

School of Humanities

Guide to module choices for exchange students

All exchange students must submit their application via the Mobility Online system.

Credits

A full load for home students at Strathclyde is 120 credits across the year, i.e. 60 credits per semester. **Exchange students should take no more than three modules per semester.** If you study here for the full year, you would take **six** modules totalling 120 Strathclyde credits/60 ECTS credits. If you study here for one semester, you would take **three** modules totalling 60 Strathclyde credits/30 ECTS credits.

Erasmus Exchange

Erasmus students should select **two thirds** of your modules from the Strathclyde department that owns the ERASMUS agreement. It may be possible to take a module from another department if you meet the prerequisites, if the other department approves it, and if the timetables fit effectively around your main modules.

Non-Erasmus/International Exchange

Non- Erasmus/International students should identify their main subject area/host department at the application stage.

Two thirds of your curriculum should be from the host department/subject area, then you can then select one third of your credits from another department if you meet the prerequisites and if the timetables fit effectively around your main modules.

We will either confirm secondary modules online via the Mobility Online system, or, after you arrive. It is important, therefore, that international exchange students have good flexibility with modules in the event that you need to review them upon arrival.

Erasmus/Non-Erasmus/International Exchange

If you do select modules offered by other departments/schools in the university, the relevant area at Strathclyde will consider these modules for provisional approval when you apply. Approval is subject to availability and if you meet the prerequisites for the module.

Please note that modules will remain provisional until you arrive to take account of final changes or adjustments to Strathclyde's provision as well as timetable clashes.

It is therefore very important for applicants to be flexible and have a few optional modules, in the event that you need to review some of your choices when you reach Strathclyde.

School of Humanities as Host Department

A full year exchange would consist of **six** modules from your main subject area in our school **OR** four modules from your main subject area in our school plus two modules elsewhere.

A one semester exchange would consist of **three** modules from your main subject area in our school **OR** two modules from your main subject area in our school plus one other module elsewhere.

In terms of Strathclyde credits, the curriculum balance would be as follows: for a one semester exchange, your split would be 40 credits with our school and 20 credits elsewhere; for a full year exchange, it would be 80 credits with our school and 40 credits elsewhere. If you prefer, you can also opt to take all of your modules (60/120 Strathclyde credits) from your main subject areas in our school.

Once your modules are at the agreed stage with Strathclyde and with your home university, you will then complete your **Learning Agreement**. You will then submit the Learning Agreement via the online Erasmus+ portal or to the relevant department for authorisation.

Levels of modules

Modules are distinguished by level (1-3). Exchange students will normally select modules/courses from levels 1 to 3. Level 1 modules are usually at an introductory level and may not require much previous knowledge or study in the subject. Level 2 and 3 modules will normally require some previous study in the subject. Level 4 modules are not usually available to exchange students unless they have significant background in the subject and meet the prerequisites for the module. **Please note that admission to level 4 modules will normally require the permission of the school/department that offers the module.**

School of Humanities Erasmus Contacts

Administrative Staff

Miss Jacqueline Daly – Erasmus Co-ordinator

Miss Katie McGlynn – Erasmus Administrator

Academic Co-ordinators

English – Dr Steven Veerapen

French – Dr Caroline Verdier/Noemie Jollet

History – Dr Karine Varley

Journalism & Creative Writing – Prof Lesley Henderson

Italian – Ms Francesca Perazio

Spanish – Dr Lidia Acosta

MODULE CHOICES – FIRST YEAR

| Semester 1 | | | | |
|-------------------------------------|--------------------|---|----------------|---------------------|
| Subject Area | Module Code | Module Title | Credits | ECTS Credits |
| Journalism, Media and Communication | P3103 | Introduction to Journalism, Media and Communication | 20 | 10 |
| English | QQ115 | English 1A | 20 | 10 |
| History | V1102 | History 1A | 20 | 10 |
| Italian | R3110 | Introduction to Italian 1A | 20 | 10 |
| Spanish | R4107 | Spanish 1A | 20 | 10 |
| | R4109 | Introduction to Spanish 1A | 20 | 10 |
| French | R1107 | French 1A | 20 | 10 |
| | R1109 | Introduction to French 1A | 20 | 10 |
| Mandarin | R5101 | Intro to Mandarin 1A | 20 | 10 |

| Semester 2 | | | | |
|-------------------------------------|--------------------|----------------------------------|----------------|---------------------|
| Subject Area | Module Code | Module Title | Credits | ECTS Credits |
| Journalism, Media and Communication | P3104 | Introduction to News and Feature | 20 | 10 |
| English | QQ119 | English 1B | 20 | 10 |
| History | V1103 | History 1B | 20 | 10 |
| Italian | R3111 | Introduction to Italian 1B | 20 | 10 |
| Spanish | R4108 | Spanish 1B | 20 | 10 |
| | R4110 | Introduction to Spanish 1B | 20 | 10 |
| French | R1108 | French 1B | 20 | 10 |
| | R1110 | Introduction to French 1B | 20 | 10 |

MODULE CHOICES – SECOND YEAR

Semester 1

| Subject Area | Module Code | Module Title | Credits | ECTS Credits |
|-------------------------------------|-------------|---|---------|--------------|
| Journalism, Media and Communication | P3210 | News Reporting and Writing | 20 | 10 |
| | P3211 | Gender Issues in the Media | 20 | 10 |
| English | QQ227 | Writing Through Time 1 | 20 | 10 |
| | QQ203 | The Construction of Scotland | 20 | 10 |
| History | V1237 | War and Society in the 20 th Century | 20 | 10 |
| | V1214 | History of Scotland, 1700 - 1832 | 20 | 10 |
| Spanish | R4206 | Spanish Language 2A | 20 | 10 |
| French | R1203 | French Language 2A | 20 | 10 |

Semester 2

| Subject Area | Module Code | Module Title | Credits | ECTS Credits |
|-------------------------------------|-------------|-------------------------------|---------|--------------|
| Journalism, Media and Communication | P3209 | Theories and Methods | 20 | 10 |
| | P3212 | Digital Storytelling Skills | 20 | 10 |
| English | QQ228 | Writing Through Time 2 | 20 | 10 |
| | QQ211 | Making the Modern Human | 20 | 10 |
| History | V1217 | Modern Europe | 20 | 10 |
| | V1213 | Disease and Society | 20 | 10 |
| | V1216 | History of the USA since 1877 | 20 | 10 |
| Spanish | R4207 | Spanish Language 2B | 20 | 10 |
| French | R1204 | French Language 2B | 20 | 10 |

MODULE CHOICES – SECOND YEAR

| <u>Full Year Modules and Options for Single Semester Exchange Students</u> | | | | | |
|---|-------------|--|---------------------------|---------|--------------|
| Subject Area | Module Code | Module Title | Full Year/Single Semester | Credits | ECTS Credits |
| Spanish | R4200 | Independence and Isolation in Spain and Latin America | Full Year | 20 | 10 |
| | R4225 | Independence and Isolation in Spain and Latin America <i>(For Single Semester Exchange Students)</i> | Semester One | 10 | 5 |
| | R4226 | Independence and Isolation in Spain and Latin America <i>(For Single Semester Exchange Students)</i> | Semester Two | 10 | 5 |
| French | R1215 | French Culture and History 2 | Full Year | 20 | 10 |
| | R1205 | French Culture and History 2 <i>(For Single Semester Exchange Students)</i> | Semester One | 10 | 5 |
| | R1206 | French Culture and History 2 <i>(For Single Semester Exchange Students)</i> | Semester Two | 10 | 5 |

MODULE CHOICES - THIRD YEAR

| Semester 1 | | | | |
|-------------------------------------|-------------|--|---------|--------------|
| Subject Area | Module Code | Module Title | Credits | ECTS Credits |
| Journalism, Media and Communication | P3310 | Feature Writing | 20 | 10 |
| | P3311 | Law for Journalists | 20 | 10 |
| | P3312 | Gender and Celebrity Culture | 20 | 10 |
| English | QQ607 | Victorian Literary Activism | 20 | 10 |
| | QQ335 | The American Novel | 20 | 10 |
| | QQ331 | Writing Short Fiction and Poetry | 20 | 10 |
| | QQ304 | Sex, Revenge and Corruption | 20 | 10 |
| History | V1344 | Science, Technology & American Society | 20 | 10 |
| | V1384 | Hidden Histories | 20 | 10 |
| | V1394 | Madness and Society | 20 | 10 |
| | V1343 | Global Histories of Childhood | 20 | 10 |
| | V1324 | Dangerous Drugs and Magic Bullets | 20 | 10 |
| | V1303 | France at War 1870 - 1962 | 20 | 10 |
| Spanish | R4308 | Spanish Language 3A | 20 | 10 |
| | R4379 | Latin America through Indigenous Eyes | 20 | 10 |
| French SEMESTER TBC | R1305 | French Language 3A | 20 | 10 |
| | R1703 | France at War 1870 – 1962 | 20 | 10 |

| Semester 2 | | | | |
|-------------------------------------|-------------|---|---------|--------------|
| Subject Area | Module Code | Module Title | Credits | ECTS Credits |
| Journalism, Media and Communication | P3308 | Communicating Politics | 20 | 10 |
| | P3309 | Working for and with the Scottish Media | 20 | 10 |
| | P3315 | Digital Media: History, Theory and Practice | 20 | 10 |
| English | QQ608 | 20 th Century Literature | 20 | 10 |
| | QQ309 | Language in Business | 20 | 10 |
| | QQ332 | Dramatic Writing | 20 | 10 |
| | QQ333 | The Body | 20 | 10 |
| History | V1326 | Historiography | 20 | 10 |
| | V1347 | The Irish Diaspora, 1800 – 2020 | 20 | 10 |
| | V1341 | Disability in Modern Britain | 20 | 10 |
| | V1342 | Living Under the Raj | 20 | 10 |
| | V1348 | Global Scotland | 20 | 10 |
| | V1337 | The Covenanters and the British Civil Wars | 20 | 10 |
| Spanish SEMESTER TBC | R4309 | Spanish Language 3B | 20 | 10 |
| | R4XXX | What Are You Looking At?! – Visual Culture in Spain | 20 | 10 |
| French SEMESTER TBC | R1306 | French Language 3B | 20 | 10 |
| | R1395 | Writing the Body in French and Francophone Contemporary Literature | 20 | 10 |

