

Politics (combined award)

Programme specification document

Contents

- [Programme specification document](#)
- [Contents](#)
- [Overview](#)
- [Exemptions](#)
- [Programme Overview](#)
- [Programme Aims](#)
- [Programme Intended Learning Outcomes \(ILOs\)](#)
- [Programme content](#)
- [Assessment methods](#)
- [Work experience and placement opportunities](#)
- [Graduate Attributes](#)
- [Modifications](#)
- [Appendix 1: Programme Structure Diagram – Politics](#)
- [Appendix 2: Map of Intended Learning Outcomes](#)
- [Appendix 3: Map of Summative Assessment Tasks by Module](#)
- [Appendix 4: Module Descriptors](#)

Overview

Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	Humanities
Department	Politics
Main campus	Newton Park
Other sites of delivery	N/A
Other Schools involved in delivery	Science
Name of award(s)	Politics
Qualification (final award)	BA (Hons) or BSc (Hons) Combined Award
Intermediate awards available	CertHE, DipHE
Routes available	Joint
Sandwich year	Optional
Duration of award	3 years full-time, or 4 years with Placement year 6 years part time

Modes of delivery offered	Campus-based
Regulatory Scheme[1]	Undergraduate Academic Framework
Exemptions from regulations/framework[2]	Yes
Professional, Statutory and Regulatory Body accreditation	N/A
Date of most recent PSRB approval (month and year)	N/A
Renewal of PSRB approval due (month and year)	N/A
UCAS code	
Route code (SITS)	
Relevant QAA Subject Benchmark Statements (including date of publication)	Politics and International Relations, December 2019
Date of most recent approval	March 2021
Date specification last updated	January 2023

[1] This should also be read in conjunction with the University's Qualifications Framework

[2] See section on 'Exemptions'

Exemptions

The following exemptions are in place:

Program me /Pathway	Regulation s /Framework	Brief description of variance	Approving body and date
BA Hons History and Politics Joint	Undergraduate Academic Framework	Variation from Fixed Level 4 to allow students combining two Humanities subjects to avoid taking the same module (PET4103 Worlds of Ideas) twice; and ensuring that all Humanities students take the project module, ENG4108 Thinking Together.	Curriculum Committee, 31 March 2021

Programme Overview

Politics is offered as one of the University's suite of courses in Applied Humanities. It has been designed to enable you to acquire specialised subject knowledge, develop practical and professional skills and apply both to contemporary challenges, issues and debates.

Our perspectives are local, national and global; and our focus is on the processes of change, reaction and response, on activism, and the ways in which politics 'works' in the context of health or education, international development or climate change. What can we possibly mean when we say 'but I'm not interested in politics', when politics takes so many forms and determines so many things?

The programme is flexible, in that you'll be able to develop expertise in the areas that interest you most; and it draws on disciplines and practice outside the field of politics, because these will deepen your understanding and sharpen your analysis. You'll be able to combine the study of the politics of contemporary protest with a review of the history of dissent; or look at literature as a vehicle for political debate, the articulation of difference and of alternative perspectives. You'll be able to examine the development of political philosophies, and current shifts in political activism, the rise of nationalism and populism, and the interplay of old and new media in setting agendas and settling scores.

Above all, you'll be able to work on a series of projects which look out from the University and into the city and region – or further afield, in some instances. We want you to be able to develop demonstrable skills and experience, which may include leading a project team, evaluating and acting on alternative responses to a defined challenge, or pitching an idea to one of our many partner organisations, and wherever possible following this through to implementation.

Programme Aims

1. To enable critical reflection on the history, conventions, and values of politics and political activity – broadly conceived - in the UK and internationally;
2. To develop the tools, methods and approaches required to analyse contemporary definitions and understanding of politics and ideology;
3. To support engagement with contemporary local, national and global political challenges from a wide range of perspectives: social, scientific, political, philosophical, creative, digital, and economic;
4. To provide opportunities to study Politics in the contexts of other disciplines and to use their different methodologies and approaches to investigate related topics and lines of enquiry;
5. To combine the acquisition knowledge and insights with the development of practical and professional skills, and to enable their application in a wide range of contexts

Programme Intended Learning Outcomes (ILOs)

A Subject-Specific Skills and Knowledge

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
A1	<i>Knowledge</i> Systematic and detailed knowledge of, and critical engagement with, the key approaches, methods and theories used in the study of politics	<i>Knowledge</i> Knowledge and critical understanding of the key approaches, methods and theories used in the study of politics	<i>Knowledge</i> Knowledge of the different approaches, methods and theories used in the study of politics
A2	<i>Contextual knowledge</i> The ability to identify and undertake the critical analysis and sustained evaluation of a wide range of contemporary and historical sources relevant to the study of politics, and the effective deployment of this material in written, visual and oral presentations	<i>Contextual knowledge</i> The ability to identify and analyse a wide range of material relevant to the study of politics, including quantitative and qualitative data, key commentaries and narratives	<i>Contextual knowledge</i> Knowledge of a range of material available for the study of politics; and an understanding of the key challenges inherent in its use as 'evidence'
A3	<i>Political analysis</i> Critical and systematic analysis of political writing, campaign material, print and social media, and journalism; and the ability to use this in addressing historical and contemporary political issues, movements and trends	<i>Political analysis</i> Knowledge and critical understanding of political writing, campaign materials, print and social media and journalism; and of their role in creating and sustaining political reputations, myths, and movements	<i>Political analysis</i> Knowledge of the different media used in the creation and presentation of political personalities, movements, and action
A4	<i>Ideas and ideologies</i> Critical engagement with the role of ideas and ideologies in contemporary politics, and the analysis of the ways in which they are used to support or challenge past and present Action	<i>Ideas and ideologies</i> Critical understanding of the contribution of ideas and ideologies to contemporary political debates	<i>Ideas and ideologies</i> Knowledge and understanding of key ideas, ideologies and concepts used in political debates
A5	<i>Political change</i> Systematic understanding of political change, impact and action at local, regional, national and transnational levels, and the ability to set specific events in a wider context, drawing out the connections between them	<i>Political change</i> Knowledge and critical understanding of the relationship between local, regional, national and transnational events and movements	<i>Political change</i> Knowledge of a range of historic and contemporary political events at local, regional, national and transnational levels

