral issues, as well as looking at key topics in the area of Special Educational Needs. The module will also provide an introduction to key government policies as well as encouraging students to think critically about current strategies to raise standards and close achievement gaps.

Assessment:
3000 word essay (100%)

Timetable:
Tuesday 10-11
Seminars:
Tuesday 11-12
Thursday 1-2
Friday 10-11

Entrance requirements:
None

Staff contact:
For further information about the module, please contact the Module Lead, Simon Asquith: s.asquith@bham.ac.uk

To register your interest, please email the ESJ Departmental Office: esjundergraduate@contacts.bham.ac.uk
Please put ‘MOMD EoI – Teaching and Learning in Schools’ in the header. Please include your student ID and home department in the accompanying email.
Electrical Power

Banner code: 04 22725
School/Dept: Electrical Electronic and Computer Engineering
Credits: 10
Semester: 2

Description:
Students will study in detail the way that electricity is generated and how it is transmitted across the country. Issues of connection of local generation capability to a grid will be studied. Three phase supply and provision of dual voltage supply systems will be analysed. Simple transformer theory will be covered. Battery storage in combination with solar panels for remote applications will be studied. A number of case studies will be used to illustrate the diverse way in which electrical power is generated and used.
A key element is the team-based role-play project in which you propose a solution to a small scale energy issue.

Assessment:
Coursework 30%, composed of a class test (10%) and a team-based report and presentation (20%). One 2 hour written unseen examination 70%

Timetable: MOMD2
Tuesday 10:00-10:50
Friday 10:00 – 10:50

Entrance requirements: Restricted to Level I Engineering and Physical Science Students

Maximum numbers: 50

Staff contact: Pietro Tricoli – p.tricoli@bham.ac.uk
Functional and Ceramic Materials A – Energy and Communication

Banner code: 04 17180  
School/Dept: Engineering – Met / Mat  
Credits: 10  
Semester: 1

Description:
The module aims to develop an in depth understanding of the important role played by functional and ceramic materials in a range of applications in the areas of energy and communications. It will develop the concepts introduced in the Level 1 ‘Properties and Applications of Materials’, ‘Fundamentals of Materials: Structure’, and ‘Introduction to Magnetic and Electronic Materials’ modules.

The approach will be to study in detail a number of key technologically important applications such as fuel cells, solar cells, data storage devices and optical communications. In each case fabrication and processing routes appropriate for each group of materials in the particular application area or device will be introduced and the important links between processing, microstructure and properties will be quantified. Materials to be studied will include ionic and electronic conducting ceramics, semiconductors, materials for optical and magnetic storage media and high quality optical fibres. The range of applications will require detailed exploration of thin film, thick film, bulk and fibre processing routes. The important underlying scientific concepts for each application area will be elucidated.

(NB: Functional and Ceramic Materials A and B modules are not formally linked, but it is recommended that they are taken as a pair.)

Assessment:
Labs and tutorials (30%); 2 hour examination (70%)

Timetable: TBC  
Entrance requirements: Engineering students only. MT 1PAMa

Maximum numbers: TBC
Staff contact: t.w.button@bham.ac.uk
Functional and Ceramic Materials B – Transport and Environment

Banner code: 04 17181  
School/Dept: Engineering – Met / Mat  
Credits: 10  
Semester: 2

Description:
This module, although not formally linked to MTFCMa continues the non-metallic, functional materials theme and aims to develop an in depth understanding of the important role played by functional and ceramic materials in a range of applications in the areas of transport and the environment. It will develop the concepts introduced in the Level 1 ‘Properties and Applications of Materials’, ‘Fundamentals of Materials: Structure’, and ‘Introduction to Magnetic and Electronic Materials’ modules.

The approach will be to study in detail a number of key technologically important applications of advanced transport technologies, environmental and structural monitoring and control. The transport area will include the role of magnetic and superconducing materials in magnetic levitation (maglev); high temperature resistant structural ceramics and coatings in automotive and aerospace applications; and magnets for automobile applications. Functional ceramic sensors will be introduced for a range of environmental monitoring applications – e.g. vibration, sonar and NDT, and the role of piezoelectric and magneto-strictive actuators in controlling structural vibrations will be explored. In each case fabrication and processing routes appropriate for each group of materials in the particular application area or device will be introduced and the important links between processing, microstructure and properties will be quantified. The range of applications will require detailed exploration of specialised fabrication routes for magnetic, superconductor, structural and functional ceramic materials. The important underlying scientific concepts for each application area will be elucidated.

(NB: Functional and Ceramic Materials A and B modules are not formally linked, but it is recommended that they are taken as a pair.)

Assessment:
Labs and tutorials (30%); 2 hour examination (70%)

Timetable: TBC  
Entrance requirements: Engineering students only. MT 1PAMa

Staff contact: t.w.button@bham.ac.uk
Structural Engineering

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<th>Semester:</th>
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<td>04 17150</td>
<td>Civil Engineering</td>
<td>20</td>
<td>1 &amp; 2</td>
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**Description:**
The module covers the following topics in theory and design of structures:

**Theory**
- 2-d stresses, Mohr's circle
- Buckling of struts
- Plastic collapse
- Energy methods – displacements in pin jointed frames and energy in bending
- Moment distribution

**Design**
- Introduction to limit state design
- Steel – design of restrained and unrestrained beams and short columns under axial load only
- Reinforced Concrete – design of elements in flexure (single and double reinforcement), shear design of reinforced concrete beams, design of short columns subject to axial load only

**Prerequisite:** Year 1 Statics and Mechanics

**Assessment:**
Coursework exercises and Laboratory attendance (40%); written summer examination (60%)

**Timetable:**
- Wednesdays 10-11am room TBC
- Thursdays 9-10am room TBC

**Entrance requirements:**
Students must have completed LC Statics and Mechanics 04 23632

**Staff contact:**
Pedro Martinez-Vazquez – p.martinez.vazquez@bham.ac.uk
Conventional Energy Technology

Banner code: 04 26221  School/Dept: Chemical Engineering  Credits: 10  Semester: 1

Description:
The module will begin a cycle of two modules looking into the ‘Energy’ theme and be continued by ‘Renewable Energy and Energy Storage’ run in Semester 2 and cover today’s conventional (prevalently fossil) Energy Technologies and their basic science
- world energy usage and markets, today and in the future
- energy resources (coal, gas, oil, uranium) and their exploitation
- electricity market fuels
- vehicle fuels
- other fuel usage and markets (heating etc.)
- thermal power stations (coal, gas, oil, nuclear)
- electricity generation and electricity markets
- coal gasification and carbon capture
commercial aspects, project planning, planning tools, life cycle and environmental assessment

Assessment:
- Study report 25%, Exam 75%

Timetable:
Tuesdays and Fridays 9 to 11, but subject to change.