MODULE CHOICES – FOURTH YEAR

| <u>Semester 1</u> | | | | |
|-------------------------------------|--------------------|--|----------------|---------------------|
| Subject Area | Module Code | Module Title | Credits | ECTS Credits |
| Journalism, Media and Communication | P3414 | Digital Tools and Skills for Journalism | 20 | 10 |
| | P3415 | Media and Health | 20 | 10 |
| | P3467 | Gender and Celebrity Culture | 20 | 10 |
| English | CW401 | Writing Fiction and Nonfiction | 20 | 10 |
| | CW405 | New Narratives | 20 | 10 |
| | QQ418 | Wild in the Renaissance | 20 | 10 |
| | QQ503 | 21 st Century Science Fiction | 20 | 10 |
| | QQ428 | Soviet Literature in Translation 1917 - 1967 | 20 | 10 |
| History | V1490 | Hidden Histories | 20 | 10 |
| | V1XXX | Global Histories of Childhood | 20 | 10 |
| | V1457 | Madness and Society | 20 | 10 |
| | V1440 | France at War 1870 - 1962 | 20 | 10 |
| | V1946 | Dangerous Drugs and Magic Bullets | 20 | 10 |

| <u>Semester 2</u> | | | | |
|-------------------------------------|--------------------|--|----------------|---------------------|
| Subject Area | Module Code | Module Title | Credits | ECTS Credits |
| Journalism, Media and Communication | P3417 | Ethical Issues in Journalism | 20 | 10 |
| English | CW404 | Creative Writing Portfolio | 20 | 10 |
| | QQ727 | Present Day Victorians | 20 | 10 |
| | QQ425 | Sixties Britain: Literature, Culture, Counterculture | 20 | 10 |
| | QQ714 | Victorian Gothic | 20 | 10 |
| History | V1714 | The Irish Diaspora, 1800 - 2020 | 20 | 10 |
| | V1462 | Disability in Modern Britain | 20 | 10 |
| | V1405 | Scottish Society since 1914 | 20 | 10 |
| | V1471 | Living Under the Raj | 20 | 10 |
| | V1424 | The Covenanters & the British Civil Wars | 20 | 10 |
| | V1717 | Global Scotland | 20 | 10 |

| <u>Modules Taught over the Full Year</u> | | | | |
|---|--------------------|----------------------------------|----------------|---------------------|
| Subject Area | Module Code | Module Title | Credits | ECTS Credits |
| Spanish | R4501 | Spanish Honours Written Language | 20 | 10 |
| | R4502 | Spanish Honours Spoken Language | 20 | 10 |
| French | R1509 | French Honours Spoken Language | 20 | 10 |
| | R1510 | French Honours Written Language | 20 | 10 |

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P3103 Introduction to Journalism, Media and Communication

First Year - Semester 1, 20 Credits

This Module will provide a broad overview of the field of journalism, media and communication, which will include historical background, contemporary issues and discussions of the future. The Module will introduce students to the rich legacy of JMC research and to dynamics of the media industry, contemporary journalism and communication. Any student entering any of these industries will need to be aware of the issues we will cover as part of their professional belonging and identity. Principal topics to be covered will include a history of journalism, media and communication; current issues of debate in the UK and internationally; topics relevant to each staff member's area of research: political communication, gender and the media, health communication, social media, journalism ethics. Students will receive a broad overview of the subject plus an introduction to all staff members in the course and their specialisms, which will allow them to start building relationships with them early on and will demonstrate the research expertise (variety and depth) in the course.

P3104 Introduction to News and Feature

First Year - Semester 2, 20 Credits

The Module offers a practical introduction to journalism writing. By the end of the semester, students learn how to write effective news and features, they understand better the production of journalism as a form of storytelling and are aware of key issues in the practice of journalism today. The Module is taught in a 2-hr tutorial format with predominantly practical exercises and Module discussions.

P3210 News Reporting and Writing

Second Year - Semester 1, 20 Credits

How we gather news, how we write news and how we consume news is changing. The aim of this Module is to introduce you to classic and modern newsgathering methods, which means you will be combining the best of the old with the most relevant and effective of the new. The foundation stone of journalism is news. That is what drives newspapers, magazines, TV, radio and online content. So, first of all we'll be looking at what news is, where it comes from and how we go about gathering it ourselves. The next step is to write news. We'll spend our time examining how best to write and edit news for print and online platforms. You are expected to have read the assigned readings before coming to Module. Crucially, because this is a journalism Module, all students are expected to keep up to date with newspapers, TV news and online news sites. The news changes hourly, so we expect all of you to start consuming news regularly since you are required to participate in Module discussions about local, national and international issues, and be familiar with how they were reported.

P3211 Gender Issues in the Media

Second Year – Semester 1, 20 Credits

The Module will allow students to consider how gender inflects and informs representation, employment and audience engagement in media texts and industries with a particular (though by no means exclusive) emphasis on Scotland. The Module will consider how gender intersects with other protected characteristics (e.g. race, class, age, dis/ability, sexuality), and investigate both mainstream and alternative media spaces and practices.

P3212 Digital Storytelling Skills

Second Year – Semester 2, 20 Credits

Digital skills in collecting and presenting information for the media are now an essential component of professional requirements in all types of jobs and for various employers, beyond a typical journalism

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role. This is self-evident from the types of media contact we all consume today and how much of it comes in the form of video, audio, slides etc. This Module aims to teach students foundational practical skills of digital production to be used in storytelling of all genres.

P3209 Theories and Methods

Second Year – Semester 2, 20 Credits

This Module aims to introduce you to the most important theoretical and methodological traditions in journalism, media and communication, and to give you the opportunity to discuss and engage critically with a variety of perspective on researching, writing and thinking on media. Over the course of the semester, we hope to familiarise you with the social and technological factors that dominate in the practice and study of journalism, media and communication, and to inform our thoughts on the likely future directions of media technology, practice, consumption and scholarship.

P3310 Feature Writing

Third Year – Semester 1, 20 Credits

The best journalism engages with its audience as well as informs them. Well-told stories can have a profound effect on people and when journalists achieve this they mostly do so by writing features rather than news. This Module will teach you how to write compelling features built on facts that are interwoven with observations, anecdotes and descriptions of scenes, locations and feelings. We will study the work of feature writers who are recognized as the stars of their profession in order to understand how they produce quality content. And, you will put into practice the lessons learning from this analysis and from the modules to produce a range of features of your own which aim to show rather than tell the information you are conveying in your pieces. By the end of the Module, you should understand how features differ from news, be able to tell a gripping story through a feature article, be able to gather detailed research with an eye to characterization and narrative, know how to structure articles, and be aware of how to use creative techniques without losing sight of strict journalism practice. Feature Writing is changing in the digital age but there is still a place for long-form journalism in the online world. Concepts like digital storytelling, slow journalism, solutions journalism and e-books are breathing new life into traditional formats. Publishing has never been easier and markets for good reads are popping up every day. Learning how to tap into these markets with your own quality products is a key skill of 21st century journalism and this Module will introduce you to it.

P3311 Law for Journalists

Third Year – Semester 1, 20 Credits

This Module provides students with a legal framework that informs their journalism practice. Whilst the Module emphasis is on understandings of Scots law, its principles and practices are also interpreted within a digital context. The main subject areas covered by the module are The Legal System, Journalists, and the Law. This involves: Classification of law civil/criminal, Legal Institutions, Sources of Law, The Scottish Legal System and what distinguishes it from others, Structure, procedure and personnel of Scottish legal system, European Convention on Human Rights, Human Rights Act. Also, Court Reporting, Contempt of Court, Restrictions on Reporting, Defamation and Defences, Journalism as a Human Right, Protection of Confidential Sources, Copyright Law - what is it and what does it protect, The law of Confidence and Confidential information, Freedom of Information and Media Regulation post Leveson.

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P3312 Gender and Celebrity Culture

Third Year – Semester 1, 20 Credits

What role do celebrities have on the way we think about gender and other forms of identity (race, class, age, etc.)? How are hetero-masculine and hetero-feminine idealisations enacted and negotiated in British and American popular culture, and how do they work to contest dominant ideas around gender and British-ness, itself a deeply contested term? Drawing on recent research in the social sciences and humanities, the Module briefly charts the history and development of celebrity and gender via literature, film, and the printing press and media, providing a context for the exploration of theories of performance, celebrity, feminism, gender and spectatorship. Some key questions we will be asking include: does celebrity culture have a damaging or a positive social impact on our identity formations? What does it mean to see celebrities as role models? How do we negotiate our own identity in relation to celebrity culture? Have the recent feminist celebrity campaigns been effective in challenging gender inequality?

P3308 Communicating Politics: Truth, Legitimacy, Participation

Third Year – Semester 2, 20 Credits

This Module covers: The history of understanding mediated politics: persuasion and propaganda, Conceptualising political communications: agenda-setting and mediatisation, Organising political communications: press relations and pseudo-events, Politics, celebrity and visibility, Politics and popular culture, The Internet, communities, publics, and the public sphere, Hacktivism, online protest, and dissidence, Internet controls and networked authoritarianism, Privacy and online surveillance, Algorithmic control.

P3309 Working for and with the Scottish Media

Third Year – Semester 2, 20 Credits

This Module aims to enable students to understand and critically reflect upon the media and communications sectors, with a particular focus on how these industries are structured and organised in Scotland. The Module offers students both the opportunity to reflect on and develop their own skills for the job market, and to engage intellectually with key questions posed in media and communication studies around relevant themes which may include: creative and cultural labour; digital working; festivals; audience development; media ownership; public funding and national media.

P3315 Digital Media: History, Theory and Practice

Third Year – Semester 2, 20 Credits

Developments in digital media technology have contributed to an era of media convergence characterised by an increasingly blurry boundary between media content producers and audiences. Literature that examines new media covers a wide variety of topics, such as platform affordances, the emergence of 'prosumer', formation of ad hoc publics, networked emotion, and the impact of algorithms, and digital public sphere. New media have offered avenues for journalists to create and publish content as well as measure audience engagement. Users play an important role in the circulation of media content and social commentary. Moreover, emerging technologies, such as virtual and augmented reality, enter the media profession. In this context, knowledge in digital media is not only important but also necessary for journalism, media and communication graduates. This Module provides journalism, media and communication students a strong background in digital media. The Module will explore fundamentals of digital media technology with a special attention to technical aspects that make digital communication possible as well as the novel affordances they provide. The Module will also discuss historical, political, and economic contexts that have shaped the emergence and development of digital media technology. Moreover, a range of special topics, such as affective

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publics, ad hoc publics, algorithmic cultures will also be discussed. We ask a range of questions: What fundamental technological elements enable digital communication, and how do they function? What social and political tensions have caused the emergence of and shaping of contemporary digital media? How do digital media technologies evolve, and in which trajectory? How do digital media allow emergence of novel user practices and collective phenomena?

P3414 Digital Tools and Skills for Journalism

Honours Level – Semester 1, 20 Credits

Recent developments in Information and Communication Technology (ICT) have resulted in dramatic changes in the media landscape. New media affordances have allowed novel forms of connectivity and interaction. The platform society poses many challenges to journalists, such as the question of how to address the menace of fake news. Conversely, ICT offers a range of tools and opportunities for journalists, such as technical capabilities for interactive storytelling and instant access to a global audience. This Module explores the changing nature of journalism in the face of rapidly advancing technological environment. The Module asks a range of questions: how does the rise of information-driven society change journalistic practices? What challenges does the rise of post-truth pose to the profession of journalism? How do technological affordances help develop novel forms of storytelling? Which tools and strategies can be used to develop and maintain professional presence on online platforms? The Module will include both lectures and hands-on exercises that help students to acquaint with key references as well as learn tools to widen their practical skills.

P3415 Media and Health

Honours Level – Semester 1, 20 Credits

Now more than ever, the topic of health is a constant fixture in the media. Over the past year, many people have realized how vital public health is to society overall. Public health affects and is affected by politics, policy, the economy, social dynamics, the media, etc. Demand for health information is high, as is the responsibility of journalists towards their audiences. This conceptual Module will highlight all these issues and emphasize many of the contradictions and consequences of how health is presented in the media. The media's role is to provide both information and entertainment, so we'll also examine entertainment media and its influence on health education, stigmatization and the formation of various societal attitudes. After this Module, you'll understand better how illness and health are presented by the media, what contributes to such representations, and how that affects public attitudes and behaviours. You'll also start noticing some of the health myths sold through the media and become a more discerning media consumer overall. You'll also discover the disciplines of public health, health communication and risk communication and their many complexities. Last, but not least, you'll become a more accurate and discerning journalist or writer, not just about health, but about people.