A6	<i>Perspectives and positions</i> Conceptual understanding of and sustained critical engagement with different ways of knowing, communicating, and acting, and how these shape and are shaped by our views of political realities and ideas	<i>Perspectives and positions</i> Critical understanding of and evaluation of the key ways in which political realities are defined and interpreted, and how these are shaped by our own and others' perspectives	<i>Perspectives and positions</i> An understanding your own perspectives, as well as those of others', in the description and interpretation of historical and contemporary social, political and cultural events
----	--	--	--

B Cognitive and Intellectual Skills

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
B1	<i>Argument</i> Analytical and creative engagement with complex problems, ideas and information in the preparation and presentation of responses to defined tasks	<i>Argument</i> The effective interpretation and communication of complex ideas and information in a variety of formats	<i>Argument</i> The precise identification and clear presentation of concepts, ideas and information
B2	<i>Creativity</i> Effective selection and use of a variety of media (written, visual, performance) to communicate political ideas and debates, to different audiences	<i>Creativity</i> The ability to select and use different forms of communication to describe and analyse political topics and themes	<i>Creativity</i> The use of various forms of communication and presentation for different tasks political topics
B3	<i>Application</i> Critical understanding of the use, relevance and application of political analysis and interpretation to the resolution of contemporary problems, issues and debates	<i>Application</i> The application of political analysis, understanding and judgement to contemporary debate, discussion and problem-solving	<i>Application</i> Understanding of the value and relevance of political enquiry in contemporary contexts
B4	<i>Project planning and management</i> The ability to formulate, plan, implement and evaluate defined projects, demonstrating self-direction, originality, critical analysis, creative thinking, and persuasive argument.	<i>Project planning and management</i> The ability to conceive, plan and implement defined research and other projects	<i>Project planning and management</i> Understanding of the key stages involved in project design, planning and implementation

C Skills for Life and Work

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
--	---	-----------------------------	-----------------------------

C1	<i>Autonomous learning</i> (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts.	<i>Autonomous learning</i> (including time management) as would be necessary for employment requiring the exercise of personal responsibility and decision-making such that significant responsibility within organisations could be assumed.	<i>Autonomous learning</i> (including time management) as would be necessary for employment requiring the exercise of personal responsibility.
C2	<i>Team working skills</i> necessary to flourish in the global workplace with an ability both to work in and lead teams effectively.	<i>Team work</i> as would be necessary for employment requiring the exercise of personal responsibility and decision-making for effective work with others such that significant responsibility within organisations could be assumed.	<i>Team work</i> as would be necessary for employment requiring the exercise of personal responsibility for effective work with others.
C3	<i>Communication skills</i> that ensure information, ideas, problems and solutions are communicated effectively and clearly to both specialist and non-specialist audiences.	<i>Communication skills</i> commensurate with the effective communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences in which key techniques of the discipline are deployed effectively.	<i>Communication skills</i> that demonstrate an ability to communicate outcomes accurately and reliably and with structured and coherent arguments.
C4	<i>IT skills and digital literacy</i> that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies.	<i>IT skills and digital literacy</i> that demonstrate the development of existing skills and the acquisition of new competences.	<i>IT skills and digital literacy</i> that provide a platform from which further training can be undertaken to enable development of new skills within a structured and managed environment.

Programme content

This programme comprises the following modules

Key:

Core = C

Required = R

Required* = R*

Optional = O

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme.

Politics						
Level	Code	Title	Credits	Single	Joint	Joint with History
4	POL4004-20	Introduction to the Study of Politics	20		C	C
4	POL4003-20	Protest and Persuasion	20		C	C
4	PET4103-20	Worlds of Ideas	20		R	
4	ENG4108-20	Thinking Together: Humanities in the C21st				R
5	POL5003-20	The art of the possible: political analysis and policy making	20		C	C
5	POL5004-20	The art of persuasion: advocacy for change	20		C	C
5	POL5001-20	Political ideologies: thinking in action	20		O	O
5	POL5002-20	Political Institutions and Social Change	20		O	O
5	HIS5125-20	Digital Humanities	20		O	O
5	HIS5124-20	Diaspora, migration and race	20		O	O
5	PET5102-20	Working Together	20		O	O
5	RPE5103-20	Transformative Communities	20		O	O
PPY	PPY5100-120	Professional Placement Year	120		O	O
6	POL6000-40	Politics Project	40		O	O

6	POL6007-20	Critical Approaches to World Politics	20		R*	O
6	POL6005-20	Environmental Politics	20		O	O
6	JPU6103-20	Investigative Journalism	20		O	O
6	GEO6003-20	Identities and Inequalities	20		O	O
6	HIS6115-20	Propaganda, Censorship and Intelligence	20		O	O

Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

Please note : if you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here in order to pass that module.

Work experience and placement opportunities

As this is an applied course, there are opportunities throughout to *use* your knowledge, analysis and skills in a variety of different ways, including through project-related work inside and outside the University. The following modules have been explicitly designed to incorporate professional development, opportunities for working with external partners and placements of varying lengths and complexity. The University will support you in making the most of these opportunities, and in ensuring that they work for you in relation to the skills you want to develop, your ambitions and aspirations, and the needs of those with whom we work

ENG4108-20 Thinking Together

PET5102-20 Working Together

PPY5100-20 Professional Placement Year

POL6000-40 Politics Project

Graduate Attributes

	Bath Spa Graduates...	In Politics, we enable this...
1	Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams	Providing opportunities to work with partners outside the University, applying subject knowledge and insight to a wide range of projects and tasks
2	Will be able to understand and manage complexity, diversity and change	Investigating the processes of change through our research and in our programmes, exploring complexity and valuing diversity
3	Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners	Valuing creativity within all Humanities subjects, enabling problem solving, and facilitating work across disciplines
4	Will be digitally literate: able to work at the interface of creativity and technology	Embedding digital materials and approaches in our research, learning and teaching
5	Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas	Offering a curriculum which crosses continents, explores different perspectives, and acknowledges our own
6	Will be creative thinkers, doers and makers	Providing opportunities to work in a variety of different ways, on a wide range of projects and with a mix of partners
7	Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy	Embedding critical thinking in everything we do, challenging conventional thinking and promoting effective communication, in a variety of formats
8	Will be ethically aware: prepared for citizenship in a local, national and global context	Providing opportunities to work with partners outside the University, applying subject knowledge and insight to a wide range of projects and tasks