Entrance requirements:
Available only to Level I Engineers

Staff contact: Prof. Robert Steinberger-Wilckens – r.steinbergerwilckens@bham.ac.uk
Reactors and Catalysis

Banner code: 04 17122  
School/Dept: Chemical Engineering  
Credits: 10  
Semester: 2

Description:
This module teaches students the fundamentals of reactors and catalysis, particularly in the context of formulation engineering. It will introduce the effects of temperature in ideal reactors, catalysts and catalytic reactors, intra particle transport phenomena, transport phenomena in fixed bed reactors and fluidised beds, reactor design for functional products, introduced through supported metal catalyst formulation and production of a food product. Finally an introduction to biochemical reaction engineering is covered.

Topics covered are adsorption, reaction kinetics, diffusion in catalysis, thermal effects in ideal reactors, fixed and fluidized beds, reaction engineering in the food industry. There is coursework element on design of fixed bed reactors (15 %).

Prerequisite: Year 1 Chemistry for Engineers (CFE), Chemical and Biochemical Processes (CBP) and Fluid Flow, Thermodynamics and Heat Transfer (FTH). Year 2 Product Design Exercise in the 1st semester.

Assessment:
Fixed Bed Design Coursework (15%); written summer examination (85%)

Timetable:   
Mon 11:00 – 1:00pm  
Tue 12:00 – 2:00pm

Entrance requirements: Available only to Level I Engineers who have taken CFE, CBP and FTH at Year 1 and PDE in Year 2

Staff Contact: Prof J. Wood, j.wood@bham.ac.uk
Renewable Energy and Energy Storage

Banner code: 04 26224  
School/Dept: Chemical Engineering  
Credits: 10  
Semester: 2

Description: The module will continue from the ‘Conventional Energy’ module run in semester 1 and cover Renewable Energy and Energy Storage technologies and their basic science
- solar energy
- wind energy
- biomass
- geothermal energy
- hydro energy
- wave energy
- Fuel Cells
- energy storage (electricity, heat)
- electricity grid balancing
commercial aspects, project planning, planning tools, life cycle assessment

Assessment:
- Study report 25%, Exam 75%

Timetable: Tuesday and Friday mornings, time can vary.

Entrance requirements: Available only to Level I Engineers

Staff contact: Prof. Robert Steinberger-Wilckens – r.steinbergerwilckens@bham.ac.uk
Sustainable Development

**Banner code:** 04 14495/96

**School/Dept:** Chemical Engineering

**Credits:** 20

**Semester:** 1 & 2

**Description:**
The purpose of this module is to introduce examples of technologies which will be important in sustainable development. These are discussed in relation to their impacts on society, economics and the environment.

The carbon cycle, its impact on climate, and the need to change this by introducing hydrogen and fuel cell technologies will be covered. Existing carbon-based products will be analysed and their impacts on climate and other systems will be described. Moving to the hydrogen economy to avoid carbon will be analysed in terms of technical difficulties and costs. Course work will consist of a project on sustainable societies. The influence of Government legislation on technology and the growth of sustainable businesses will be emphasised.

The module presents a discussion of the future vision for sustainable economies and argues that new businesses must be encouraged to provide this economy in 20 years time. The way in which legislation has achieved this in the past by forcing society to accept clean technologies is contrasted with legislation to introduce the hydrogen economy which currently has not been successful.

In the second term, the module introduces the technology associated with recycling. Established technologies such as metal, paper and glass recovery will be contrasted with newer approaches. Good and bad examples such as doorstep sorting will be described from around the UK and the world. The packaging problem will be evaluated. A particular example of lead-acid batteries will be studied in depth. Processes and practices will be investigated. There will be a coursework project on Resource Recycling.

The overall movement of materials within the environment will be addressed and tutorials plus discussions during the second semester. A team-based assignment on the mass and energy flows in cities will be carried out involving two short oral presentations.

There are four key areas that will be covered:

- The carbon cycle and the need for hydrogen and fuel cells.
- Legislation and building sustainable hydrogen industries.
- Metals recycling.
- Mass and energy balances on human activities such as cities.

The first half of this module is offered under the separate title of Sustainable Communities and timetabled at the same time in the same room.

**Assessment:**
- Coursework: Technical reports 20%, 10%, Team-based report 10%
- Written unseen examination (2hrs) 60%

**Timetable:**
- **Tuesdays** 11 to 12
- **Thursdays** 1 to 2

**Entrance requirements:** Available only to Level I Engineers

**Staff contact:** Dr Alex Robinson – a.p.g.robinson@bham.ac.uk
Old English II: Words, Wisdom and the Woman’s Voice

Banner code: 09 13145 & 09 13147  School/Dept: English  Credits: 20  Semester: 1 & 2

Description:
This module offers the opportunity to improve a reading knowledge of Old English and to explore the nature, meanings and uses of Old English poetic language in Old English elegiac poetry and related texts.

In Semester 1, students investigate themes of exile, ruin, time, nature and loss, studying 'The Wanderer', 'The Seafarer' and 'The Ruin' in detail and alongside related texts (eg other elegies; wisdom poetry; homilies).

In Semester 2, students consider poems in the woman's voice, 'Wulf and Eadwacer' and 'The Wife's Lament', considering them in relation to the elegy and in relation to representations of women as speakers of prophecy, elegy and wisdom in other Old English texts including Beowulf. Students may revisit texts studied at Level C but must not repeat material previously submitted for assessment.

Assessment:
2 x 2000 word essays

Timetable: Tuesday 10-12. Arts 136  Entrance requirements: Students must have passed 09 10629 and 09 10630 LC Old English 1

Staff contact: Dr P Semper - p.semper@bham.ac.uk

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Signing the Screen: Film and Television Authorship

Description:
How come we can all name dozens of film directors but struggle to name the director of any episode of Breaking Bad or Game of Thrones? Why is it that the concept of authorship is so different in relation to film (supposedly a director’s medium) and television (apparently a writer’s medium)? This module explores, examines and challenges the concept of authorship in relation to film and television. It begins with analysis of the various traditions and examples of authorship in both media. It focuses on the emergence of ‘big name’ film directors in Hollywood cinema and continues by engaging with the Auteur theory: the notion that the film director should be considered the ‘author’ of a film as a writer is the author of a book. This theory is then challenged in analysis of specific writing on the subject as well as in close case studies and in-depth analysis of key filmmakers and television writers and their most important works. The module thus pursues an understanding of the tension between directorial autonomy, audience demands, critical expectations and the film and television industries. The idea of authorship, which is principally concerned with the status of the film director as an artist, is of fundamental importance in the field of film and television studies and, indeed, creative writing in relation to both media but the idea of film authorship as a central aspect of film criticism and film studies only became a prominent topic of interest after the Second World War. Why this happened, how this happened, and what happened next is the focus of this module, which takes for its case studies such films and television series as The 400 Blows, Raging Bull, Hill Street Blues, The Sopranos, The Five Obstructions, Sex and Lucía, Breaking Bad, Une femme est une femme, and Tarnation.