P3467 Gender & Celebrity Culture

Honours Level – Semester 1, 20 Credits

What role do celebrities have on the way we think about gender and other forms of identity (race, class, age, etc.)? How are hetero-masculine and hetero-feminine idealisations enacted and negotiated in British and American popular culture, and how do they work to contest dominant ideas around gender and British-ness, itself a deeply contested term? Drawing on recent research in the social sciences and humanities, the module briefly charts the history and development of celebrity and gender via literature, film, and the printing press and media, providing a context for the exploration of theories of performance, celebrity, feminism, gender and spectatorship. Some key questions we will be asking include: does celebrity culture have a damaging or a positive social impact on our identity

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formations? What does it mean to see celebrities as role models? How do we negotiate our own identity in relation to celebrity culture? Have the recent feminist celebrity campaigns been effective in challenging gender inequality?

P3417 Ethical Issues in Journalism: Controversy, Responsibility and Care

Honours Level - Semester 2, 20 Credits

This module will examine a range of ethical issues that journalists encounter in the pursuit of news and features today. The module will explore the accountability systems used by journalists, both external, such as the Independent Press Standards Organisation (IPSO) and internal, such as methods of self-censorship. Students will then examine a series of ethical dilemmas emanating from the concepts of truth and trust, accountability, taste and offence, vulnerability, and respecting people. Themes drawn from these dilemmas will then be explored within the context of online ethics. Students will be encouraged to bring examples of stories containing ethical issues to the module and to discuss them in seminars. As this module is dependent on an exploration of ethical dilemmas facing journalists, students are expected to fully participate in discussions in module. By the end of the module, you should understand key ethical theories and principles that underpin the decisions journalists make as part of the professional reporting process. You should be aware of ethical debates around truth, harm, accountability and respecting people. You should be familiar with regulatory bodies and their relevant codes of conduct and how these work in practice. You should also have knowledge of decision making tools and media guidelines that assist journalists facing moral dilemmas.

English Module Descriptors 2023 - 2024

QQ115 English 1A

First Year - Semester 1, 20 Credits

This first semester module offers an introduction to the study of English at university level. It offers a foundation for students who are interested in the historical and critical analysis of literary texts and for those who want to write creatively for themselves. It is the first module in the English degree and the English and Creative Writing degree. In taking this module you will have an opportunity to understand how particular historical and social contexts shape literature and an opportunity to discuss ways in which historical literature continues to live and have relevance to the contemporary reader. You will also study in detail the ways in which literary texts are constructed. The mechanisms that make literary texts work are the choices made by an author about genre, form, and language. By coming to understand these, you will become a subtler and more-attentive reader and a better-informed and better-equipped writer. The module begins with one of the most famous nineteenth century novels, *Jane Eyre*, by Charlotte Bronte, published in 1847. This gives us an opportunity to look at some of the ways of reading a novel, and producing critical work on it. We will also look at the novel in its historical context, and consider some of the resonances of the novel particularly with regard to race and gender. We will be interweaving into our study of this novel, and also later texts in the module, some contemporary ideas about race, and we will consider some of the ways in which we still live with the heritage of slavery and empire which is somewhat hidden away as part of the background of *Jane Eyre*. Next, we consider how *Jane Eyre* has been adapted into a film by Moira Buffini (2011), and in this week we attend specifically to the creative writing problems of adaptation and the production of screenplays. After this, we read another novel, Jean Rhys's *Wide Sargasso Sea* (1966), which takes some of the characters of *Jane Eyre* and re-imagines their history before that novel began. This again brings out issues of race, of slavery, and of empire. The last four weeks of the module are devoted to poetry, and we split the week's two lectures between a lecture primarily about the reading and criticism of poetry and a lecture primarily about the writing of poetry. One of the poets we will read repeatedly during these weeks is John Keats, whose major works were written within the few years before his death at 25 in 1821. And we will also be reading poets contemporary with us. Some of the themes we will be looking at are: constraint (poets write according to rules), appropriation (where writers take something from somewhere else and make it their own, sometimes raising ethical problems), poetry and politics, and the agency of things and landscapes (ways in which these apparently inanimate parts of our world can act on us). These themes will also appear earlier in the course, for example in our reading of *Jane Eyre*.

QQ119 English 1B

First Year - Semester 2, 20 Credits

This module uses literary and creative methods to offer an advanced introduction to ideas about the 'natural' and 'unnatural' in writing. How can literature make us think differently about connections between the social world and natural order? Some key concepts we'll look at include the supernatural world and other disruptions of 'natural' order through family, love, and death. In this module students will develop skills in (literary) analysis and in (creative) writing through: An introduction to writing about haunting through literary realism and science fiction; An introduction to key concepts which connect the natural world to ideas about natural social order (for example, death, family, love, gender); An introduction to how literary analysis helps us to interrogate key social concepts.

QQ203 the Construction of Scotland: Text and Context

Second Year - Semester 1, 20 Credits

This interdisciplinary module offers a wide variety of ways of thinking about Scottishness and Scottish national identity. The main aim of the module is to challenge assumptions of national identity as

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something that is coherent and fixed by exploring the many complexities, subtleties and contradictions in Scottish identity. Focusing on issues of language, gender, and place, the module will encourage students to deepen their understanding of Scottishness and the constructed nature of national identity through a literary and cultural lens.

QQ227 Writing through Time 1

Second Year - Semester 1, 20 Credits

This module develops students' understanding of literary criticism from our first year module by engaging them with the question of the historical changes in literary writing. Students will engage with different genres: poetry, plays, prose fiction, and creative non-fiction and think about changes within genre across time (for example, from the Renaissance theatre of Shakespeare and his contemporaries to contemporary drama). In addition, students will be offered distinct modes of analysis in their learning: an orthodox literary critical approach, and a more innovative creative approach. Students will choose assessment exercises to reflect their own interests in relation to these.

QQ211 Making the Modern Human

Second Year - Semester 2, 20 Credits

The module aims to introduce you to changing ideas about the human in relation to two key moments in the history of ideas: the concept of the human and the idea of the beast within in the early seventeenth century; and the appearance of Darwin's theory of evolution in the mid-nineteenth century. We will look at what shifts in understanding the boundary between humans and animals meant for how people understood themselves at two very different moments in the past. Core to the module will be how scientific, philosophical and literary materials contemplate the same ideas; what different notions of the human emerge from different ways of thinking. Weekly lectures will introduce key ideas, and show how those ideas impact on philosophical and literary production of their age, and each week a different aspect of core ideas and how they were represented in poetry/fiction will be the focus. By the end of the module you will have developed an understanding of the historical construction of the human via an analysis and comprehension of the Renaissance and, in particular, the concept of the boundary between humans and animals; and of the nineteenth-century and, in particular, the emergence and impact of the theory of evolution on the place of the human in the natural world. You will also have considered the role of literary texts in the propagation of philosophical and scientific ideas, and of philosophical and scientific ideas in the development of literary ideas.

QQ228 Writing through Time 2

Second Year - Semester 2, 20 Credits

This module develops students' understanding of literary criticism from our first year module by engaging them with the question of the historical changes in literary writing. Students will engage with different genres: poetry, dramatic writing for the screen, the short story, and creative non-fiction and think about changes within genre across time (for example, from the Gothic short story of the mid-19th-century to contemporary short story practice). In addition, students will be offered distinct modes of analysis in their learning: an orthodox literary critical approach, and a more innovative creative approach. Students will choose assessment exercises to reflect their own interests in relation to these.

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QQ607 Victorian Literary Activism

Third Year - Semester 1, 20 Credits

This module will study the literature of the Victorian period (1837-1901) and will focus on fiction, poetry, drama and non-fictional prose. It aims to situate this writing both in its contemporary political, social and cultural contexts and in the light of recent critical and theoretical debates. Themes to be covered will include: the 'crisis of faith'; science and evolutionary theory; realism and the Victorian novel; medievalism and Victorianism; literature and the visual arts; key poetic genres, including elegy and dramatic monologue; popular fiction; the 'Woman Question'; Empire and travel writing; serial fiction, sensation and Victorian reading publics; representations of the city and technology; issues of canon and periodisation. Lectures will take a broad survey of particular themes and period debates, and will not focus solely on individual texts. Seminars will focus on the detailed study of particular texts, although there will be supplementary reading and students will be expected to locate the individual texts within the wider contexts raised in the lecture. There are many examples of Victorian art and architecture in the city of Glasgow (eg, at Kelvingrove Museum and Art Gallery, Rennie Mackintosh House, Glasgow School of Art, Hunterian Museum and Art Gallery, Glasgow Necropolis, buildings by Alexander 'Greek' Thomson and Mackintosh), which you are encouraged to visit.

QQ335 The American Novel

Third Year – Semester 1, 20 Credits

This module aims to introduce students to some of the major forms and themes in the twentieth-century novel and to look towards more contemporary content. We investigate how major social and historical issues have shaped some of the most important American novels and how the novel, as a form, has developed and adapted to describe new and different realities. Some of the historical and social issues covered in the module include: the city and the suburbs, the legacies of slavery, queer life in the US, mental health, and stories of migration and travel. This module is designed to equip students who wish to pursue studies in American literature or culture in more depth with an overview of the period. It is also designed to expand the knowledge of students with a general interest in the novel.

QQ304 Sex, Revenge and Corruption in Renaissance Drama

Third Year – Semester 1, 20 Credits

This course will focus on drama, a key genre in the period from the 1580s to the closure of the playhouses in 1642. Reading work by major dramatists, we will engage with a form that addressed both a highly literate and a popular audience, and is thus a particularly interesting place to trace ways of thinking in the period. The common thread that ties this selection of plays together is their interest in transgression: what happens when humans cross the limits set by tradition, religion and the state? In the process of this theatrical interrogation, the plays pose questions about violence, identity, gender, desire, citizenship and the role of the theatre itself. We will read tragedies and comedies; alongside these, you will also be asked to think about the moral and theological debates that were taking place at the time these works were produced and consumed. Thus, for example, we will read plays by Shakespeare, Christopher Marlowe, Ben Jonson and Thomas Middleton alongside writing by Robert Burton, Sir Francis Bacon and Niccolo Machiavelli. This will enable us to explore how ideas about sex, revenge and corruption in the period are developed and contested between the stage and the work of some of the most influential thinkers at the time; it will also allow us to consider how some of these early modern limit cases still ask questions of us today. Lectures will provide context for seminars, which will be organised around worksheets that will be circulated in advance, and so will

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give you the chance to prepare for each module, and will allow everyone the chance to contribute to discussions.