Modifications

Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
POL 500 2-20	Political Institutions and Social Change	Assessment change	Covid19 related changes made permanent June 2021	2021/22
RPE 510 3-20	Transformative Communities	Added optional module	Approved by Curriculum Committee 15th December 2021	2022/23
POL 600 5-20	Environmental Politics	Minor Modifications	Approved by Writing, Publishing and Humanities SQMC 7th March 2022	2022/23
POL 500 1-20	Political ideologies - Thinking in action	Assessment change and minor modifications	Approved by Writing, Publishing and Humanities SQMC 7th March 2022	2022/23
POL 400 2-20	Adventure, Adversity, Austerity: the Politics of Modern Britain	Removed	Approved at the School of Writing, Publishing and the Humanities SQMC, 23 November 2022	2023/24
POL 600 4-20	Issues in World Politics			
POL 400 4-20	Introduction to the Study of Politics	Added	Approved at the School of Writing, Publishing and the Humanities SQMC, 23 November 2022	2023/24
POL 600 7-20	Critical Approaches to World Politics			
POL 600 7-20	Critical Approaches to World Politics	Assessment change	Approved at the School of Writing, Publishing and the Humanities SQMC, 23 November 2022	2023/24

Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

Attached as appendices:

1. Programme structure diagram
2. Map of module outcomes to level/programme outcomes
3. Assessment map
4. Module descriptors

Appendix 1: Programme Structure Diagram – Politics

Joint Honours Politics and a second non-Humanities subject

Politics and xx Level 4	
POL4004-20 Introduction to the Study of Politics	POL4003-20 Protest and Persuasion
Second Subject Core Module	Second Subject Core Module
Second Subject Required module	PET4103-20 Worlds of Ideas

Joint Honours History and Politics

History and Politics Level 4	
POL4004-20 Introduction to the Study of Politics	POL4003-20 Protest and Persuasion
HIS4010-20 Europe and the World 1 - Encounters and Perspectives	HIS4011-20 Europe and the World 2 - Nationalism, Revolution and Modernity
PET4103-20 Worlds of Ideas	ENG4108-20 Thinking Together: Humanities in the 21 st Century

Joint Honours Politics Levels 5 and 6

Politics and xx Level 5	
POL5003-20 The art of the possible: political analysis and policy making (C)	POL5004-20 The art of persuasion: advocacy for a change (C)
Second Subject Core	Second subject Core
POL5001-20 Political ideologies: thinking in action	PET5102-20 Working Together
HIS5125-20 Digital Humanities	POL5002-20 Political Institutions and Social Change
Second Subject Option	HIS5124-20 Diaspora, migration and race*
	REP5103-20 Transformative Communities

* Unless taken as a History option

Politics and xx Level 6	
POL6000-40 Politics Project*	
POL6007-20 Critical Approaches to World Politics	POL6005-20 Environmental Politics
JPU6103-20 Investigative Journalism	GEO6003-20 Identities and Inequalities
HIS6115-20 Propaganda, Censorship and Intelligence	

Joint Honours students may take the Politics Project + 1 x 20 credit optional module OR 3 x 20 credit optional modules if they decide to take a 40 credit module in their second subject.

Appendix 2: Map of Intended Learning Outcomes

Level	Module Code	Module Title	Status (C,R,R*,O)	Intended Learning Outcomes														
				Subject-specific Skills and Knowledge						Cognitive and Intellectual Skills				Skills for Life and Work				
				A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	
4	POL4004-20	Introduction to the Study of Politics	C	*	*	*	*	*	*	*	*	*	*	*	*		*	*
4	POL4003-20	Protest and Persuasion	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	PET4103-20	Worlds of Ideas	R		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	ENG4108-20	Thinking Together	R (with History)		*	*	*	*	*		*	*	*	*	*	*	*	*
5	POL5003-20	The art of the possible	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	POL5004-20	The art of persuasion	C	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	POL5001-20	Political Ideologies: thinking in action	O	*	*	*	*	*	*	*	*	*	*	*	*		*	*
5	POL5002-20	Political Institutions and Social Change	O	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	HIS5125-20	Digital Humanities	O	*	*	*	*	*	*	*	*	*	*	*	*		*	*
5	HIS5124-20	Diaspora, migration and race	O	*	*	*	*	*	*	*	*	*	*	*	*		*	*
5	PET5102-20	Working Together	O	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	RPE5103-20	Transformative Communities	O		*		*	*	*	*	*	*	*	*	*	*	*	*
5	PPY5100-120	Year in Professional Practice	O															
6	POL6000-40	Politics Project	O	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	POL6007-20	Critical Approaches to World Politics	R*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	POL6005-20	Environmental Politics	O	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	JPU6103-20	Investigative Journalism	O	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	GEO6003-20	Identities and inequalities	O	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	HIS6115-20	Propaganda, Censorship and Intelligence	O	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

[4] C = Core; R = Required; R* = Required*; O = Optional

Appendix 3: Map of Summative Assessment Tasks by Module

Level	Module Code	Module Title	Status (C, R,R*,O)	Assessment method													
				Coursework						Practical				Written Examination			
				Composition	Dissertation	Essay	Journal	Portfolio	Report	Performance	Practical Project	Practical skills	Presentation	Set exercises	Written Examination	In-class test (seen)	In-class test (unseen)
4	POL40 04-20	Introduction to the Study of Politics	C			1x2000 words			1x2000 words								
4	POL40 03-20	Protest and Persuasion	C					1 x 4000									
4	PET41 03-20	Worlds of Ideas	R					1 x 2500 words			1 x 1500 words						
4	ENG41 08-20	Thinking Together: Humanities in the 21st Century	R				1 x 1000				1 x 3000						
5	POL50 03-20	The Art of the Possible	C			1 x 3000			1 x 2000								
5	POL50 04-20	The Art of Persuasion	C			1 x 2000		1 x 3000									
5	POL50 01-20	Political Ideologies: thinking in action	O			1 x 2500							1 x 2500				
5	POL50 02-20	Political Institutions and Social Change	O			1 x 2000					1 x 3000						
5	HIS512 5-20	Digital Humanities	O					1 x 5000									
5	HIS512 4-20	Diaspora, migration and race	O			2 x 2500											