Assessment:
Essay

Staff contact: Margaret Conway - m.a.conway@bham.ac.uk
A Century of Change: An Introduction to British Art and Design 1840-1940

Description:
This module examines British art and design from 1840 to 1940; a period of great social and political change. Focusing on the work of artists and designers, including Rossetti, Morris, Whistler, Beardsley, Mackintosh, Wyndham Lewis, Gill and Hepworth, the module will investigate how the production and reception (including patronage and exhibiting cultures) of art and design was informed by, and helped to shape, changed social values, such as altered concepts of gender, class and ethnic identity, resulting from the impact of increasing industrialisation, advances in science, imperial expansion and world war. To this end, the module will analyse key modes of artistic practice, including Pre-Raphaelitism, Naturalism, Symbolism and Modernism, alongside prevailing political, aesthetic and philosophical debates. A variety of cultural forms will also be considered, including paintings, prints, ceramics, stained glass and photography. Exploring the diversity of art and design within the framework of the cultural and political environment of the period of study, this module will provide an understanding of how artists and designers instigated change, not only through innovation within their own disciplines, but also by creating works which, intentionally or not, constructed meanings and values promoting the revision of traditional social stratification.

Assessment:
2000 word essay

Timetable: 1 hour lecture per week, 4pm Mondays

Entrance requirements: None

Staff contact: Tara Mann: T.mann@bham.ac.uk
An Introduction to Renaissance Art in Italy and the Netherlands
c.1400-60

Banner code: 09 24897
School/Dept: Art History, Film and Visual Studies
Credits: 10
Semester: 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

Timetable:
1 hour lecture per week, 4pm Mondays

Entrance requirements: None

Staff contact: Tara Mann: T.mann@bham.ac.uk
An Introduction to Art, Architecture and Design in Fin-de-Siècle Vienna

Banner code: 10 24882  
School/Dept: Art History, Film and Visual Studies  
Credits: 10  
Semester: 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

Timetable: 1 hour lecture per week, 9am Mondays  
Entrance requirements: None

Staff contact: Tara Mann: T.mann@bham.ac.uk
Art and its Contexts I

Banner code: 10 18600
School/Dept: Art History, Film and Visual Studies
Credits: 10
Semester: 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:
3000 word essay

Timetable: 1 hour lecture per week, Thursday 9-10

Entrance requirements: None, other than if you took this module at Level C you are not allowed to take it at Level I

Staff contact: Tara Mann: T.mann@bham.ac.uk

Art and its Contexts II

Banner code: 10 18603
School/Dept: Art History, Film and Visual Studies
Credits: 10
Semester: 2

Description:
This module provides a thorough 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.
During the module students will consider how the topics discussed relate to specific examples and cases in art history, developing proficiency in visual analysis and discrimination, as well as historical and interpretative understanding.

Assessment:
3000 word essay

Timetable: 1 hour lecture per week, Thursday 9-10

Entrance requirements: None, other than if you took this module at Level C you are not allowed to take it at Level I

Staff contact: Tara Mann: t.mann@bham.ac.uk
Behind the Camera: An Introduction to Women’s Cinema from the 1960’s to the Present

Banner code: 09 26041  
School/Dept: Art History, Film and Visual Studies  
Credits: 10  
Semester: 1

Description:
This module will offer an introduction to ‘women’s cinema’ (films directed by women) from the 1960s to the present. Focusing on French, Belgian and British films directed by Agnes Varda, Chantal Akerman, Sally Potter, Claire Denis, Lynne Ramsay and Andrea Arnold, it will cover the topics of 1970s feminist cinema, theory and criticism; experimental and avant-garde negotiation with cinematic form; gender and postcolonialism in film, the performance of self and body, gender and documentary, adaptation of literature by women directors, and female authorship in the post-auteurist 2000s.

Assessment:
2000 word essay

Timetable: 1 hour lecture per week, 10am Mondays  
Entrance requirements: None

Staff contact: Tara Mann: T.mann@bham.ac.uk
Impressionism and After: An Introduction to Art and Society in Late Nineteenth-Century France

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

Description:
This module provides students with a general introduction to the production and reception of images (prints, paintings, ceramics, coins, medals and tokens) in Britain during the period of the eighteenth century and early nineteenth century that became known as the Industrial Revolution. It explores how artists represented, or chose to avoid representing, industrialisation, and how patronage, artistic institutions, and reception were affected by widespread social and economic change. The relationships between science, industry and art will also be explored.

Assessment:
2000 word essay

Timetable: 1 hour lecture per week, 10am Mondays

Entrance requirements: None

Staff contact: Tara Mann: T.mann@bham.ac.uk

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Introduction to American Art in the 1960s

Banner code: 09 26757  
School/Dept: Art History, Film and Visual Studies  
Credits: 10  
Semester: 1

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

Timetable: 1 hour lecture per week, 12pm Mondays

Entrance requirements: None

Staff contact: Tara Mann: T.mann@bham.ac.uk
**Power, Society, Politics: An Introduction to Religious Art in Northern Europe, c. 1400-1600**

**Banner code:** 09 24892  
**School/Dept:** Art History, Film and Visual Studies  
**Credits:** 10  
**Semester:** 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

**Timetable:**  
1 hour lecture per week, 12pm Mondays

**Entrance requirements:** None

**Staff contact:**  
Tara Mann: T.mann@bham.ac.uk
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)

Timetable: Thursday 2-3  
Entrance requirements: None

Staff contact: t.rowe@bham.ac.uk
European Cultural Theory

Description:
Are you interested in whether the work of Karl Marx is relevant to the internet? Do you believe politicians when they claim that there is no such thing as ideology? Are you convinced that feminism is dead? Do you want to understand how Europe's colonial past still has an impact on today's world, culturally, politically and economically? In this module you will investigate some of the ways cultural theorists have approached culture. You'll look at issues of class, language, gender, ethnicity, sexuality and ideas of the nation, and will develop a set of intellectual tools to help you interpret cultural products (such as films and books) and cultural institutions. You'll have a chance to test out theoretical ideas using practical case studies and to decide for yourself whether you're convinced by theories of postmodernism, post-colonialism and post-structuralism.
Taught in English

Assessment:
2000 word case study (40%); 2500 word essay (60%) to be written in English

Timetable: Monday 10-11 and seminar tbc

Entrance requirements: None

Staff contact: t.rowe@bham.ac.uk
European Media Culture

Banner code: 09 18508
School/Dept: Modern Languages
Credits: 20
Semester: 1 & 2

Description:
This module assesses how the media work in different major European countries and the impact of different media systems on mass mediated content. The course is divided into the following ‘blocks’: 1. MEDIA SYSTEMS, introducing concepts of national and global identities and cultures and discussing the characteristics of different media systems in Europe. This section focuses on questions such as ‘who owns/controls the media in Europe’, how are the media organised and what are the consequences of concentration on some Western European nations (i.e. their cultures, as well as the quality of democratic debate)? 2. NEWS, CONTROL, OBJECTIVITY, which considers how a specific ‘genre’ (the news) is created, as well as discussing issues of censorship and control 3. MEDIA MATTERS, which focuses on the extent to which identities are shaped by national media, i.e. the power of the media to influence their consumers.
Taught in English