QQ331 Writing Short Fiction and Poetry

Third Year – Semester 1, 20 Credits

Welcome to Writing Short Fiction and Poetry, an 11-week core module which considers dynamics of craft and literary technique across a range of contemporary short fiction and poetry. Taught through practice-led workshops, the module introduces bold and innovative literatures — from modern folktales to film poetry and documentary lyric — as the basis for craft-focused writing activities. Students will engage in thoughtful discussion of set creative texts and participate in workshops designed to expand horizons of genre, form and authorship, while fostering experience with diverse writing techniques and methodologies. Through reading, student-led discussion, peer feedback, individual and collaborative practical exercises, students are encouraged to situate their own writing within sophisticated understandings of textuality, character, voice, dialogue, research methods, narrative and time, experimentation, process, revision and craft. These literary strategies and approaches will be studied through challenging questions of sociohistorical context, identity, ethics, politics and difference, giving students the tools to appraise their own creative process with critical reflexivity and imagination. Organised around aspects of craft such as textuality, point of view, voice and performance, the module fosters experimentation across prose and poetry. The texts on our reading list are chosen as rich examples of various formal techniques that students will put into practice in both assessments and informal module activities. Built into each creative assignment is a craft essay which draws upon selected critical materials and reflections from the process of writing. Towards the end of the course, students get to select poetry and/or fiction pieces from selected magazines to use for a craft-based, close reading exercise, as well as practice their own editing and revision.

QQ608 Twentieth Century Literature

Third Year - Semester 2, 20 Credits

This module explores twentieth-century English literature with a focus on fiction, poetry, and drama. The survey examines major literary figures from the first half of the century, such as Woolf and Stein, along with their contemporaries and successors. Particular attention will be paid to the literary culture of Modernism before exploring the texts, culture and politics of the later 20th century through writers such as Spack, McGrath and Smith. Emphasis will be placed on understanding a diverse range of literature in historical, critical and theoretical contexts as a means of engaging with the rich literary heritage of the twentieth century, and what the twenty-first century might bring.

QQ309 Language in Business and Organisations

Third Year – Semester 2, 20 Credits

This module explores the ways in which language is used in businesses and other organisations. We consider businesses, including some which focus specifically on Scottish products (including for a tourist market), charities and other organizations such as government or universities. We begin by exploring some aspects of linguistics, particularly discourse analysis, pragmatics and conversation analysis, and show how these approaches to language help us understand the use of language in organizations. We look at some of the uses of language in branding and marketing. We also consider how gender, identity, nationality and culture are expressed and operate in organizations through the use of language. The analytical skills learned in this module, and the theoretical ideas, will be useful also in the analysis of literature or any other aspect of language in use, and we also look at how ideas

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from literature - such as narrative analysis - can help us understand businesses and other organizations. Seminars give students practice in the analytical skills. The module assumes that students have no prior knowledge or experience in discourse analysis, conversation analysis or pragmatics. Students are in a diverse group, often drawn from a range of different degree courses in the University. The module is assessed by a 1500 word analytical piece, and a 2500 word essay.

QQ332 Dramatic Writing

Third Year – Semester 2, 20 Credits

This semester we will be getting going as screenwriters. What is the difference between writing for the page and writing for the screen? Screenplays are, in practice, a series of instructions: for actors, for crew members, for potential financiers. A screenplay is a dual-purpose document. It exists as proof of concept (i.e., proof of narrative); and it is there to communicate the spirit and tone of the finished film. More than anything, our first job as writers for the screen is to make the reader hear and see. Primarily it is to make the reader see. There are many ways in to a life in writing for the screen. But, as with any good work of fiction, it begins with engaging characters. Do they appear to us fully formed? Or does it take development? How can we get them onto the page? What are the decisions we make at the start of a project? What is visible and the invisible writing? This module encourages you to consider the shape of your story in order to point yourself—and your narrative—in the right direction. The screenplays used for discussion in the module will be a mixture of classic films and contemporary film and TV. It takes a while to get used to reading scripts but please persevere. Even better if you can watch the film/TV show, but do not do this without reading the script. The screenplay is always the thing! Please make sure you do the required reading for each class and please note that completion of the weekly homework tasks is essential.

QQ333 the Body: Theories and Representations

Third Year – Semester 2, 20 Credits

What does it mean to 'write the body'? How has the world of sensory experience been rendered in theory, literature, and film? What metaphors do we summon to understand physical experiences of joy, sickness, health, desire, exhaustion, and intoxication? This module will approach these questions (and more) by studying literary, visual, and theoretical engagements with the body in late 20th and 21st-century culture. The aims of the module are: To introduce students to some important and influential theories of embodiment, particularly in relation to gender, race, illness, and disability; To equip students with methods for bringing literary and visual works into conversation with critical and cultural theory; To enable critical thinking about how the body has been represented in literature and visual culture in the post-1960 period, and about the politics of representation in general.

CW401 Writing Fiction and Nonfiction: Truth and Lies

Honours Level – Semester 1, 20 Credits

This module focuses on the commonalities between, and differences between, fiction and nonfiction writing, encouraging students to consider what tools as writers they can learn from and utilize in both forms. Students will look at: a variety of fiction, across the novel, novella and short story forms; a variety of nonfiction, including essay writing and memoir; a mixture of different genres; how works that contain elements of both fiction and nonfiction are presented by authors and publishers; how authors use fictional tools in nonfiction writing, and vice versa; examples of innovative storytelling from local, national and international authors. This module will address questions such as: How can you utilize real-world experience in fictional writing? How can you use the tools of fiction writing to craft effective nonfiction? What are the ethical questions involved in fictionalizing real people and

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events? How should you present your work in order to avoid misleading readers? What counts as 'truth' and 'lies' when writing a story?

CW405 New Narratives

Honours Level – Semester 1, 20 Credits

The writer Christine Brooke-Rose has said that 'Experiment with new forms produces new ways of looking, produces, in fact, the very story (or 'reality' or 'truth') that it is supposed to reproduce'. In this module, we'll be thinking about the new ways of looking that literary experiment makes possible by reading and creating an array of such 'experimental' narratives. Experimental or innovative texts depart from conventional or expected structures of fiction in a variety of ways: they may be non-linear; they may be hybrid works that see poetry and fiction sitting alongside one another; they may include images, or arrange text on the page in surprising ways. In this course, students will produce both creative and critical writing in order to understand the composition of the course texts 'from the inside'. We will explore and identify specific techniques and approaches to writing experimental narratives, and we will try them out ourselves in order to better understand their purposes and their limits. Throughout the module, we'll be studying and playing with established techniques of fiction, especially of the short story.

QQ418 Wild in the Renaissance

Honours Level – Semester 1, 20 Credits

The concept of 'the wild' is one that emerges in many different ways in the writings of the Renaissance; in relation to self-cultivation (holding back the wildness within), the control of one's world (taming the ever-present wilderness); and in relations with fellow humans in a changing world (in savage domination). These ideas get played out in numerous ways in the period - from poetic use of the symbolic resonance of gardens and gardening; the engagement with the peoples of the New World and what early modern writings about this tells us about the concept of human nature; to the anxious self-examination of humanity's inevitable sinfulness. This module will thus introduce you to key canonical texts from the period, and will also engage with a critical and theoretical debates about the relationships between humans and the natural world from the new fields of animal studies and ecocriticism.

QQ503 21st Century Science Fiction: Anti-Racist, Crip, Queer Dimensions

Honours Level – Semester 1, 20 Credits

This module introduces you to twenty-first century science fiction from across the globe. Contemporary science fiction creates alternative technologies, bodies and worlds, allowing us to address questions around what it means to be human, what our relationship is to technology and how we might build worlds that are less destructive. With these major themes in mind, this module will focus on four key critical lenses: race, colonialism, disability and crip theory, and sexuality and gender. Students will read materials on these theoretical areas and in tandem study fictional texts that explore racism, colonialism, disability, and queer sexualities and genders. Questions to be explored include: how are worlds reconfigured through queer sexualities and genders; what futures are brought into being for previously marginalised peoples; what is science fiction's relation to the past; how does contemporary science fiction challenge tropes of colonialism; what bodies emerge in these future worlds and why? Each week you will read, watch and/or listen to a contemporary, global science fiction text exploring how histories, worlds, bodies and relations are represented and reimagined. You will study a range of genres within science fiction including, for example, visual texts (e.g. films and music videos), novels and podcasts.

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QQ428 Soviet Literature in Translation 1917 – 1967

Honours Level – Semester 1, 20 Credits

Soviet literary history follows a distinct path from that in Western Europe, and Soviet Literature provides a unique perspective on literature itself, as well as a wealth of outstandingly good writing. The module aims to give students a knowledge and understanding of literary movements and writers in Russian (read by us in translation) in the Soviet Union during its first fifty years, exploring the relationships between literary texts and distinctive social and political contexts. The objectives are to use translations of texts from an unfamiliar setting as ways to think about literary form and theory.

QQ727 Present Day Victorians

Honours Level - Semester 2, 20 Credits

In recent years, neo-Victorian studies have emerged as a rich and burgeoning field of inquiry within contemporary Victorian studies. As a result of the pioneering and highly influential work of Christian Gutleben, Ann Heilmann, Cora Kaplan, Marie-Luise Kohlke, Mark Llewellyn, Kate Mitchell, Patricia Pulham, etc., neo-Victorian cultural products have been recognised as a crucial site for the critical rediscovery and reinterpretation of Victorian literature and culture (in particular the themes of class, race, gender and sexuality). Evoking the genres of crime and mystery fiction, themes of science, technology and alternative futures, the figure of the Victorian author and the voices of marginal characters from Mrs Rochester to the ghosts of the séance circle, neo-Victorian writing seeks to understand the continuing impact of the nineteenth century on the present day. This module will focus on a range of historical moments and genres, and will consider how and why these texts have problematised Victorian discourses (e.g. imperialism, madness, sexual deviance, technology, the cultural roles of reading and writing). We will draw on a range of interpretative strategies from post-colonial, feminist, queer, adaptation, appropriation, heritage and film studies. We will also examine the process of adaptation from literature to film and consider how this process modifies the cultural circulation and reception of neo-Victorian texts.

CW404 Creative Writing Portfolio

Honours Level – Semester 2, 20 Credits

In the Creative Writing Portfolio, which is subtitled Based On, we encourage you to look at work that is based on other work. This is the layering process involved in adapting a piece of underlying material either for literature or for the screen. We will examine a comprehensive range of source texts that inform much of the literary material and screen drama available in the current marketplace. What is about our culture's increasing use of, and dependence on, underlying material? From the classic book to film adaptation, through historical, and biographical novels; from mythology all the way to contemporary screen drama and literature, we offer a glimpse of a culture on the move, Work that is Based On... The module will be led by Andrew Meehan. In the assignments for this module, you are free to focus on your chosen form: fiction, non-fiction, or screenwriting. Learning objectives for Based On... We will develop our writing by: looking at the layering process involved in adapting a piece of underlying material either for literature or for the screen; examining a comprehensive range of source texts that inform much of the literary material and screen drama available in the current marketplace; emphasising the commercial realities of basing work on underlying material and, as such, will be good preparation for those students considering the M Litt in Creative Writing; forming a critical and aesthetic appreciation of a single piece of source material in multiple iterations. An emphasis will be placed on the decision-making processes that informs a property's journey from one form to another.

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QQ714 Victorian Gothic

Honours Level – Semester 2, 20 Credits

This module considers Gothic literature as both a historically-situated mode of writing and a formal designation. We will thus consider what the Gothic reveals about nineteenth-century social and political issues such as urbanisation, scientific progress, empire, sexuality, degeneration, and environmentalism, while also looking at the unique forms developed within Victorian Gothic literature, focusing on textual hybridity and fragmentation, unreliable narrators, and 'writerly' texts. The second half of the semester is organized around subgenres of the Gothic, including Urban Gothic, Psychological Gothic, and Eco-Gothic. By the end of the module you will have become acquainted with some major genres of Victorian literature, developed a specialised knowledge of the Gothic tradition and its principal critical literature, and a good overview of some of the main social, political and cultural features of Victorian society.