5	PET51 02-20	Working Together	O					1 x 4000					1 x 1000				
5	RPE51 03-20	Transformative Communities	O						1x 2000				1x 2500				
5	PPY51 00-120	Year in Professional Practice	O														
6	POL60 00-40	Politics Project	O		Either 1 x 8000	1 x 2000						Or 1 x 8000					
6	POL60 07-20	Critical Approaches to World Politics	R*				1 x 1500										
6	POL60 05-20	Environmental Politics	O			1 x 1000		1 x 4000									
6	JPU61 03-20	Investigative Journalism	O				1 x 1500	1 x 3500									
6	GOE60 03-20	Identities and Inequalities	O			1 x 3000						1 x 2000					
6	HIS611 5-20	Propaganda, Censorship and Intelligence	O			1 x 2500							1 x 2500				

[5] C = Core; R = Required; R* = Required*; O = Optional

Appendix 4: Module Descriptors

1	Module code	POL4004-20
2	Module title	Introduction to the Study of Politics
3	Owning Programme	Politics
4	Core, Required or Required* for	BA or BSc (Hons) Politics (Joint) BA (Hons) Politics, Philosophy & Economics
5	Level	4
6	UK credits	20
7	ECTS credits	10
8	Optional for	n/a
9	Excluded combinations	n/a
10	Pre-requisite or co-requisite	n/a
11	Class contact time: total hours	Total Hours: 52
12	Independent study time: total hours	Total Hours: 148
13	Semester(s) of delivery	Semester 1
14	Main campus location	Newton Park

1 5	Module co-ordinator	tbc
1 6	Additional costs involved	Visits off campus
1 7	<p>Brief description and aims of module</p> <p>The module provides a broad introduction to the study of politics as an academic discipline. It is designed to equip first year students with the conceptual tools and analytical skills required for more advanced study of politics and its sub-fields during subsequent programmes. Students engage with the core concepts, debates and methodological approaches of political science, while drawing on perspectives from overlapping disciplines such as history, economics, sociology and geography.</p> <p>The module begins by exploring foundational debates concerning the nature of power and authority, the interplays of agency and structure, and different levels of analysis of political processes and practices. Next, the module introduces some core methodological approaches that underpin political research and analysis. By exploring the tensions and debates that characterise research methodologies, students will establish their own analytical skills and preferences that they will develop throughout their degrees and subsequent careers. Finally, the module introduces the core canon of Western political thought, juxtaposing this tradition with marginalised and non-Western understandings of key political concepts, like freedom, justice and equality.</p> <p>The module sets the foundations for developing the transferable skills and attributes essential for both the study of politics at university, as well as working with external partners and employers during and following the degree programme. There is an emphasis on applying the skills being developed to real-world contemporary issues, which forms the basis of the module's assessment design.</p>	
1 8	<p>Outline syllabus</p> <p>1. Foundations</p> <ul style="list-style-type: none"> • What is politics? Why study it? • The nature of power, authority and dissensus • Actors, institutions and levels of analysis • Structures: centres and peripheries <p>2. Methods of analysis</p> <ul style="list-style-type: none"> • What is political research for? • Explanatory vs. interpretive approaches • Is politics a science? • Positivist vs. post-positivist approaches • Comparative and experimental methods • What is theory? Why use it? 	

	<p>3. Concepts and theories</p> <ul style="list-style-type: none"> • Terms of use and abuse • The Western canon of political theory • Feminist, Marxist and post-structuralist approaches • Non-Western traditions of political theory • Applying political theory to contemporary issues: climate justice and post-truth media 	
19	<p>Scheduled teaching and learning activities</p> <p>This module is taught through a combination of mini-lectures, workshops, seminars and small-group discussions.</p> <p>In addition we seek opportunities for field trips and research visits.</p>	
20	Intended learning outcomes	<i>How assessed</i>
	<i>By successful completion of the module, you will be able to:</i>	
	1 Knowledge and critical evaluation of foundational debates in the study of politics as an academic discipline	F1, S1
	2 Understanding and critically analysing core epistemological debates underpinning research design and methodology	F1, S1
	3 The ability to identify and interpret the theoretical and philosophical assumptions of political discourse in contemporary texts and materials	F2, S2
	4 The ability to design and carry out political research tailored to a defined audience	F2, S2
21	<p>Assessment and feedback</p> <p>Formative exercises and tasks:</p> <p>F1. Preparatory presentation</p> <p>F2. Proposal paper</p>	
	<p>Summative assessments:</p> <p><i>Guidance: please include method and weighting only</i></p> <p>S1. Analysis of existing research (equiv. 2000 words)</p> <p>S2. Applied research report (equiv. 2000 words)</p>	<p>Weighting%</p> <p>50%</p> <p>50%</p>

2	Learning resources	
2	<p>Key texts</p> <p>Lowndes V. Marsh D. & Stoker G. (2018). <i>Theory and methods in political science</i> (Fourth). Palgrave Macmillan : Red Globe Press.</p> <p>Garner R. Ferdinand P. & Lawson S. (2020). <i>Introduction to politics</i> (Fourth). Oxford University Press.</p> <p>Heywood A. (2019). <i>Politics</i> (Fifth). Macmillan International Higher Education/Red Globe Press.</p> <p>Leftwich A. (2004). <i>What is politics? : the activity and its study</i>. Polity.</p> <p>Swift A. (2019). <i>Political philosophy : a beginners' guide for students and politicians</i> (Fourth). Polity Press.</p>	
2	Preparatory work	
3	<p>Read the Introduction to Lowndes V. Marsh D. & Stoker G. (2018). <i>Theory and methods in political science</i> (Fourth). Palgrave Macmillan: Red Globe Press.</p> <p>The chapter explores the debate surrounding the scientific status of politics as an area of study. Look at the current news agenda and consider the major stories in the context of this debate. Find one story that suggests a strong relationship between politics and science; find a second story that suggests the opposite. Come to Week 1 ready to discuss your examples!</p>	

1	Module code	POL4003-20
2	Module title	Protest and Persuasion
3	Subject	Politics
4	Core, Required or Required* for	<p>BA (Hons) English Literature (Single);</p> <p>BA (Hons) Environment, Politics and Philosophy (Single)</p> <p>BA (Hons) History (Single);</p> <p>BA (Hons) Politics (Joint)</p> <p>BA (Hons) Religions, Philosophies and Ethics (Single)</p> <p>BA (Hons) Environment, Politics and Philosophy (Single)</p> <p>BA (Hons) Professional Humanities</p>
5	Level	4
6	UK credits	20
7	ECTS credits	10
8	Optional for	N/A
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	N/A