Assessment:
3000 word essay (50%) semester 2; 2 hour exam (50%) to be written in English

Timetable: Thursday 9-11
Entrance requirements: Media, Culture and Communication

Staff contact: For further information about the module, contact:
d.albertazzi@bham.ac.uk; to register your interest please contact:
t.rowe@bham.ac.uk
# European Novel

<table>
<thead>
<tr>
<th>Banner code:</th>
<th>School/Dept:</th>
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<tr>
<td>09 24354</td>
<td>Modern Languages</td>
<td>20</td>
<td>1 &amp; 2</td>
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**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:**
2 x 2000 word essays (50% each)

**Timetable:**
Tuesday 10-12

**Entrance requirements:**
None

**Staff contact:**
For further information about the module, contact: j.whicker@bham.ac.uk; to register your interest please contact: t.rowe@bham.ac.uk
Basque I (Level C)

Banner code: 09 26730
School/Dept: Modern Languages
Credits: 20
Semester: 1 & 2

Description:
The Basque language, euskara, has been spoken for over 2,000 years on both sides of the Pyrenees, at the bottom right-hand corner of the Bay of Biscay. It is nowadays the language of around 750,000 people divided between Spain and France. Euskara is a one-of-a-kind language, with no known connections to any other language.

Why study Basque?
• Basque is a really distinct subject.
• Basque is nowadays thriving after a long history of recession, and it has started to offer career opportunities in the fields of education and translation, for example.
• Basque is the core of present Basques’ identity, and learning Basque makes you win their heart in a way that does not usually happen with ‘big’ languages.

The course deploys the communicative method, reproducing in the classroom communication tasks typical of everyday life. The grammar is mainly introduced through the superb online program BOGA, and contact hours are devoted to practising reading, listening, and speaking skills. Students will thus acquire the A1 level of the CEFR.

By the end of the module the student should be able to:
• Recognise familiar words and basic phrases concerning immediate surroundings and day-to-day situations when people speak slowly
• Understand descriptive and narrative texts dealing with familiar objects, actions, and activities written in present tense (simple, perfect, habitual and/or continuous)
• Interact in a simple way provided that the other person is ready to repeat or rephrase things
• Write simple descriptions of people, familiar objects and places, and narratives of everyday life situations in present tense

Assessment:
Written exam (40%); Aural and Oral tests (30%); Coursework (30%)

Timetable: Tue 11-12, Thu 9-11
But this can be changed to fit in with students’ timetables

Entrance requirements: Not open to students already taking three languages.

Staff contact: Gorka Mercero – g.mercero@bham.ac.uk
Basque II

Banner code: 09 18388  
School/Dept: Modern Languages  
Credits: 20  
Semester: 1 & 2

Description:
This module is a continuation of the Basque I module. It also deploys the communicative method, reproducing in the classroom communication tasks typical of everyday life. The grammar is mainly introduced through the superb online program BOGA, and contact hours are devoted to practising reading, listening, and speaking skills.
This course will considerably widen the range of grammar structures handled by the students and their communicative abilities, bringing about a significant step forward in the command of the language. Students will thus acquire the A2 level of the CEFR.

By the end of the module the student should be able to:
- Understand the main points of clear standard speech on familiar matters related to work, school, leisure, etc., and catch the main points in short, clear messages and announcements.
- Find specific information in everyday texts a bit more complex than before, such as events calendars or regulations, and understand the description of plans, needs and opinions in personal letters.
- Communicate in routine tasks that require a simple and direct exchange of information on familiar topics and activities.
- Describe experiences and events, and briefly give reasons and explanations for plans, ambitions, and opinions. Also, use in a simple way the indirect speech to narrate a story or relate the plot of a book or film.

Assessment:
Written exam (40%); Aural and Oral tests (30%); Coursework (30%)

Timetable:  
Mon 1-2, Tue 4-6  
Entrance requirements: Students should have taken Basque level 1 (or have equivalent level of Euskara). No other restrictions.

Staff contact:  
Gorka Mercero – g.mercero@bham.ac.uk

But this can be changed to fit in with students’ timetables
Basque Society and Culture

Banner code: 09 22665  
School/Dept: Modern Languages  
Credits: 10  
Semester: 2

Description:
Are you a nationalist? Do you rather think that nationalism is an issue only of small wannabe cultures? Yet, are not you proud of your cultural heritage? Do not you feel attached to the places and the people that saw you grow up? Do not you even get thrilled with the successes of your country’s sporting champions? Nationality is a fundamental ingredient of our own individual identities, without which we would probably have big trouble trying to understand our place in the world. All of us take it really seriously. Indeed, it has historically been a good breeding ground for war. However, when analysed carefully, it is striking how tenuous national identity turns out to be. The set of identity marks that allegedly makes us different from other human beings do not easily stand up to scrutiny.
This is not a theoretical module. It is practical through and through. But by means of studying contemporary Basque society and culture you will also reflect about the concept of identity, both its importance to all of us and its striking fragility, and the way all that is linked to your own experience of nationality.
The Basque language is the axis of a long-standing culture that came to feel at risk around the late 19th century. The Basque nation has since embarked on a fight for survival that has largely contributed to transform the Basque Country into an open, modern, and dynamic society. But contemporary Basque society is characterised by its conflicting identities, Basque and Spanish being the most noted of them. This module will show you the most relevant areas of that conflict from a cultural, historical, and anthropological perspective. It will also offer you a taste of contemporary Basque arts and the identity play between the local and the global in which they are inscribed.

By the end of the module students will have become familiar with:
- The specific traits of contemporary Basque society and culture, especially in relation with the identity conflict that shapes them.
- The basic arguments to be found in the main areas of identity struggle: politics, sociolinguistics, historical memory...
- The idea that identity is a shifting reality that is always in progress.
- Some contemporary Basque cultural production, especially in the fields of bertsolaritza, architecture, literature, music...

Assessment:
One essay 2,500 words written in English or Spanish

Timetable: Thi 11-1  
Entrance requirements: Knowledge of Basque language NOT required

Staff contact: Gorka Mercero – g.mercero@bham.ac.uk
Catalan Language I (Level C)

Banner code: 09 08869 & 09 08870
School/Dept: Modern Languages
Credits: 20
Semester: 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). This course teaches Beginners Catalan with the opportunity to continue in year 2.