QQ425 Sixties Britain: Literature, Culture, Counterculture

Honours Level – Semester 2, 20 Credits

The 1960s are often thought of as the decade of hedonism, hippies, free love and The Beatles. Yet the sixties were also a time of deep political unrest and activism, during which political movements for civil rights, anti-war and women's liberation gained momentum. In addition, the 1960s were a decade of important technological advancements (including the introduction of colour television and developments in space exploration) which would have a fundamental effect on culture in Britain and beyond. This aim of this module, therefore, is to explore the legacy of the 1960s, its representation through a variety of key literary, cultural and critical texts. Beginning with an examination of British culture through a literary lens in the late 1950s, it goes on to explore the central tensions of the decade. In doing so, students will engage with a variety of classic texts of the period, examining the 1960s in terms of culture vs counterculture, class, race and gender, reflecting on just how controversial the decade actually was.

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V1102 History 1A

First Year - Semester 1, 20 Credits

The aim of V1102 is to introduce students to the discipline of history by means of a survey of Britain in the eighteenth and nineteenth centuries. Students may proceed to V1103, held in semester two, which examines twentieth century topics. The modules are designed to offer an introduction to history for newcomers, whilst broadening the perspectives of students with a grounding in history. This Semester 1 module focuses on the History of Britain from 1700 to 1900, a period of phenomenal change in terms of who ruled the country, the main economic activities, emerging cultural expression and attitudes, and the growth of British power overseas on an unprecedented scale. It will also use Britain as a historical 'laboratory' to discuss key themes that have shaped the modern world. It will examine the formation of the British state, the ideas that were shaped by the Enlightenment, in which Scottish writers played an important part, and ask why Britain industrialised and Ireland did not. It will also look at the often dire social consequences of industrialisation and ask how and why Britain created the Empire. The growth of British overseas trade will be looked at. For example, we will ask why Britain dominated the slave trade in the 18th century and why it was abolished, despite its profitability, and consider the new ways in which Britain exerted economic and military power around the world in the 19th century, and the Scottish role in that process. The module will also examine the impact of Britain on Asian, African and American societies, and vice-versa, and the ideological effects of the American War of Independence, the French Revolution and the 1798 rebellion in Ireland. The module will look at the meaning of Victorian values in Britain and the development of modern political parties and the growth of democracy. The roles of gender and class in shaping modern British and Irish society will also be charted. This module will enable students to understand the origins of both modern British society and the beginnings of an increasingly integrated global community. In the tutorials, each meeting will involve the examination of a key document or two, as well as a discussion of that week's topic.

V1103 History 1B

First Year - Semester 2, 20 Credits

This module will follow on from V1102 and take the story up to the end of the twentieth century. The module will examine the effects of World War One on British society and explore the reasons for the breakaway of Ireland from the United Kingdom. The growth of the Labour party and the rise of socialism will be charted as will the effects of the Great Depression on British society. The role of the National government in formulating the policy of appeasement will be charted to show the ways in which foreign policy and domestic policy were inextricably linked. The challenge of nationalism in the empire will show how the idea of Britain as a global power was already under threat. The impact of World War Two and how it mobilised British society will be charted and the forces that led to the creation of the Welfare State will be explored. The changed global realities facing Britain and the beginnings of the Cold War will be examined to show how Britain adapted to the loss of Great Power status. Post war society is put under the microscope and the cultural revolution of the swinging sixties is explored to show how a generation gap was growing. The long slow march of women's rights is charted and the impact of immigration is explored to show the ways in which British society was changing. The collapse of the traditional industrial economy in the 1980s and the fundamental changes in family life will be explored to show how traditional social norms were overturned. Finally, the module will consider the advent of devolution in Scotland, Wales and Northern Ireland.

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V1237 War and Society in the 20th Century

Second Year – Semester 1, 20 Credits

This module examines the relationship between war and society over the past 100 years, particularly the everyday experience, memory and representation of modern conflict. Focusing predominantly on the two World Wars, but also looking at more recent conflicts such as the Cold War, Vietnam and the Gulf Wars, the module is informed by national and transnational perspectives and adopts a range of historical approaches, including military history, social and cultural history, gender history, life history and the history of trauma. Drawing on a variety of sources, including official reports, propaganda, films, images and personal testimonies, we will examine how war has been studied in political, social, legal, economic, ethical and cultural terms. We will also explore the various ways in which individuals, communities and societies are implicated in war, from the experiences of soldiers in battle to those left at home.

V1214 History of Scotland 1700 – 1832

Second Year - Semester 2, 20 Credits

This course will explore Scotland's political, economic, religious, intellectual and social development in the aftermath of the Union of 1707 through to 1832. The benefits, disadvantages and tensions that arose from the process of becoming part of the British state will be explored through such issues as causes and impact of union, the significance of Jacobitism, the nature and consequence of agricultural and industrial change, Empire, and the role of the Scottish Enlightenment.

V1213 Disease and Society: An Introduction to the History of Medicine

Second Year - Semester 2, 20 Credits

This module provides a broad introduction to the historical relationship between diseases and human societies in the early modern and modern periods. It examines the core thesis that diseases and other health conditions have had dramatic impacts on history, shaping economic relations, political and social structures and cultural and religious beliefs. However, it also explores the reverse of this, the thesis that human activities, ideas and behaviours have radically altered the diseases and conditions that afflict our societies over the last 500 years. The course is grouped around 3 themes, infectious disease, chronic disease, and society's responses to disease. Lectures in the first two sections focus on exploring the origins of key diseases/debilities, the ways in which social structures/behaviours have caused or abetted these conditions, and their impacts on society, economics, politics and culture. In the final section, lectures focus more on the ways in which societies have sought to conceptualise, control and cure diseases. The key questions that students should be able to answer by the end are how have diseases and debilities shaped human societies, and how have human societies shaped diseases and debilities?

V1217 Modern Europe

Second Year - Semester 2, 20 Credits

This module examines some of the principal developments in international history of twentieth century Europe. It pays particular attention to the causes of the First World War; the impact of the war upon the international system; the rise of new powers within the international community after 1919; the causes of the Second World War; the Cold War and the forces driving European integration since 1945. Due attention is also paid to the role of the USA and USSR in recent European history. In terms of geographical coverage the module will seek to balance consideration of Europe-wide developments with finer-focus treatment of French, Italian, Russian, and German history. The module will introduce students to some of the main debates in the academic literature and encourage them to look at a range of relevant primary sources.

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V1216 History of the USA Since 1877

Second Year – Semester 2, 20 Credits

If students take full advantage of the learning opportunities and satisfy the assessment requirements of the module, they will know the broad outlines of the post-Civil War growth and development of the United States from Reconstruction to Reagan. In addition, they will understand the significance during key periods of American History since 1877 of industrialisation, immigration and ethnicity, urbanisation, reform, war government management of the economy and the constitution. They will be familiar with the experience of minority groups in American society and understand the causes and effects of the growth of the post-1945 civil rights movement and women's movement. They will also understand the causes of the emergence of the United States as major superpowers and economy; demonstrate awareness of a variety of perspectives in his/her written and oral contributions to the work of the module; locate and use a range of secondary sources effectively; enhance their analytical skills in the oral and written discussion of historical problems.

V1344 Science, Technology & American Society

Third Year – Semester 1, 20 Credits

In V1344, students will explore science and technology as ways of knowing nature and society and as sets of social relations and institutions, primarily in the United States in global context. They will consider the ethical, legal, and social implications of science and technology by investigating accounts of interactions between scientists and engineers, policymakers, patrons, managers, administrators, and the public in different institutional settings (academy, state/government, and industry) in different historical periods. Students will engage concepts including the co-construction of natural and social order, envirotechnology, tacit knowledge, technological determinism, actors and analysts categories, and social construction.

V1384 Hidden Histories: Stories of the Marginalised in the 20th Century

Third Year – Semester 1, 20 Credits

The history of 20th Century Britain has well known events and markers such as the two World Wars, the 1960s, the crises of the 1970s, the Thatcher era, to name but a few. Often, the history we read and write is that of the dominant voices – the politicians, the military, the policy makers, the official stories of the 20th Century. In recent years, there has been a shift towards making sure there are histories rather than History (with a "H"). In this module we will explore some of the marginalised, or rarely heard voices of the 20th Century to understand the past as a rich and complex story. We will focus on listening to people's stories and understand the value of Oral History to create histories that simply did not exist previously. Oral History is a methodology that has the potential to re-evaluate historical events. To ask what was the lived experiences of immigration policy? What was it like to be a woman in the 1970s? How did changes in legislation impact on queer lives? Histories that are not well documented through traditional sources can be reinstated into our narratives about the 20th Century to reassess our past and also the relationship of the past to the present. Through the course, we will hear some of the earliest stories from the 20th Century to more recent oral histories of queer communities in Britain.

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V1394 Madness and Society: from Ancient Times to the Present

Third Year – Semester 1, 20 Credits

This module explores how mental illness has been explained, treated and experienced, from ancient times to the present, particularly in western cultures. Mental illness has been and continues to be one of the most controversial areas of health and medicine and one of the goals of this module is to examine why this has been the case. Students will investigate not only how thinking about mental illness has changed over time, but also the many cultural, economic, technological and political factors that have influenced notions about mental health and psychiatry. Students will engage with, and think critically about, primary sources ranging from popular literature and film to newspaper articles and medical studies, in addition to relevant secondary source material.

V1324 Dangerous Drugs and Magic Bullets: The Social History of Medicine

Third Year - Semester 1, 20 Credits

The course aims to place medicinal substances in their social context. It will invite students to assess the idea that the creation of new drugs and medicines and the attitudes towards these within a given society are often determined by relationships and concepts other than those derived from medical or pharmacological theory. It will also show that the introduction of new medicines and drugs into societies has impacts other than that of simply curing a disease or altering a health condition and indeed that these impacts are often unanticipated. After outlining a number of issues and themes that underlie the social history of medicinal substances the course will proceed on a broadly chronological approach and will use the case study as the basis of the course structure.

V1343 Global Histories of Childhood

Third Year – Semester 1, 20 Credits

This course explores the idea that childhood is not a self-evident biological category, but a social construct that has varied across time and space. By focusing on nineteenth and twentieth centuries, the course seeks to understand how childhood has been imagined throughout history; how children's lives have been impacted by that changing definition; and how a particular construction of childhood, which emerged in the context of modern Europe, has come to be viewed as universal. Considering broad themes such as education, leisure, health, work and children's rights, the module investigates what it meant to be a child and how different adults sought to control and regulate children's lives. Using a wide variety of primary and secondary sources, the course investigates the methodological challenges around capturing the experience and voice of children as historical agents, and seeks to show how children were active participants in the formation of other social categories such as race, gender and class and were important contributors to global processes such as imperialism, humanitarianism and resistance.