1 1	Class contact time: total hours	Total Hours: 52
1 2	Independent study time: total hours	Total Hours: 148
1 3	Semester(s) of delivery	Semester 2
1 4	Main campus location	Newton Park
1 5	Module co-ordinator	TBC
1 6	Additional costs involved	Optional visits off campus
1 7	<p>Brief description and aims of module</p> <p>Learning how to use your voice – whether you are contributing to a debate, constructing an argument, or responding to others’ – not only lies at the heart of a higher education; it is also vital for ensuring the exchange of ideas and values that sustains any democratic society by challenging it to become <i>ever more democratic</i> .</p> <p>Focusing on writers, philosophers and activists seeking to change the world, this module aims to teach you how to develop an argument by studying and analysing inspiring examples. In order to develop your own right to speak we will study figures drawn from a variety of cultures, religions, histories, genders, sexualities, as well as a range of different struggles – from civil rights and feminism to environmental activism, LGBTQ+ and Black Lives Matter. Through reading a selection of sources, including literary texts, historical documents and philosophical writings, you will learn how to evaluate and engage critically with arguments for change, to explore the contexts and motivations of those aiming to challenge the status quo, and to consider counter-arguments.</p> <p>The aim of this module is to help you become more confident in your own ‘voice’ and more vigilant in your critical interrogation of received opinion; to be prepared to challenge ‘authoritative’ opinion and to listen to ‘marginalised’ voices.</p>	
1 8	<p>Outline syllabus</p> <p>This is an indicative weekly structure:</p> <p>Week 1 – Introduction</p> <p>Weeks 2-3 – Arguments about Race</p>	

	<p>Weeks 4-6 – Arguments about Gender and Sexuality</p> <p>Weeks 7-8 – Arguments about Class and Power</p> <p>Weeks 9-10 – Arguments about Environment</p> <p>Weeks 11-12 – Arguments about Knowledge</p> <p>Weeks 13 – Concluding arguments</p> <p>Each topic will draw on a series of ‘set texts’ that will comprise extracts short enough to engage with in class, drawn from a range of genres: poems, literary texts, constitutional documents, philosophical arguments, sermons, manifestos, etc.</p>	
19	<p>Teaching and learning activities</p> <p>Weekly 4-hour teaching will consist of a combination of</p> <ul style="list-style-type: none"> • Lectures • Seminars • Small-group ‘synthesis’ tutorials 	
20	Intended learning outcomes	<i>How assessed</i>
	<i>By successful completion of the module, you will be able to demonstrate</i>	
	1 Understanding of debates over ‘free speech’, censorship, ideology, consensus, and dissent in diverse contemporary and historical contexts	S1, F1, F2
	2 Comparison of different rhetorical and argumentative strategies and their critical, creative, and affective uses	S1, F1
	3 Understanding the situatedness of your own and others’ perspectives, and the positional nature of <i>all</i> knowledge	S1, F1, F2
	4 Construction and evaluation of arguments for different purposes and audiences, by adapting voice, tone, style, and form	S1, F1, F2
21	Assessment and feedback	
	<p><i>Formative exercises and tasks:</i></p> <p>F1. Portfolio Draft (Sources Exercise)</p> <p>F2. Seminar Debate</p>	

	<p><i>Summative assessments:</i></p> <p>S1. Selected portfolio of writing for different audiences, media and purposes, responding to critical ideas and debates studied on the module. (4,000 words or equivalent)</p>	<p>Weighting%</p> <p>100%</p>
2 2	<p>Learning resources</p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p>Students will be provided with a digital anthology of selected primary texts – extracts from literary and philosophical texts, political speeches, manifestoes, and historical documents.</p> <p><i>Indicative texts for the Anthology might include extracts from:</i></p> <p>Achebe, Chinua , <i>Things Fall Apart</i> (London: Penguin, 2006)</p> <p>Adichie, Chimamanda Ngozi, <i>We Should All Be Feminists</i> (London: 4th Estate, 2014)</p> <p>Angelou, Maya, <i>I Know Why the Caged Bird Sings</i> (London: Virago, 1984)</p> <p>— <i>And Still I Rise</i> (London: Virago, 2003)</p> <p>Aoki, Ryka, <i>Seasonal Velocities: Poems, Stories, and Essays</i> (Los Angeles, CA; St Louis, MO: Trans-Genre Press, 2012)</p> <p>Atwood, Margaret, <i>The Handmaid's Tale</i> (London: Vintage, 1996)</p> <p>— <i>Oryx and Crake</i> (London: Virago 2013)</p> <p>Baldwin, James, <i>Notes of a Native Son</i> (London: Pluto, 1985)</p> <p>Beauvoir, Simone de, <i>The Second Sex</i> , new translation by Constance Borde and Sheila Malovany-Chevallier (London: Vintage Books, 2011), ebook</p> <p>Carson, Rachel, <i>Silent Spring</i> (London: Penguin, 2000)</p> <p>Fahs, Breanne, ed, <i>Burn It Down! Feminist Manifestos for the Revolution</i> (London: Verso, 2020)</p> <p>Fanon, Frantz, <i>Black Skin, White Masks</i> (London: Pluto, 1986)</p> <p>hooks, bell, <i>Ain't I a Woman: Black Women and Feminism</i> (London: Pluto, 1982)</p> <p>— <i>Teaching Critical Thinking: Practical Wisdom</i> (London: Routledge, 2009)</p>	

King, Martin Luther, "I Have a Dream," Address Delivered at the March on Washington for Jobs and Freedom (August 28, 1963), [The Martin Luther King, Jr. Research and Education Institute](#) , Stanford University. (See also 'Freedom's Ring: King's "I Have a Dream" Speech', [animated and annotated speech](#) .)