Outcomes - On completion of this module the student will be able to demonstrate above threshold level communication skills in Catalan (as recommended by the CEFLR) and to read, comprehend, interpret and translate cultural texts placing them within the wider context of the language and culture of the Catalan speaking territories. The student will also have the opportunity to achieve an extra qualification by taking the International Catalan Certificate (Basic Level) issued by the Institut Ramon Llull and held at the University of Birmingham.

The three weekly hours are distributed between communicative language and grammar classes and a parallel culture hour to provide an introduction to Catalan Literature, Art and Sociolinguistics.

Assessment:
Exam (50%); oral (10%); aural (10%); coursework and grammar test (30%) (assessed jointly with linked module)

Timetable: TBC
Entrance requirements: No restrictions. Open to all.
Staff contact: e.marcer@bham.ac.uk
Catalan Language II

Banner code: 09 12472 & 09 12473  School/Dept: Modern Languages  Credits: 20  Semester: 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). This course teaches Intermediate Catalan with the opportunity to continue in year 4 and spend the Year Abroad in a CatalanSpeaking territory such as Barcelona or Valencia. 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 three weekly hours are distributed between communicative language and grammar classes and a parallel literature and translation hour to provide an introduction to contemporary Catalan Literature.

Outcomes - By the end of the module the student will be able to demonstrate higher than threshold ability in the four language skills in Catalan (as recommended by the CEFLR). Show ample understanding of the structures of Catalan in order to function effectively in a Catalan-speaking environment, demonstrate and apply good basic knowledge of Catalan literary culture. The student will also have the opportunity to achieve an extra qualification by taking the International Catalan Certificate (Basic Level) issued by the Institut Ramon Llull and held at the University of Birmingham.

Assessment:
3 hour written examination (50%), oral test (10%), aural test (10%) one language project (15%) and continuous assessment (15%).

Timetable: 3 hours a week to be confirmed  Entrance requirements: You must have taken Catalan Level I (0908869/70)

Staff contact: Dr Elisenda Marcer - e.marcer@bham.ac.uk
Galician Language and Culture I

**Banner code:** 09 23597  
**School/Dept:** Modern languages  
**Credits:** 20  
**Semester:** 1 & 2

**Description:**
Galician is the language spoken in the north-west of the Iberian Peninsula. It is an official language within the Spanish state together with Catalan, Basque and Spanish.
- Studying Galician is easy: It is approachable for students learning other romance languages, for complete beginners and for those who have not studied a language before but want to give it a go.
- It is useful: did you know that Galician and Portuguese were born as the same language in the same kingdom? Therefore with Galician you can communicate both with Portuguese speakers and with Spanish speakers around the world.
- Doing research on a topic related to Galician language or culture (cinema, theatre, literature, music, food, wine...) can be very good for your CV. There are many areas that have not been studied in England, Wales or Scotland so you could become an expert on one area of your choice.
- You can learn about a fascinating culture: did you know that Galicia is a Celtic nation and has one of the most popular Celtic Festivals in the world? ...we preserve millions of ancient festas and festivals and that our traditional food is fantastic ...we have a beautiful landscape and amazing beaches, interesting literature and good musicians. Galician people are said to be very welcoming and funny.

If you want to learn about all this and much more in a relaxed and amusing atmosphere, start learning Galician, you will not regret it.

**Assessment:**
3 hour written examination (50%); oral and aural examination (30%); Coursework (20%)

**Timetable:** TBC  
**Entrance requirements:**

**Staff contact:** Paloma Serrapio - p.serrapio@bham.ac.uk
Galician Language and Culture II

Banner code: 09 23599
School/Dept: Modern Languages
Credits: 20
Semester: 1 & 2

Description:
3 hours a week. Informal surgery times arranged when required. A variety of methodologies from grammar, grammar-translation, linguistic to purely communicative methods are used. The three weekly hours are distributed between translation and grammar classes, structures of the Galician language (given in Galician and English), and oral work with a native speaker alongside an introduction to Galician literary contents. There will also be an introduction to other aspects such as Galician culture and history.

By the end of the module the student should be able to:
• demonstrate higher than threshold ability in the four language skills in Galician.
• show ample understanding of the structures of Galician in order to function effectively in a Galician-speaking environment and to demonstrate and apply good basic knowledge of Galician literary culture.

Assessment:
3 hr. written examination 50%; oral and aural 25%; coursework 25%.

Timetable: TBC

Entrance requirements: Students must have passed Galician Language & Culture I or take a test to show they have required level to take the module.

Staff contact: Paloma Serrapio - p.serrapio@bham.ac.uk
Galician Society and Culture

**Banner code:** 09 26039  
**School/Dept:** Modern Languages  
**Credits:** 10  
**Semester:** 2

**Description:**
Galicia has a distinct national, regional and personal identity based on its historical, linguistic and cultural heritage. This identity is deeply embedded in the people and reflected in all spheres of modern society and culture. This module aims to analyze the nature and construction of Galician identity from a variety of perspectives (historical, sociolinguistic, political, etc.) through the analysis of different artistic and cultural expressions (literature, music, visual arts, drama, films, TV programs, architecture, traditions, etc).

By the end of the module the students should be able to:
- Demonstrate awareness and understanding of the historical legacy and the contemporary Galician society.
- Demonstrate knowledge of the nature and construction of Galician identity, as well as its main figures and facts.
- Identify the main manifestations and distinctive elements of Galician culture.
- Identify the connections between the sociopolitical situation of Galicia and its cultural products.
- Understand the singularities and specific framework of small nations, such as Galicia.

**Assessment:**
One essay of 2,500 words

**Timetable:** TBC  
2 hours a week

**Entrance requirements:** Knowledge of Galician language is not required

**Staff contact:** Paloma Serrapio - p.serrapio@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:
3 hour examination: 50%; Oral exam: 10%; Coursework: 40%

Timetable: Group A: Mon 1-2 & Thurs 4-6  
Entrance requirements: Open to all. No restrictions.
Group B: Mon 1-2 & Fri 11-1

Staff contact: f.cande@bham.ac.uk

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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:
3 hour written examination (50%); oral exam (20%); Aural exam: (10%); Coursework (20%)

Timetable: 3 hours:  
Wed 11-12  
Fri 2-4

Entrance requirements: Students must have passed 09 25262 LC Beginners’ Portuguese Language or have similar level of Portuguese.

Staff contact: f.cande@bham.ac.uk
Portuguese Literature and Brazilian Literature 2A

Banner code: 09 13366
School/Dept: Modern languages
Credits: 10
Semester: 1

Description:
Students will study short stories by key 20th-century prose fiction writers Miguel Torga, Maria Judite de Carvalho, Maria Ondina Braga, Teolinda Gersão and Hélia Correia, locating their works in their socio-historical and literary context. Through their readings students will acquire an understanding of key issues in twentieth-century society. A number of Portuguese authors, men and women, have flagged up the kind of personal tragedy that is so circumscribed as to pass virtually unnoticed, yet of inestimable transcendence to the person whose misfortune or calamity this is. Such small tragedies are perhaps best suited to the intensity of the short story, whose authors are aware of the contradictions inherent in Portuguese society, both during and after the Estado Novo. Attention will focus on issues of identity, gender, motherhood, loneliness and loss, ageing and invisibility.