V1303 France at War 1870 - 1962

Third Year – Semester 1, 20 Credits

Between the years 1870 and 1962, France was invaded three times and suffered a humiliating colonial retreat. It nevertheless maintained myths of unity and national grandeur. The period saw the consolidation of the French republican tradition and the separation of Church and State, yet it also saw enduring internal divisions, culminating in the Vichy regime of 1940-44. This module asks whether internal conflicts were signs of an enduring 'civil war', or whether the truly defining conflicts were those against France's external enemies. The module begins with the traumatic episodes of the Franco-Prussian War and the Communes of 1871. By analysing the often problematic political and cultural consolidation of the Third Republic, this module will explore the 'culture wars' and the internal divisions that culminated in the Dreyfus Affair. After the humiliation of losing its status as Europe's

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dominant power, France sought greatness in colonial expansion in Africa and Indochina, while seeking to consolidate national identity by transforming 'peasants into Frenchmen'. Students will then explore the experiences of the First World War, assessing the strength of French unity in the face of the German enemy. The interwar clashes between fascism and the Popular Front will then be examined and how the First World War impacted upon French foreign policy and attitudes towards future war. Students will spend three weeks exploring the enduring controversies of the Second World War, focusing upon the collapse, resistance, collaboration, and French involvement in the persecution of the Jews, as France faced its 'hereditary enemy' once again. The module concludes with an analysis of the French withdrawal from Indochina and Algeria and an assessment of France's position in the postwar global order. A variety of sources will be explored throughout the module, including paintings, monuments, films, literary sources, newspaper reports, memoirs and archival documents.

V1326 Historiography and Research Methods

Third Year - Semester 2, 20 Credits

This module will introduce students to the methods used by historians to reconstruct the past. It will explore and discuss the techniques used by historians in doing primary research. The class is designed to demonstrate how students can use these techniques in their own work. Among the topics that will be covered are; constructing bibliographies, using evidence, using academic conventions, constructing research plans and writing historical prose. The module will also introduce students to the subject of historiography – crudely put as a history of history. The ways in which historians have constructed the past and how our understanding of history has evolved will be discussed. The module is designed to promote independent learning and encourage students to reflect more deeply on the subject matter. Other than research methods, this module will not require students to do additional reading. Rather, it will encourage students to reflect on the work that they have done and think more deeply about the work they are doing in other modules.

V1342 Living Under the Raj: Colonial South Asia (1857 – 1947)

Third Year – Semester 2, 20 Credits

The module provides a broad survey of the socio-economic and political history of South Asia under British colonial rule. Its aim is to explore the development of South Asian politics by analysing the growth of the colonial state and the emergence of mass-based nationalist movements. It analyses the ways in which different social groups were able to participate in the state and the anti-state factions. It considers the conflicts which arose in the nationalist movements in attempts to engage with community, caste and gender based identities. The struggles and ultimate failure of the colonial state to deal with these pressures will also be analysed. Students will utilise a broad range of primary sources, including contemporary art, memoirs, newspaper articles and popular songs, with which to assess the relevant secondary source material. These will allow them to assess whether decolonization was ultimately a result of radicalizing anti-colonial movements within the sub-continent or contemporary domestic pressures facing the metropolitan authorities.

V1341 Disability in Modern Britain

Third Year - Semester 2, 20 Credits

The aim of this module is to gain an understanding of the key role that disability plays in the study of the historical past. The module will explore the ways disability has been defined, treated and experienced in modern Britain. It will place developments in disability policy within wider social, cultural and political contexts. You will engage with, and think critically about, primary sources ranging from official papers, newspaper articles, and oral testimonies in addition to relevant secondary source material. Key themes will throughout include the role of charity and voluntary associations, medicine

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and eugenics, debates over access to work and welfare, war and rehabilitation, education and training as well as a focus on areas such as culture and identity.

V1347 the Irish Diaspora, 1800 – 2020

Third Year – Semester 2, 20 Credits

This module explores the history of Irish diaspora and the relationships between migrants and the homeland. It examines the history of Irish people in a variety of locations, including Scotland, England, the United States, Argentina and Australasia, and also investigates how emigrants shaped the history of Ireland itself. We focus on the nineteenth and twentieth centuries and examine themes of political activism, labour, religion, gender, ethnicity, race and discrimination. We will also examine the relationship of the Irish diaspora to major events of modern Irish history: the Great Famine and the Irish Revolution. Students will use a range of sources including primary documents, letters, film and images along with secondary sources to explore each theme. We will also analyse concepts of 'diaspora' and why we even use that term instead of migrants.

V1348 Global Scotland

Third Year – Semester 2, 20 Credits

This course will provide students with a firm understanding of the history of the Scottish diaspora, exploring the migratory movements of Scots and their experiences in the new worlds in which they settled since 1800. Global in scope, the module investigates the principal geographies of the Scottish diaspora, offering students insights into a diverse range of diaspora settings and differences across them, ranging from New Zealand to Canada. Alongside this, the module explores key themes that are characteristic of the Scottish diaspora experience, including the Scots' associational culture, interactions with indigenous peoples and ongoing connections with the homeland. Students will engage with a range of theoretical debates, methodologies concerned with studying diaspora and primary evidence to learn how migration has shaped Scottish society and how Scots have shaped societies abroad for centuries. The focus on this 'global Scotland' will also facilitate, at the end of the module, an examination of immigration to Scotland and how Scotland—post-Brexit— seeks to remain an outward-looking nation. Through an examination of these themes in a combination of lectures and tutorials, students will develop their critical thinking, debating and writing skills. Primary sources will feature heavily and will include personal testimonies from immigrants, organisation records and material from newspapers.

V1337 The Covenanters and the British Civil Wars

Third Year – Semester 2, 20 Credits

This module looks at the period of Covenanting rule in Scotland within the wider context of early modern British and European History. Its focus is on the period 1637 to 1651, from the emergence of the Covenanting movement to the Cromwellian conquest of Scotland. These were some of the most turbulent years in British History. Students will be exposed to historiographical debates relating to the 'new' British History and the terminology and concepts that have been used by historians in recent years to describe the interaction of the three kingdoms of the British Isles during these years. Students will have the opportunity to examine and analyse original source material from the period. The course has a chronological coverage looking at the emergence of the movement, the nature of 'The Scottish Revolution' whereby the Covenanters took control of Scotland, and why the Covenanters thereafter intervened in Ireland and England in the 1640s in the context of wider 'British' developments and how these events unfolded in a series of complicated interventions throughout the 1640s. In addition to considering political, economic, military, diplomatic, religious and constitutional issues, the course also examines social issues in the context of the drive for a godly society and a significant amount of

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witch-hunting. By the end of the course, students should have a solid awareness of conceptual approaches, historiography and key events, as well as exposure to primary source analysis.

V1397 Cities, States & Culture in Renaissance Italy

Third Year – Semester 2, 20 Credits

This module aims to help students to develop an understanding of how and why the Renaissance took root in Italy and flourished there, together with an understanding of its enduring legacy in the modern era. Students will have the opportunity to examine how the historical and political dynamics of Italian city states, both large and small, generated such fertile environments for the development of diverse but interconnected phenomena, including civic humanism, patronage, art, architecture, literature and statecraft. In addition, the module exposes students to a variety of primary sources, and encourages them to consider the methodologies associated with historical research. Published primary sources will include extracts from treatises by prominent humanists, letters between patrons and artists and between envoys and rulers, as well as documents relating to state and government.

V1457 Madness and Society: From Ancient Times to the Present

Honours Level – Semester 1, 20 Credits

This module explores how mental illness has been explained, treated and experienced, from ancient times to the present, particularly in western cultures. Mental illness has been and continues to be one of the most controversial areas of health and medicine and one of the goals of this module is to examine why this has been the case. Students will investigate not only how thinking about mental illness has changed over time, but also the many cultural, economic, technological and political factors that have influenced notions about mental health and psychiatry. Students will engage with, and think critically about, primary sources ranging from popular literature and film to newspaper articles and medical studies, in addition to relevant secondary source material.

V1490 Hidden Histories: Stories of the Marginalised in the 20th Century

Honours Level – Semester 1, 20 Credits

The history of twentieth century Britain has well known events and markers such as the two world wars, the 1960s, the crises of the 1970s, the Thatcher era, to name but a few. Often, the history we read and write is that of the dominant voices – the politicians, the military, the policy makers, the official stories of the twentieth century. In recent years, there has been a shift towards making sure there are histories rather than History (with a 'H'). In this module we will explore some of the marginalised, or rarely heard voices of the twentieth century to understand the past as a rich and complex story. We will focus on listening to people's stories and understand the value of Oral History to create histories that simply did not exist previously. Oral History is a methodology that has the potential to re-evaluate historical events. To ask what was the lived experiences of immigration policy? What was it like to be a woman in the 1970s? How did changes in legislation impact on queer lives? Histories that are not well documented through traditional sources can be reinstated into our narratives about the twentieth century to reassess our past and also the relationship of the past to the present. Throughout the course, we will hear some of the earliest stories from the twentieth century to more recent oral histories of queer communities in Britain.

V1946 Dangerous Drugs and Magic Bullets: Social History of Medicines

Honours Level - Semester 1, 20 Credits

The course aims to place medicinal substances in their social context. It will invite students to assess the idea that the creation of new drugs and medicines and the attitudes towards these within a given society are often determined by relationships and concepts other than those derived from medical or

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pharmacological theory. It will also show that the introduction of new medicines and drugs into societies has impacts other than that of simply curing a disease or altering a health condition and indeed that these impacts are often unanticipated. After outlining a number of issues and themes that underlie the social history of medicinal substances the course will proceed on a broadly chronological approach and will use the case study as the basis of the course structure.

V1XXX Global Histories of Childhood

Honours Level – Semester 1, 20 Credits

This course explores the idea that childhood is not a self-evident biological category, but a social construct that has varied across time and space. By focusing on nineteenth and twentieth centuries, the course seeks to understand how childhood has been imagined throughout history; how children's lives have been impacted by that changing definition; and how a particular construction of childhood, which emerged in the context of modern Europe, has come to be viewed as universal. Considering broad themes such as education, leisure, health, work and children's rights, the module investigates what it meant to be a child and how different adults sought to control and regulate children's lives. Using a wide variety of primary and secondary sources, the course investigates the methodological challenges around capturing the experience and voice of children as historical agents, and seeks to show how children were active participants in the formation of other social categories such as race, gender and module and were important contributors to global processes such as imperialism, humanitarianism and resistance.

V1440 France at War 1870 - 1962

Honours Level – Semester 1, 20 Credits

Between the years 1870 and 1962, France was invaded three times and suffered a humiliating colonial retreat. It nevertheless maintained myths of unity and national grandeur. The period saw the consolidation of the French republican tradition and the separation of Church and State, yet it also saw enduring internal divisions, culminating in the Vichy regime of 1940-44. This module asks whether internal conflicts were signs of an enduring 'civil war', or whether the truly defining conflicts were those against France's external enemies. The module begins with the traumatic episodes of the Franco-Prussian War and the Communes of 1871. By analysing the often problematic political and cultural consolidation of the Third Republic, this module will explore the 'culture wars' and the internal divisions that culminated in the Dreyfus Affair. After the humiliation of losing its status as Europe's dominant power, France sought greatness in colonial expansion in Africa and Indochina, while seeking to consolidate national identity by transforming 'peasants into Frenchmen'. Students will then explore the experiences of the First World War, assessing the strength of French unity in the face of the German enemy. The interwar clashes between fascism and the Popular Front will then be examined and how the First World War impacted upon French foreign policy and attitudes towards future war. Students will spend three weeks exploring the enduring controversies of the Second World War, focusing upon the collapse, resistance, collaboration, and French involvement in the persecution of the Jews, as France faced its 'hereditary enemy' once again. The module concludes with an analysis of the French withdrawal from Indochina and Algeria and an assessment of France's position in the postwar global order. A variety of sources will be explored throughout the module, including paintings, monuments, films, literary sources, newspaper reports, memoirs and archival documents.