—"Beyond Vietnam" (April 4, 1967), [The Martin Luther King, Jr. Research and Education Institute](#)

—"I've Been to the Mountaintop," Address Delivered at Bishop Charles Mason Temple (April 3, 1968), [The Martin Luther King, Jr. Research and Education Institute](#)

Marx, Karl, and Engels, Friedrich, *The Communist Manifesto* (London: Penguin, 2002)

Orwell, George, *The Road to Wigan Pier* (London: Penguin, 1989)

Paull, Laline, *The Bees* (London: Fourth Estate, 2015)

Thunberg, Greta, *No One Is Too Small to Make a Difference* (London: Penguin, 2019), ebook

Woolf, Virginia, *A Room of One's Own and Three Guineas* (Oxford University Press, 2015)

General texts

Aristotle, *The Art of Rhetoric* (London: Penguin, 1991)

Bonnett, Alastair, *How to Argue* , 3rd edition (Harlow: Pearson, 2011)

Andrews, Kehinde, *Back to Black: Retelling Black Radicalism for the 21st Century* (London: Zed, 2018)

Austin, J.L. *How To Do Things With Words: The William James Lectures delivered at Harvard University in 1955* , 2nd edition (Oxford University Press, 1975)

Brownlee, Kimberley, *Conscience and Conviction: The Case for Civil Disobedience* (Oxford University Press, 2013)

Butler, Judith, *Gender Trouble: Feminism and the Subversion of Identity* (New York; London: Routledge, 1999), ebook

—*The Force of Non-Violence* (London: Verso, 2020)

Davies, Angela Y., ed. *If They Come in the Morning... Voice of Resistance* (London: Verso, 2016)

Dow, Jamie, *Passions and Persuasion in Aristotle's Rhetoric* (Oxford University Press, 2015)

Gillespie, Katharine, *Domesticity and Dissent in the Seventeenth Century: English Women's Writing and the Public Sphere* (Cambridge: Cambridge University Press, 2003)

Greenawalt, Kent, *Private Consciences and Public Reasons* (New York; Oxford: Oxford University Press, 1995), ebook

Hands, Joss, *@ is for Activism: Dissent, Resistance and Rebellion in a Digital Culture* (London: Pluto, 2011)

Harris, Sam, and Nawaz, Maajid, *Islam and the Future of Tolerance: a Dialogue* (Cambridge, Massachusetts: Harvard University Press, 2015)

Jefferson, Tony, and Hall, Stuart, *Resistance through Rituals: Youth Subcultures in Post-war Britain* (London; New York: Routledge, 2006), ebook

Lynn, Marvin, and Dixon, Adrienne D., *Handbook of Critical Race Theory in Education* (London: Routledge, 2013), ebook

Nojeim, Michael J. *Gandhi and King: The Power of Nonviolent Resistance* (Westport, CN: Praeger, 2004)

Page, Ra, *Protest: Stories of Resistance* (Manchester: Comma Press, 2017)

Rancière, Jacques, *The Ignorant Schoolmaster: Five Lessons in Intellectual Emancipation* (Stanford University Press, 1991)

—*Chronicles of Consensual Times* (London: Continuum, 2010)

Spivak, Gayatri Chakravorty, *The Spivak Reader: Selected Works of Gayatri Chakravorty Spivak* (New York; London: Routledge, 1996)

Thompson, E.P. *The Making of the English Working Class* (Harmondsworth: Penguin, 1968)

Thompson, Robert J. *Beyond Reason and Tolerance: the Purpose and Practice of Higher Education* (New York: Oxford University Press, 2014), ebook

Whitehouse, Tessa, *The Textual Culture of English Protestant Dissent, 1720-1800* (Oxford University Press, 2015), ebook

- *Key web-based and electronic resources*

- JISC Historical Texts
- Defining Gender
- British Periodicals Online
- *Flatpack Democracy* – <https://www.flatpackdemocracy.co.uk/>
- *How I Found My Voice* (podcast) – <https://play.acast.com/s/howifoundmyvoice>
- *Intersectionality Matters* – with Kimberlé Crenshaw, AAPF podcast – <https://aapf.org/podcast>
- *The Journal of Aesthetics and Protest* – <http://joaap.org/index.htm>
- MAI: Feminism and Visual Culture – <https://maifeminism.com/>
- The On Being Project – <https://onbeing.org/>
- *The Stuart Hall Project: Revolution, Politics, Culture and the New Left Experience* (John Akomfrah, Smoking Dogs Films, BFI, 2013), DVD

2 Preparatory work

3 We will provide you with a list of selected texts before the beginning of Semester 2. Choose two, and compare / contrast the arguments they use to persuade you of their position. What works? Why?

1	Module code	PET4103-20
2	Module title	Worlds of Ideas
3	Subject	Philosophy and Ethics
4	Core, Required or Required* for	<p>BA (Hons) English Literature (Single, Joint)</p> <p>BA (Hons) History (Single and Joint)</p> <p>BA (Hons) Philosophy and Ethics (Joint)</p> <p>BA (Hons) Politics (Joint)</p> <p>BA (Hons) Religions, Philosophies and Ethics (Single)</p> <p>BA (Hons) Politics, Philosophy and Economics (Single)</p> <p>BA (Hons) Environment, Politics and Philosophy (Single)</p> <p>BSc (Hons) Psychology</p> <p>BA (Hons) Professional Humanities</p> <p>International Relations (Joint)</p>
5	Level	4

6	UK credits	20
7	ECTS credits	10
8	Optional for	N/A
9	Excluded combinations	None
10	Pre-requisite or co-requisite	N/A
11	Class contact time: total hours	Total Hours: 52
12	Independent study time: total hours	Total Hours: 148
13	Semester(s) of delivery	Semesters 1 and 2
14	Main campus location	Newton Park
15	Module co-ordinator	Richard Stamp
16	Additional costs involved	Visits off campus when possible
17	<p>Brief description and aims of module</p> <p>Whether we are studying history, literature or philosophy, ideas matter. But where do influential ideas – for instance, about knowledge, culture, nature, religion, and society – come from? How have these ideas changed over time? Who shapes these ideas today? And crucially, which concepts and practices really matter for an ethical, compassionate, and critical understanding of, and approach to, our contemporary world and its possible futures?</p> <p>This module introduces you to culturally and historically specific ideas and ways of thinking that are widely applicable across your undergraduate studies. You will explore the linguistic, historical and philosophical contexts of our ways of making sense of the world – the concepts that we use every day and the theories that we build out of them. Working collectively, students will engage in debates about the important ideas and issues of our time through the study of ‘keywords’ – that is, ideas and concepts that have been and remain critical to our understanding of contemporary cultures and societies. The module aims to provide students transitioning from further education to higher education with a firm understanding of the nature of knowledge, the power of ideas, and cultures of debate.</p>	