Assessment:
One 2,500 word essay

Timetable: Friday 4-6
Entrance requirements: Available to all

Staff contact: Dr Patricia Odber de Baubeta p.a.odber-de-baubeta@bham.ac.uk
Portuguese Literature and Brazilian Literature 2B

Banner code: 09 13367  
School/Dept: Modern languages  
Credits: 10  
Semester: 2

Description:
Students will study three Brazilian plays: Ariano Suassuna’s Auto da Compadecida (1955), translated as The Rogue’s Trial (1963), Dias Gomes, O Pagador de Promessas (1960), translated as The Road to Bahia, and João Cabral de Melo Neto, Morte e Vida Severina (1966), translated as Death and life of Severino (2003). At the same time, they will be able to complement their reading of the play texts by viewing the film adaptations of these works. Through their engagement with these texts, students will be in a privileged position to (1) explore key issues of Brazilian history and society, namely class, race and gender; (2) examine the interplay between elements of Brazilian popular culture and canonical European dramatic tradition; and (3) analyse the prevailing constructions, in drama and film, of the 20th-century North Eastern social reality.

Assessment:
One 2,500 word essay

Timetable: Friday 4-6  
Entrance requirements: Available to all

Staff contact: Dr Patricia Odber de Baubeta p.a.odber-de-baubeta@bham.ac.uk

Spanish Language I (Level C)

Banner code: 09 08859 & 09 08861  
School/Dept: Modern languages  
Credits: 20  
Semester: 1 & 2

Description:
The modules consist of an in-depth examination of the syntax of Spanish, with particular emphasis on certain topics (e.g. subjunctive, passive voice). Familiarity with the written language, and oral performance is consolidated by contact with native speakers.

Assessment:
Coursework 25%, oral 15%, aural 15%, exam 45%

Timetable: 3 hours: Tues 11-12  
Entrance requirements: Available only to students whose home School is LCAHM. Students must have passed A Level Spanish (Grade C or above)

Staff contact: m.simocomas@bham.ac.uk
Nineteenth Century Russian Novel

Banner code: 08 16757/08 16758  
School/Dept: Modern languages  
Credits: 20  
Semester: 1 & 2

Description:
In the first Semester students study Russian novels written in the period 1825-1862. They learn about the context in which the novels were written and study the specific literary characteristics of each work and its contribution to the development of the genre. Students give presentations on specific aspects of the novels and lead class discussion.

In the second Semester, students study Russian novels written in the period 1863-1900. Individual works are considered in the context of key themes including the superfluous man, the Westerniser/Slavophile debate, social reform, the “woman question”. Works in other genres are considered where appropriate.

Assessment:
Two 2,000-word essays (50% each).

Timetable: Thursday 1pm and Friday 10am  
Entrance requirements: None

Staff contact: n.e.rulyova@bham.ac.uk
LOCAL GOVERNMENT STUDIES

Analysing Public Policy

Banner code: 07 20792  
School/Dept: Local Government Studies  
Credits: 20  
Semester: 1 & 2

Description:
This double module explores and assesses the way in which public policy is formulated, managed and implemented. In the first semester, it considers the nature of contemporary changes in British public governance and also draws upon comparisons from other European states. It then examines in the second semester the influence of the media, pressure groups, political values and professional groups on the policy agenda, subsequent decisions and resultant policy outcomes. The module draws on a range of theories and explicitly sets these in the context of contemporary examples through the use of case studies. Students are encouraged to link theory to practice in their class presentation/assignment and in the project, which involves the analysis of a policy change of their choice.

Assessment:
2,500 word essay (35%); 4,000 word project (60%); peer assessed group presentation (5%)

Timetable: Mondays 2-3pm plus 1 hour class TBA  
Entrance requirements: None

Staff contact: Dr Philip Whiteman P.Whiteman@bham.ac.uk
The Place of Business in Society

Description:
This module provides the opportunity for students to critically develop their understanding of the complex interdependence of business and society. It is divided into three sections.

The first section develops students’ understanding of firms and the environment in which they operate. It will begin by considering different theoretical explanations for why firms exist, moving on to examine how they compete in terms of the strategic, organisational and locational decisions that they make in pursuit of competitive levels of productivity. The analysis will then move up a level to consider our empirical and theoretical understanding of globalization and the emergence of global finance, culminating in a review of the causes and consequences of the ongoing financial crisis.

The second section develops students’ understanding of how the contemporary international business environment has developed. It begins by considering the historical and legal development of models of business before examining the shifting dominance of 20th century ideas of how capitalism should best be organised for the good of society. It moves on to consider the shifting capability of actors to shape the business environment including industrial and financial capital, nation states and supranational organisations.

The third section critically considers the effect of business upon society across a range of dimensions. It begins with an examination of uneven development, within, between and across countries, with particular consideration paid to the increasing significance of BRIC countries. It subsequently addresses the often uneasy relationship between business and its stakeholders, including workers and nation-states, leading us to ask whether different ‘varieties of capitalism’ exist in different parts of the world. The responsibility of business in its stewardship of the natural environment is considered, before we examine business’ response to its critics in terms of the practice and communication of business ethics and corporate social responsibility. The module concludes by looking to the possibility of different capitalist futures.

Assessment:
2000 word essay and 2 hour exam

Timetable: Tuesdays 10-12

Entrance requirements: None

Staff contact: Dr Paul Lewis – p.c.lewis@bham.ac.uk
Good Brain, Bad Brain

Banner code: 02 16009 & 02 16010  
School/Dept: Medicine  
Credits: 20  
Semester: 1 & 2

Description:
Semester 1: This is the first of two separate modules introducing the non-specialist to that most enigmatic of organs, the brain. The course will begin with introductory lectures, and will be accessible to all students with a GCSE or higher in a biological or general science subject. Students will learn how the brain is organised, from the molecular through to the cellular and anatomical levels; how cells communicate and how drugs can interact with this. How do we study brain function, both in the clinic and in the laboratory? Finally, an overview of various neurological and psychiatric disease states will be given. What treatment options are available, from drugs to surgery to counselling?

Semester 2: Building on the knowledge gained in the first module, the second module will consider individual neurological and psychiatric disorders in greater depth. These will include epilepsy, stroke, movement disorders such as Parkinson's Disease and Huntington's Disease, dementia including Alzheimer's Disease, Creuzfeldt-Jakob Disease (CJD), multiple sclerosis, motor neurone disease, mood disorders, schizophrenia and addiction. Students will also consider how the brain learns and remembers, and whether it is possible to produce drugs that make us smarter. Mechanisms involved in the perception of pain will be discussed, and whether it is always a useful sensation.