V1462 Disability in Modern Britain

Honours Level - Semester 2, 20 Credits

The aim of this module is to gain an understanding of the key role that disability plays in the study of the historical past. The module will explore the ways disability has been defined, treated and

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experienced in modern Britain. It will place developments in disability policy within wider social, cultural and political contexts. You will engage with, and think critically about, primary sources ranging from official papers, newspaper articles, and oral testimonies in addition to relevant secondary source material. Key themes will throughout include the role of charity and voluntary associations, medicine and eugenics, debates over access to work and welfare, war and rehabilitation, education and training as well as a focus on areas such as culture and identity.

V1405 Scottish Society since 1914

Honours Level – Semester 2, 20 Credits

The module provides a broad survey of twentieth century Scottish social history. It will provide exposure to different interpretations and approaches to the social history of Scotland - the ways in which historians develop and use different theories for understanding societies and power. As such it encourages critical examination of continuities and changes in Scotland's social fabric – the extent to which people's lives have been transformed during a century of quite radical developments. Included is evaluation of the impact of two world wars; the effects of the inter war economic depression; changes in rural and urban lifestyles; trends in work, industrial relations, religion and the role of the state in people's lives. We also examine some of the prevailing stereotypes: including the notion of 'Red Clydeside', of a 'poorer' and unhealthier nation; of an increasingly 'classless' society; and of the 'hard man' and a particularly patriarchal culture where gender inequalities persisted. The final seminar part of the course explores the impact of de-industrialisation, economic change, urban development and modernisation since World War Two. Throughout the course students are exposed to and encouraged to think critically about a range of primary sources used to reconstruct the social and cultural lives of Scots in the past, including newspapers, government papers, memoirs, autobiographies, film and oral interview testimonies.

V1471 Living Under the Raj

Honours Level – Semester 2, 20 Credits

The module provides a broad survey of the socio-economic and political history of South Asia under British colonial rule. Its aim is to explore the development of South Asian politics by analysing the growth of the colonial state and the emergence of mass-based nationalist movements. It analyses the ways in which different social groups were able to participate in the state and the anti- state factions. It considers the conflicts which arose in the nationalist movements in attempts to engage with community, caste and gender based identities. The struggles and ultimate failure of the colonial state to deal with these pressures will also be analysed. Students will utilise a broad range of primary sources, including contemporary art, memoirs, newspaper articles and popular songs, with which to assess the relevant secondary source material. These will allow them to assess whether decolonization was ultimately a result of radicalizing anti-colonial movements within the sub-continent or contemporary domestic pressures facing the metropolitan authorities.

V1424 The Covenanters & the British Civil Wars

Honours Level – Semester 2, 20 Credits

This module looks at the period of Covenanting rule in Scotland within the wider context of early modern British and European History. Its focus is on the period 1637 to 1651, from the emergence of the Covenanting movement to the Cromwellian conquest of Scotland. These were some of the most turbulent years in British History. Students will be exposed to historiographical debates relating to the 'new' British History and the terminology and concepts that have been used by historians in recent years to describe the interaction of the three kingdoms of the British Isles during these years. Students will have the opportunity to examine and analyse original source material from the period. The course

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has a chronological coverage looking at the emergence of the movement, the nature of 'The Scottish Revolution' whereby the Covenanters took control of Scotland, and why the Covenanters thereafter intervened in Ireland and England in the 1640s in the context of wider 'British' developments and how these events unfolded in a series of complicated interventions throughout the 1640s. In addition to considering political, economic, military, diplomatic, religious and constitutional issues, the course also examines social issues in the context of the drive for a godly society and a significant amount of witch-hunting. By the end of the course, students should have a solid awareness of conceptual approaches, historiography and key events, as well as exposure to primary source analysis.

V1717 Global Scotland

Honours Level – Semester 2, 20 Credits

This course will provide students with a firm understanding of the history of the Scottish diaspora, exploring the migratory movements of Scots and their experiences in the new worlds in which they settled since 1800. Global in scope, the module investigates the principal geographies of the Scottish diaspora, offering students insights into a diverse range of diaspora settings and differences across them, ranging from New Zealand to Canada. Alongside this, the module explores key themes that are characteristic of the Scottish diaspora experience, including the Scots' associational culture, interactions with indigenous peoples and ongoing connections with the homeland. Students will engage with a range of theoretical debates, methodologies concerned with studying diaspora and primary evidence to learn how migration has shaped Scottish society and how Scots have shaped societies abroad for centuries. The focus on this 'global Scotland' will also facilitate, at the end of the module, an examination of immigration to Scotland and how Scotland—post-Brexit— seeks to remain an outward-looking nation. Through an examination of these themes in a combination of lectures and tutorials, students will develop their critical thinking, debating and writing skills. Primary sources will feature heavily and will include personal testimonies from immigrants, organisation records and material from newspapers.

V1714 the Irish Diaspora, 1800 – 2020

Honours Level – Semester 2, 20 Credits

This module explores the history of Irish diaspora and the relationships between migrants and the homeland. It examines the history of Irish people in a variety of locations, including Scotland, England, the United States, Argentina and Australasia, and also investigates how emigrants shaped the history of Ireland itself. We focus on the nineteenth and twentieth centuries and examine themes of political activism, labour, religion, gender, ethnicity, race and discrimination. We will also examine the relationship of the Irish diaspora to major events of modern Irish history: the Great Famine and the Irish Revolution. Students will use a range of sources including primary documents, letters, film and images along with secondary sources to explore each theme. We will also analyse concepts of 'diaspora' and why we even use that term instead of migrants.

Italian Module Descriptors 2023 - 2024

R3110 Introduction to Italian 1A

First Year - Semester 1, 20 Credits

This intensive module will introduce you to everyday Italian language, and help you develop the skills of reading, writing, listening and speaking in the Italian language. It will also introduce you to certain aspects of the culture of Italy through the materials used. Practical language activities such as pair and small group work and intensive exposure to the Italian language through audio, video and written texts will give you a solid grounding from which to progress. Successful completion of this module will enable students to take Introduction to Italian 1B in second semester, an accelerated programme that will enable students to qualify to progress to level 2 Italian language modules in second year. What should you be able to do by the end of this semester? Talk about yourself and where you are from, explain what you have done in the past; cope with a variety of basic communicative situations (such as shopping, asking for information, agreeing/disagreeing); use appropriately basic tenses (present and past) and other grammatical rules; use a good range of vocabulary. This course aims to bring you up to level A1 of the Common European Framework of Reference for Languages.

R3111 Introduction to Italian 1B

First Year - Semester 2, 20 Credits

Following on from Introduction to Italian 1A (R3110), this accelerated and intensive programme will broaden your knowledge of the Italian language, and enhance basic skills already acquired in reading, writing, listening and speaking. It will also introduce you to new aspects of the culture of Italy through the materials used. Practical language activities, such as pair and small group work and intensive exposure to Italian through audio, video and written texts, will enable you to progress from levels achieved in Introduction to Italian 1A. Successful completion of this module will enable students to take Italian 2A in semester 1 of second year. What should you be able to do by the end of this semester? Talk about yourself, others and diverse subjects in a range of tenses; Understand naturally spoken Italian and deal comfortably with all basic communicative situations (e.g. shopping, asking for information, agreeing/disagreeing); use tenses and grammatical rules with a high degree of accuracy; use an extended range of structures and vocabulary to express complex ideas. This course aims to bring you up to level A2/B1 of the Common European Framework of Reference for Languages.

Spanish Module Descriptors 2023 - 2024

R4109 Introduction to Spanish 1A

First Year - Semester 1, 20 Credits

This intensive module will introduce you to everyday Spanish language, and help you develop the skills of reading, writing, listening and speaking in the Spanish language. It will also introduce you to certain aspects of the cultures of the Spanish-speaking world through the materials used. Practical language activities such as pair and small group work and intensive exposure to the Spanish language through audio, video and written texts will give you a solid grounding from which to progress. Successful completion of this module will enable students to take Introduction to Spanish 1B in second semester, an accelerated programme that will enable students to qualify to progress to level 2 Spanish language modules in second year.

R4107 Spanish 1A

First Year - Semester 1, 20 Credits

This module will further your knowledge of the Spanish language and develop the skills of reading, writing, listening and speaking in the Spanish language through intensive practical and communicative language work. You will extend your knowledge of the cultures of the Spanish-speaking world and focus on the development of contemporary Mexico and on how issues relating to it are reflected in its cultural production (for example, films, journalism, music).

R4110 Introduction to Spanish 1B

First Year - Semester 2, 20 Credits

This module further develops the skills of reading, writing, listening and speaking in the Spanish language through intensive practical and communicative language work while consolidating and extending knowledge of the basic grammar of the Spanish language. The module also builds on prior knowledge of the cultures of the Spanish-speaking world and focuses on current developments in contemporary Spain and on how issues relating to it are reflected in its cultural production (for example, films, journalism, music). This module is designed as an accelerated programme, successful completion of which will enable students to progress to Level 2 Spanish language modules.

R4108 Spanish 1B

First Year - Semester 2, 20 Credits

This module further develops the skills of reading, writing, listening and speaking in the Spanish language through intensive practical and communicative language work while consolidating and extending knowledge of the basic grammar of the Spanish language. The module also builds on prior knowledge of the cultures of the Spanish-speaking world and focuses on the development of Contemporary Spain and on how issues relating to it are reflected in its cultural production (for example, films, journalism, music).

R4206 Spanish Language 2A

Second Year - Semester 1, 20 Credits

This course will introduce you to more complex and formal areas of language, and enable you to develop further the skills of reading, writing, listening and speaking in the Spanish language. It will also introduce you to certain aspects of the different cultures of Spain and Latin America through the materials used. Practical language activities such as pair and small group work and intensive exposure to the Spanish language through audio, video and written texts will build on what you already know, and give you a feel for the Spanish language as it is used in professional contexts. This course aims to bring you up to level A2+/B1 of the Common European Framework of Reference for Languages.

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R4207 Spanish Language 2B

Second Year - Semester 2, 20 Credits

This course builds on and develops the knowledge acquired in Spanish 2A and will introduce you to yet more complex and formal areas of language, improving and developing further the skills of reading, writing, listening and speaking in the Spanish language. It will also introduce you to certain aspects of the culture of Spain and Latin America through the materials used. Practical language activities such as pair and small group work and intensive exposure to the Spanish language through audio, video and written texts will build on what you already know, and give you a feel for the Spanish language as it is used in professional contexts. Successful completion of this module will enable students to take Spanish at 3rd year level. This course aims to bring you up to level B1+ of the Common European Framework of Reference for Languages.

R4200 Independence and Isolation in Spain and Latin America

Second Year - Full Year, 20 Credits

This course will explore the interlinked themes of independence and isolation in Spain and Latin America. The module is intended to give students a broad overview of Spanish and Latin American social, political and cultural history through the examination of specific texts and films, as well as to develop their critical and research skills.