	<p>Because this module invites students to explore, discuss and debate ideas from an informed and informative position, emphasis will be placed on</p> <ul style="list-style-type: none"> • acquiring the requisite skills involved in researching (where to look for information) • acquiring the requisite skills involved in evaluating sources of information (distinguish between legitimate and illegitimate sources) • acquiring the requisite skills involved in using sources to form arguments and to present them to different audiences. 	
1 8	<p>Outline syllabus</p> <p>The first half of the module introduces you to the formation, dissemination and contestation of different approaches to the production of knowledge that have developed within (and across) literary, historical, philosophical and political studies. Emphasis will be placed on historical and cultural context, critical analysis and the acquisition of interdisciplinary research skills through practical application in a series of small-scale exercises, which will build into your individual learning portfolio.</p> <p>In the second half of the module you will work in small, tutor-led teams to research specific contemporary issues through the development of a group-devised 'keyword' project, with the syllabus adapted to enable you to explore concepts and approaches directly related to your chosen contemporary issue. Insofar as this module introduces you to the dynamic nature of knowledge in the face of an ever-changing world, the actual syllabus will remain flexible. The keywords explored will, therefore, change from year to year, as will the exact concepts, theories and approaches that we cover.</p>	
1 9	<p>Teaching and learning activities</p> <p>Weekly 4-hour teaching will consist of a combination of</p> <ul style="list-style-type: none"> • Lectures • Seminars • Tutorials • Visits • Collaborative workshops 	
2 0	Intended learning outcomes	<i>How assessed</i>
	<i>By successful completion of the module, you will be able to demonstrate</i>	
	1. An understanding of changing cultural, historical and theoretical contexts for different forms of knowledge and select keywords associated with them	F1, S1, S2

	2. The selection and application of theoretical concepts and approaches to the contemporary world	F1, S1
	3. The ability to research specific contemporary issues in a group setting and to coordinate projects to meet set deadlines	F2, S1, S2
	4. The ability to use data drawn from a range of sources to explore concepts, theories and approaches related to a specific contemporary issues, and to represent this in selected formats	F2, S2
2 1	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Draft Keyword proposal</p> <p>F2. Data compilation and precis exercises</p>	
	<p><i>Summative assessments:</i></p> <p>S1. Keyword group project (individual contribution of 1,500 word or equivalent)</p> <p>S2. Individual supporting portfolio (2,500 words)</p>	<p>Weighting%</p> <p>Pass/Fail</p> <p>Pass/Fail</p>
2 2	<p>Learning resources</p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p><i>Key texts</i></p> <p>Bennett, Tony, et al, <i>New Keywords: a revised vocabulary of culture and society</i> (Malden, MA: Blackwell, 2005), ebook</p> <p>Burke, Peter, <i>A Social History of Knowledge: From Gutenberg to Diderot</i> (Cambridge: Polity, 2000)</p> <p>—<i>A Social History of Knowledge II: From the Encyclopaedia to Wikipedia</i> (Cambridge: Polity, 2012)</p> <p>—<i>What is the History of Knowledge?</i> (Cambridge: Polity, 2015)</p> <p>Chakrabarty, Dipesh <i>Provincializing Europe: Postcolonial Thought and Historical Difference</i> (Princeton University Press, 2008)</p> <p>Clark, Tom, Emily Finlay and Philippa Kelly (eds), <i>Worldmaking: Literature, language, culture</i> (Amsterdam: John Benjamins, 2017)</p>	

Evans, Jessica, et al, eds. *Representation*, 2nd edition (London ; Milton Keynes: SAGE; The Open University, 2013)

Fricker, Miranda, *Epistemic Injustice* (Oxford University Press, 2007), ebook

Hobsbawm, Eric and Terence Ranger, *The Invention of Tradition* (Cambridge University Press, 2012).

Leitch, Thomas M. *Wikipedia U: knowledge, authority, and liberal education in the digital age* (Baltimore: Johns Hopkins University Press, 2014)

Lentricchia, Frank and Thomas McLaughlin (eds), *Critical Terms for Literary Study*, 2nd ed., (University of Chicago Press, 1995)

Lynch, Jack, *You could look it up: The Reference Shelf from Ancient Babylon to Wikipedia* (New York: Bloomsbury Press, 2016)

MacCabe, Colin and Holly Yanacek, *Keywords for Today: A 21st Century Vocabulary* (Oxford University Press, 2018)

McGoey, Linsay & Gross, Matthia, eds. *Routledge International Handbook of Ignorance Studies* (London; New York: Routledge, 2015)

Medina, José, *The Epistemology of Resistance: gender and racial oppression, epistemic injustice, and resistant imaginations* (Oxford University Press, 2013), ebook

Mignolo, Walter, *The Darker Side of Western Modernity: Global Futures, Decolonial Options* (Duke University Press, 2011)

Mignolo, Walter D. & Walsh, Catherine E. *On Decoloniality: Concepts, Analytics, Praxis* (Durham, NC: Duke, 2018)

de Sousa Santos, Boaventura, *The End of the Cognitive Empire* (Durham, NC: Duke, 2018)

Spivak, Gayatri Chakravorty, *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present* (Cambridge, MA; London: Harvard University Press, 1999)

Sullivan, Shannon & Tuana, Nancy eds. *Race and Epistemologies of Ignorance* (Albany, NY: SUNY, 2007)

Williams, Raymond, *Keywords: a vocabulary of culture and society*, rev. ed., (Oxford UP, 2015)

Taylor, Mark C., *Critical Terms for Religious Studies* (University of Chicago Press, 1988)

Ward, Graham (ed.), *The Certeau Reader* (Oxford: Blackwell, 2000)

Young, Iris M. *On Female Body Experience: "Throwing Like a Girl" and other essays* (Oxford University Press, 2005)

Key web-based and electronic resources

- ARCADE: Literature, the Humanities, & the World – <https://arcade.stanford.edu/>

	<ul style="list-style-type: none"> • <i>In Our Time</i>, BBC radio/podcast – https://www.bbc.co.uk/programmes/b006qykl • <i>Keywords Project</i> – https://keywords.pitt.edu/index.html • <i>Living Lexicon for the Environmental Humanities</i> – https://read.dukeupress.edu/environmental-humanities/pages/lexicon • <i>Oxford English Dictionary</i> – https://www.oed.com/ • <i>Political Concepts: A Critical Lexicon</i> – http://www.politicalconcepts.org/ • <i>Talking Politics: History of Ideas</i> (podcast) – https://www.talkingpoliticspodcast.com/history-of-ideas • <i>Travel, Transculturality, and Identity in England, c. 1550-1700 (TIDE)</i> – http://www.tideproject.uk/keywords-home/
2 3	<p>Preparatory work</p> <p>Select a range of news sources (print and online) and look at the ‘headlines’ over a period of 1-2 weeks. What words came up most frequently? Which seemed most important? How are these words being used by these sources - might they have other meanings?</p>