Assessment:
1 hour multiple choice examination; 2500 word project essay (relating to Semester 1)  
1 hour multiple choice examination; 2500 word project essay (relating to Semester 2)

Timetable: Wednesday 9-11  
Entrance requirements: Students must have passed O Level or GCSE (or higher) in a biological or general science subject

Staff contact: a.d.powell@bham.ac.uk

The first semester of this module is available as an independent 10-credit module. Students who wish to take this module should register for 02 16009 Good Brain, Bad Brain 1.

The second semester is NOT available as an independent module.
Making Culture: New Ways of Reading Things

Banner code: Scho 11 25412
School/Dept: Department of Education and Social Justice, School of Education
Credits: 20
Semester: 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
Like us on facebook: www.facebook.com/CultureUoB
Follow us on Twitter: 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)

Timetable: TBC
Entrance requirements:

Staff contact: esjundergraduate@contacts.bham.ac.uk
Elements of Logic and Metaphysics

Banner code: 09 26764
School/Dept: Philosophy
Credits: 20
Semester: 1

Description:
The aim of this module is to introduce students to some of the basic concepts of philosophical logic and metaphysics and to begin to explore the connections between these concepts in a rigorous way.

We shall begin by looking at the notion of logical consequence, and the related notions of logical possibility and logical necessity. This will lead us to investigate other notions of necessity, notably that of metaphysical necessity, and to trace relations between the various notions of necessity and other central philosophical concepts, such as knowability a priori. That in turn will lead us to investigate the closely linked notions of identity, essence, substance and existence. We shall also consider whether there is any sense in which a cause necessitates its effect; this will involve distinguishing between, and then analysing, different types of causal statement. If time permits, the module will also include a brief introduction to philosophical theories of truth. By the end of the module, students should have an understanding of the central concepts of, and of some basic theories in, philosophical logic and metaphysics which can underpin more advanced modules in these areas.

Assessment:
2 x 1500 word essays (50% each)

Timetable: TBC
Entrance requirements: Requires 20 credits of Philosophy at Level C.

Staff contact: Prof. Ian Runfitt – i.runfitt@bham.ac.uk
Experience and Reason: Early Modern Philosophy

Banner code:  
TBC  

School/Dept:  
Philosophy  

Credits:  
20  

Semester:  
2  

Description:  
This module examines the renewal of philosophical vigour that started in the 1600s. It focuses on early modern philosophers such as Descartes, Berkeley, Leibniz, Locke, Malebranche, Spinoza, and Hume. Coupled with growing secularism and scientific advances, the effect of the work of these philosophers not only affects later philosophy but so profoundly affects the way we see the world. We will examine a broad range of topics, introducing the main themes of the era – particularly those that feed into later contemporary philosophy. These topics will include some or all of the following:

- The idea of the universe as a physical object of scientific study
- How philosophy interacts with science
- The nature of thought, ideas, and the human mind
- How our thoughts and ideas connect with the world (if, indeed, there is a world!)
- The nature of explanation
- The early modern understanding of God.

Assessment:  
2 x 1500 word essays (50% each)

Timetable:  
TBC  

Entrance requirements:  
Requires 20 credits of Philosophy at Level C.

Staff contact:  
Dr. Alastair Wilson – a.j.wilson@bham.ac.uk
Feminist Philosophy

Banner code: 08 26782  
School/Dept: Philosophy  
Credits: 20  
Semester: 1

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, political philosophy, and applied issues.

After considering competing views on how feminism and feminist philosophy should be conceived, the module will address a range of contemporary issues in feminism. Key questions may include:
- What is gender? What is sex? How should these and other social categories be understood?
  - Do men and women have distinctive ways of knowing? Do traditional accounts of knowledge discount the experience of oppressed groups?
  - What are implicit biases and stereotype threat, and what do they mean for how we act and understand the world?
  - How does gender interact with other individual features, such as race, ethnicity, class, and sexuality?
  - 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, hate speech, and sexual harassment?
  - How should individuals and institutions evaluate and address newer feminist concerns including war, terrorism, climate change, the resource curse, migration, global poverty, labor standards, and international trade?

This is a module for anyone who wants to think more about how feminist analysis can contribute to our understanding of the social world around us, and the various urgent problems we face within it.

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

Timetable: TBC  
Entrance requirements: Requires 20 credits of Philosophy at Level C

Staff contact: Dr. Scott Wisor – TBC
Logic: Its Limits and Scope

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

Description:
Is there any way to make 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:
One 2000 word essay (50%) and one 2-hour exam (50%).

Timetable: TBC  
Entrance requirements: Requires 20 credits of Philosophy at Level C.

Staff contact: Prof. Ian Runfitt – i.runfitt@bham.ac.uk
Sex and Ethics

Banner code: 09 23955  
School/Dept: Philosophy  
Credits: 20  
Semester: 1

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)

Timetable: TBC  
Entrance requirements: Requires 20 credits of Philosophy at Level C or A-Level Philosophy or PRE

Staff contact: Iain Law – i.law@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. 20th 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 forms the most natural introduction you could hope for to philosophy of language (an area you’re likely to pursue in Third Year, even if only indirectly through modules in metaphysics, meta-ethics, etc.). But 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 of the kind at issue 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:
2 x 1500 word essays (50% each)

Timetable: TBC  
Entrance requirements: Requires 20 credits of Philosophy at Level C.

Staff contact: Dr. Darragh Byrne – d.buyrne@bham.ac.uk
Spinoza

Banner code: 08 20251  
School/Dept: Philosophy  
Credits: 20  
Semester: 1

Description:
After presenting a general historical background which stresses the new philosophical problems generated by the rise of modern natural science in the context of traditional conceptions of substance, the module covers the five parts of Spinoza's Ethics in sequence, exploring Spinoza's views on God and substance, his theories of "adequate knowledge", freedom and the origin of the emotions, and his conception of human virtue and blessedness as the "intellectual love of God".

Assessment:
One 2000 word essay (50%) and one 2-hour exam (50%).

Timetable: TBC  
Entrance requirements: Pass in the Level C Philosophy module: History of Philosophy (08 20293 & 08 20294)

Staff contact: Dr. Mark Walker – m.t.walker@bham.ac.uk
The Ethics and Politics of Climate Change

Banner code: Sc   School/Dept: Philosophy   Credits: 20   Semester: 2

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

- What should we do as individuals about climate change?
- What should governments do?
- How should we react to uncertainty and controversy about the future course of climate change?
- Who should compensate the victims of climate change?