R4225 Independence and Isolation in Spain and Latin America (Semester 1 module for exchange students coming for one semester only)

Second Year - Semester 1, 10 credits

This course will explore the interlinked themes of independence and isolation in Spain and Latin America. The module is intended to give students a broad overview of Spanish and Latin American social, political and cultural history through the examination of specific texts and films, as well as to develop their critical and research skills.

R4226 Independence and Isolation in Spain and Latin America (Semester 2 module for exchange students coming for one semester only)

Second Year - Semester 2, 10 credits

This course will explore the interlinked themes of independence and isolation in Spain and Latin America. The module is intended to give students a broad overview of Spanish and Latin American social, political and cultural history through the examination of specific texts and films, as well as to develop their critical and research skills.

R4308 Spanish Language 3A

Third Year - Semester 1, 20 Credits

This course builds on and develops the knowledge acquired in Spanish 2B and will consolidate the students' knowledge and use of the Spanish language within an appropriate cultural context in order to enable the student to live, study and work in a Spanish-speaking country. This course aims to bring you up to level B2 of the Common European Framework of Reference for Languages.

R4379 Latin America through Indigenous Eyes

Third Year – Semester 1, 20 Credits

This module aims to provide an alternative vision of Latin America from the indigenous perspective, through the medium of film and literature. Students will first be introduced to the broad cultural and linguistic diversity of Latin America, before focusing on the Aztec, Maya and Inca cultural spheres in

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the individual modules. The module will discuss both historical and contemporary material, identifying changes and continuities between the ancient civilizations and their contemporary descendants. Students will learn about indigenous worldviews, conceptions of nature and the wider cosmos, and how indigenous societies have adapted to the dramatic transformations since the Conquest. Students will also gain insights about indigenous languages, although will not be expected to learn them. In summary, the module offers students the opportunity to see the world through fresh eyes, and to challenge basic assumptions about what it means to be human and the nature of reality itself.

R4309 Spanish Language 3B

Third Year - Semester 2, 20 Credits

This course aims to build on and develop the knowledge acquired in Spanish 3A and focuses on written production in Spanish and translation into English, and a project on a cultural topic of your choice. This project will enable you to put into practice and further develop the linguistic skills and cultural knowledge you have developed since you started studying Spanish at Strathclyde. The module aims to bring you up to level B2+ of the Common European Framework of Reference for Languages.

R4XXX What Are You Looking At?! – Visual Culture in Spain

Third Year - TBC, 20 Credits

With a focus on the visual, this course will introduce students to contemporary cultural production across a range of media in Spain from the 1970s onwards. From comix and the graphic novel to adapted novels and films, students will examine the evolution of key aspects of visual culture within the socio-historical and political context of contemporary Spain. As well as offering a chance for a deeper cultural understanding of this stimulating period, students will be introduced to fundamental concepts from Media Theory, close visual analysis and the field of Cultural Studies, which can be usefully applied to other complementary topics of study within the degree programme. Through a series of lectures and seminars, by the end of the course students will have developed an understanding of the wider implications of cultural production during Spain's Transition to democracy and its subsequent decades. Some indicative themes for the module include Comix as Counterculture; Spanish Auteurist Cinema; History of contemporary cinema production in Spain; Memory as Cultural Product: Films and documentary; Memory and Ageing in the Spanish Graphic Novel; Comics and migration; Spanish Migration Cinema.

R4501 Spanish Honours Written Language

Honours Level - Full Year, 20 Credits

Following on from R4309: Spanish Language 3b, this is an advanced language module at honours level, specifically designed to support students in further developing and refining their written language skills in Spanish

R4502 Spanish Honours Spoken Language

Honours Level - Full Year, 20 Credits

Following on from R4309: Spanish Language 3b, this is an advanced language module at honours level, specifically designed to support students in further developing and refining their oral language skills in Spanish.

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R1109 Introduction to French 1A

First Year - Semester 1, 20 Credits

This intensive module will introduce you to everyday French language, and help you develop the skills of reading, writing, listening and speaking in the French language. It will also introduce you to certain aspects of the cultures of the French-speaking world through the materials used. Practical language activities such as pair and small group work and intensive exposure to the French language through audio, video and written texts will give you a solid grounding from which to progress. Successful completion of this module will enable students to take Introduction to French 1B in second semester, an accelerated programme that will enable students to qualify to progress to level 2 French language modules in second year..

R1107 French 1A

First Year - Semester 1, 20 Credits

This module will further your knowledge of the French language and develop the skills of reading, writing, listening and speaking in the French language through intensive practical and communicative language work. You will extend your knowledge of the cultures of the French-speaking world and focus on the development of contemporary France and on how issues relating to it are reflected in its cultural production (for example, films, journalism, songs).

R1110 Introduction to French 1B

First Year - Semester 2, 20 Credits

This module further develops the skills of reading, writing, listening and speaking in the French language through intensive practical and communicative language work while consolidating and extending knowledge of the basic grammar of the French language. The module also builds on prior knowledge of the cultures of the French-speaking world and focuses on current developments in contemporary France and on how issues relating to it are reflected in its cultural production (for example, films, journalism, music). This module is designed as an accelerated programme, successful completion of which will enable students to progress to Level 2 French language modules.

R1108 French 1B

First Year - Semester 2, 20 Credits

This module further develops the skills of reading, writing, listening and speaking in the French language through intensive practical and communicative language work while consolidating and extending knowledge of the basic grammar of the French language. The module also builds on prior knowledge of the cultures of the French-speaking world and focuses on the development of Contemporary France and on how issues relating to it are reflected in its cultural production (for example, films, journalism, music).

R1203 French Language 2A

Second Year - Semester 1, 20 Credits

This module will introduce you to more complex and formal areas of language, and enable you to develop further the skills of reading, writing, listening and speaking in the French language. It will also introduce you to certain aspects of the culture of France through the materials used. Practical language activities such as pair and small group work and intensive exposure to the French language through audio, video and written texts will build on what you already know, and give you a feel for the French language as it is used in professional contexts. Successful completion of this module will enable

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students to take French 2B (R1204) in second semester, completion of which will enable students to qualify to progress to level 3 French language modules in second year.

R1204 French Language 2B

Second Year - Semester 2, 20 Credits

This module will introduce you to more complex and formal areas of language, and enable you to develop further the skills of reading, writing, listening and speaking in the French Language. It will also introduce you to certain aspects of the culture of France through the materials used. Practical language activities such as pair and small group work and intensive exposure to the French language through audio, video and written texts will build on what you already know, and give you a feel for the French language as it is used in professional contexts.

R1215 French Culture and History 2

Second Year - Full Year, 20 Credits

By focusing on specific novels, historical documents and films, students will be encouraged to engage critically with the material, and to use the appropriate analytical and theoretical apparatus in their exploration of themes such as “difference” in modern France and the Francophone world and historical topics such as the Second World War and the French Colonial Empire.

R1205 French Culture and History 2 (For Single Semester Exchange Students)

Second Year – Semester One, 10 Credits

By focusing on specific novels, historical documents and films, students will be encouraged to engage critically with the material, and to use the appropriate analytical and theoretical apparatus in their exploration of themes such as “difference” in modern France and the Francophone world and historical topics such as the Second World War and the French Colonial Empire.

R1206 French Culture and History 2 (For Single Semester Exchange Students)

Second Year – Semester Two, 10 Credits

By focusing on specific novels, historical documents and films, students will be encouraged to engage critically with the material, and to use the appropriate analytical and theoretical apparatus in their exploration of themes such as “difference” in modern France and the Francophone world and historical topics such as the Second World War and the French Colonial Empire.

R1305 French Language 3A

Third Year - Semester 1, 20 Credits

This module builds on and develops the knowledge acquired in French 2B and will consolidate students’ knowledge and use of the French language within an appropriate cultural context in order to enable the student to live, study and work in France. The module aims to bring you up to level B2 of the Common European Framework of Reference for Languages.

R1703 France at War 1870 - 1962

Third Year – Semester 1, 20 Credits

Between the years 1870 and 1962, France was invaded three times and suffered a humiliating colonial retreat. It nevertheless maintained myths of unity and national grandeur. The period saw the consolidation of the French republican tradition and the separation of Church and State, yet it also saw enduring internal divisions, culminating in the Vichy regime of 1940-44. This module asks whether internal conflicts were signs of an enduring ‘civil war’, or whether the truly defining conflicts were

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those against France's external enemies. The module begins with the traumatic episodes of the Franco-Prussian War and the Communes of 1871. By analysing the often problematic political and cultural consolidation of the Third Republic, this module will explore the 'culture wars' and the internal divisions that culminated in the Dreyfus Affair. After the humiliation of losing its status as Europe's dominant power, France sought greatness in colonial expansion in Africa and Indochina, while seeking to consolidate national identity by transforming 'peasants into Frenchmen'. Students will then explore the experiences of the First World War, assessing the strength of French unity in the face of the German enemy. The interwar clashes between fascism and the Popular Front will then be examined and how the First World War impacted upon French foreign policy and attitudes towards future war. Students will spend three weeks exploring the enduring controversies of the Second World War, focusing upon the collapse, resistance, collaboration, and French involvement in the persecution of the Jews, as France faced its 'hereditary enemy' once again. The module concludes with an analysis of the French withdrawal from Indochina and Algeria and an assessment of France's position in the postwar global order. A variety of sources will be explored throughout the module, including paintings, monuments, films, literary sources, newspaper reports, memoirs and archival documents.

R1395 Writing the Body in French and Francophone Contemporary Literature

Third Year – TBC, 20 Credits

The module aims to provide students with a comprehensive knowledge of the topic through the study of a range of texts by French and Francophone writers exploring representation of the body and issues linked to body image. Following a general introduction, topics covered include for instance: the mothering and 'non-mothering' body, the anorexic and the obese bodies, the body for sale, the modified body, the sick body and the ageing body.

R1306 French Language 3B

Third Year - Semester 2, 20 Credits

This module aims to build on and develop the knowledge acquired in French 3A, and focuses on translation from and into French, and a project on a cultural topic of your choice. This project will enable you to put into practice and further develop the linguistic skills and cultural knowledge you have developed since you started studying French at Strathclyde. The module aims to bring you up to level B2+ of the Common European Framework of Reference for Languages.

R1509 French Honours Spoken Language

Honours Level - Full Year, 20 Credits

Following on from R1306: French Language 3b, this is an advanced language module at Honours level, specifically designed to support students in further developing and refining their oral language skills in French.

R1510 French Honours Written Language

Honours Level - Full Year, 20 Credits

Following on from R1306: French Language 3b, this is an advanced language module at Honours level, specifically designed to support students in further developing and refining their written language skills in French.

Mandarin Module Descriptors 2023 - 2024

R5101 Introduction to Mandarin 1A

First Year - Semester 1, 20 Credits

The purpose of the module is to provide a basic introduction to the Mandarin language, as well as aspects of Chinese culture. You do not need to have prior knowledge on the subject. Through exposure to a range of materials in Chinese and an introduction to the basics of Chinese characters and sentence structures, you will be expected to develop the four key skills of reading, writing, speaking and listening. Aspects of Chinese culture will be embedded in the materials used in the module.