In the first part of the module we will follow John Broome’s book *Climate Matters* to investigate what we should do about climate change as individuals on the one hand, and what governments should do about it on the other. This part of the module introduces duties of justice and beneficence as duties towards future generations, and engages with Derek Parfit’s much discussed non-identity problem. It also explores how we should understand reasoning under uncertainty. The second part covers the main questions of environmental ethics focusing mainly on the question of whether animal and plant life ought to be protected for its own sake or whether the environment only has value in so far as it is valuable for humankind. The last part of the module will consider more practical ethical questions related to climate change. These questions will concern topics such as carbon offsetting, geoengineering, population control, vegetarianism, direct action and cap and trade.

Assessment:
Two 2000 word essays (each 50%).

Timetable: TBC   Entrance requirements: Requires 20 credits of Philosophy at Level C.

Staff contact: Dr. Jussi Suikkanen – j. suikkanen@bham.ac.uk
The Ethics of Killing

Banner code: 08 26826
School/Dept: Philosophy
Credits: 20
Semester: 2

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 killing (i.e. believe that taking a life is categorically never morally permissible). Indeed, almost of us believe, at the very least, that it is permissible to kill an 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 innocent foetus? 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 these moral judgments can and should be taken into account in law. Topics on which we are likely to focus include abortion, euthanasia and assisted suicide, self-defence, terrorism, and war.

The module opens with an examination of some relevant background issues in the philosophy of death, such as the meaning and nature of death, the relationship between death and personal identity, and complexities in assessing the badness of death for the one who dies. It is expected that war and self-defence in particular will be cornerstones of the module. In studying practical questions about killing in various contexts, participants in the module will also thereby become conversant with a number of important issues in ethical ethics, such as the distinction between doing and allowing, intentional and foreseen harm, eliminative and opportunistic agency, and so on. And they will also consider the relationship between the ethics of killing at the level of individual choice and what domestic and international laws on killing ought to say.

Assessment:
Two 2000 word essays (each 50%).

Timetable: TBC
Entrance requirements: Requires 20 credits of Philosophy at Level C.

Staff contact: Dr. Scott Wisor – TBC
The Mind-Body Problem

Banner code: 08 26762  
School/Dept: Philosophy  
Credits: 20  
Semester: 2

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, and the identity theory. The second half of the module will discuss functionalism, the mystery of consciousness and eliminative materialism.

Assessment:
2 x 1500 word assignments (50% each)

Timetable: TBC  
Entrance requirements: Requires 20 credits of Philosophy at Level C.

Staff contact: Dr Elizabeth Miller – TBC
POLITICAL SCIENCE

Comparative European Politics

Banner code: 08 26059
School/Dept: Political Science
Credits: 20
Semester: 1 & 2

Description:
The module will examine political parties, and party systems, governmental institutions, and cleavage structures in Western European democracies. The primary focus will be on the four largest states, i.e. Britain, France, Germany and Italy but a significant part of the module will also concentrate on the experience of small(er) states such as Spain, Austria, the Netherlands or the Scandinavian countries.

Assessment:
Term One:
3,000 word assessed work (50%)
Term Three:
3,000 word assessed work (50%)

Timetable: TBC

Entrance requirements: None

Staff contact: Dr Isabelle Hertner – i.hertner@bham.ac.uk,
Dr Tim Haughton – t.j.haughton@bham.ac.uk
Politics and Policy

Banner code: 07 20792
School/Dept: Political Science
Credits: 20
Semester: 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-making include the Labour party’s decision to cut spending on Higher Education; their decision to bail out banks; the decision to spend around £100 million per annum on elite sport. From education policy, fiscal policy and environmental policy to sport and health policy – all are the result of politics. 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 networks and partnerships is a key theme throughout the module.

Some of the key topics and questions explored are as follows:

- What is ‘policy’?
- Who makes policy?
- How can we study policy-making and policy implementation?
- Who influences policy-making and policy decisions?
- What are policy networks and communities?
- What is ‘new governance’ and how does it impact on politics and policy delivery?

The generic skills learnt by students can be applied to a policy area of their choice. There will be a balance between theoretical and actual examples of policy, drawing on expertise within POLSIS (for example, fiscal, economic, sport, EU and education policy).

Assessment:

Term One:
1 x 2000 assessed work (25%)

Term Two:
1 x 2000 assessed work (25%)

Term Three:
1 x 2 hour examination (50%)

Timetable: TBC

Entrance requirements: None

Staff contact: Dr Philip Whiteman – p.whiteman@bham.ac.uk

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Public Choice Theory

Banner code: 07 02684  
School/Dept: Political Science  
Credits: 20  
Semester: 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 2500 assessed work (45%)
Term One/Two:  
Presentation 10%
Term Three:  
1 x 2500 assessed work (45%)

Timetable: TBC  
Entrance requirements: None

Staff contact: Peter Watt p.a.watt@bham.ac.uk
**Contemporary Russian and East European Politics**

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

**Timetable:** TBC

**Staff contact:** David White d.j.white.1@bham.ac.uk
European Societies: A Cross-Cultural Perspective

Banner code: 08 21809  
School/Dept: CREES  
Credits: 20  
Semester: 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 3,000 word essays (45% each)
One oral presentation (10%)

Timetable: TBC  
Entrance requirements: None

Staff contact: Deema Kaneff d.kaneff@bham.ac.uk
International Politics and Security in Russia and Eurasia

Banner code: 08 23432  
School/Dept: CREES  
Credits: 20  
Semester: 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 briefing paper of 1,500 words (20%), 1 essay of 3,500 words (40%), 2 hour summer exam (40%)

Timetable: TBC  
Entrance requirements: None

Staff contact: Dr Derek Averre d.l.averre@bham.ac.uk

The Cultural Politics of Russia and Eastern Europe

Banner code: 08 08434 & 08 08435  
School/Dept: CREES  
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 1800 word essays (40%); 1 x 3000 word essay (60%)

Timetable: TBC  
Entrance requirements: None

Staff contact: Kataryna Wolczuk K.Wolczuk@bham.ac.uk
INTERNATIONAL DEVELOPMENT

Development Theory and Institutions

Banner code: 07 18834  School/Dept: International Development  Credits: 10  Semester: 1

Description:
This module aims to introduce students to many of the central issues in the current debate on development and poverty. In particular, it aims to:

- Address the nature of ‘development’ as an academic discipline
- Outline the policy debates facing national governments and international agencies
- Analyse the specific factors affecting global development
- Critically analyse the role of international agencies in development policy

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.

The module will provide opportunities for students to:

1. Understand and evaluate the major issues facing developing countries
2. Understand the main theories of international development and how they have changed over time
3. Become familiar with major policy debates surrounding global governance and global patterns of economic activity
4. Apply different concepts, theories and methods to the analysis of poverty reduction and development Demonstrate a familiarity and engage critically with the political economy of development, including the interactions between politics, economics and society, the structure of the global economy and the social and cultural contexts of policy choices in the developing world

Assessment:
Written assessment (100%)

Timetable: Tuesdays 2.00-4.00  Entrance requirements: None

Staff contact: Dr Tom Hewitt - t.hewitt@bham.ac.uk

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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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