1	Module code	ENG4108-20
2	Module title	Thinking Together: Humanities in the 21st Century
3	Subject	English Literature
4	Core, Required or Required* for	<p>BA (Hons):</p> <p>English Literature (Single); History (Single)</p> <p>Politics (Joint in combination with History);</p> <p>Religions, Philosophies and Ethics (Single);</p> <p>Philosophy and Ethics (Joint in combination with English Literature or History);</p> <p>Environment, Politics and Philosophy (Single),</p> <p>Politics, Philosophy and Economics (Single)</p> <p>BA (Hons) Professional Humanities (Single)</p> <p>International Relations (Joint)</p>
5	Level	4
6	UK credits	20
7	ECTS credits	10
8	Optional for	N/A
9	Excluded combinations	None

10	Pre-requisite or co-requisite	N/A
11	Class contact time: total hours	Total Hours: 52
12	Independent study time: total hours	Total Hours: 148
13	Semester(s) of delivery	Semester 2
14	Main campus location	Newton Park
15	Module co-ordinator	Dr Nicola Presley
16	Additional costs involved	Site visits
17	<p>Brief description and aims of module</p> <p>This module provides a practical introduction to the distinct yet interconnected ways of thinking about how we live in the world that are shaped by what we call 'Humanities'. You will work with a team of staff and students from programmes across the School, including English Literature, History, Heritage, Politics, and Religions, Philosophy and Ethics. Through a series of lectures, workshops and visits your team will plan, research and deliver a project on an object or topic assigned to you at the start of the module. You might be asked to help solve a contemporary problem, to respond to a current debate, or to join in one, but in each case you will be introduced to useful literary, historical, political and philosophical approaches and supported in learning how to combine and apply them. You'll also think about the practical skills you'll need to develop, and how these might be applied both inside and outside the University. The form of your group's final project will be negotiated between the group and academic tutors – for example, you might decide to design an exhibit, a website, an event, a pamphlet, or a short film. This will help you to develop essential skills in collaboration and teamwork that will serve you well for your continuing studies in your programme of study</p>	
18	<p>Outline syllabus</p> <p>This module focuses on a practical, applied and multi-disciplinary approach to analysing, researching and responding to a defined problem, issue or theme. Humanities tutors and visiting speakers will provide introductions to the application of key ideas and theories from their particular discipline(s), as well as presenting case studies on how this knowledge can be applied in solving external problems</p>	

	and challenges and how it can be communicated to a range of different audiences.. Alongside these lectures you will work in your project team, with a team of academic tutors from different subjects, to define, research and develop your group project.	
1 9	<p>Teaching and learning activities</p> <p>Weekly sessions will comprise various activities, which may be taught as a single module group or in discrete project groups, including:</p> <ul style="list-style-type: none"> • Lectures • Visiting speakers • Workshops • Visits off campus 	
2 0	Intended learning outcomes	<i>How assessed</i>
	<i>By successful completion of the module, you will be able to demonstrate</i>	
	1. Knowledge of differences and similarities between different disciplines' approaches to studying contemporary and historical concepts, issues or themes	S1, S2, F2
	2. The ability to reflect on and evaluate the your own transferable skills, perspectives and values in order to apply them to the study of shared problems and challenges	S1, S2
	3. The ability to communicate and present your analysis to and with diverse audiences accurately and effectively	S1, F1
	4. The ability to collaborate with others in order to plan, research and propose solutions in response to a project brief or defined challenge	S1, F1, F2
2 1	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Group presentation</p> <p>F2. Project proposal</p>	
	<i>Summative assessments:</i>	Weighting%

	<p>S1. Negotiated group project (3,000 words or equivalent)</p> <p>S2. Individual reflection (1,000 words)</p>	<p>75%</p> <p>25%</p>
2 2	<p>Learning resources</p> <p><i>University Library print, electronic resources and Minerva:</i></p> <ul style="list-style-type: none"> • <i>Key texts – indicative</i> <p>Ashton, P. and Kean, H. <i>People and their pasts: public history today</i> (Basingstoke: Palgrave Macmillan, 2009)</p> <p>Baggini, J. and Fosl, P. S. <i>The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods</i> (Oxford: Blackwell, 2003)</p> <p>Barker, S. <i>Brilliant Project Management</i> (Harlow: Pearson, 2015)</p> <p>Bate, J. <i>The public value of the humanities</i> (London: Bloomsbury Academic, 2011)</p> <p>Beck, P. <i>Presenting history: past and present</i> (Basingstoke: Palgrave Macmillan, 2012)</p> <p>Berger, A.A. <i>What objects mean: an introduction to material culture</i> (Walnut Creek, California: Left Coast Press, 2014)</p> <p>Black, J. <i>Contesting history: narratives of public history</i> (London: Bloomsbury, 2014)</p> <p>Borsuck, A. <i>The Book</i> (Cambridge, MA: MIT Press, 2018)</p> <p>Emmett, Robert S. & Nye, David E. <i>The Environmental Humanities: A Critical Introduction</i> (Cambridge, MA: MIT Press, 2017)</p> <p>Giles, J. and Middleton, T. <i>Studying culture: a practical introduction</i> (Oxford: Blackwell, 2007)</p> <p>Ham, S. <i>Interpretation: making a difference on purpose</i> (Golden, Colorado: Fulcrum, 2013)</p> <p>Harari, Yuval Noah, <i>21 Lessons for the 21st Century</i> (London: Jonathan Cape, 2018)</p> <p>Helgesson, S. & Rosendahl Thomsen, M. <i>Literature and the World</i> (London: Routledge, 2019)</p> <p>Hicks, D. and Beaudry, M.(eds) <i>The Oxford Handbook of Material Culture Studies</i> (Oxford University Press 2010)</p> <p>Howell, M. and Prevenier, W. <i>From reliable sources: an introduction to historical methods</i> (New York & London: Cornell University Press, 2001)</p>	

	<p>McKenna-Cress, P. and Kamien, J. <i>Creating exhibitions: collaboration in the planning, development, and design of innovative experiences</i> (New Jersey: Wiley, 2013)</p> <p>Mollet, A. <i>Communicating your research with social media: a practical guide to using blogs, podcasts, data visualisations and video</i> (London: Sage, 2017)</p> <p>Morris, Tony Bennett, Lawrence Grossberg, eds. <i>New Keywords: A Revised Vocabulary of Culture and Society</i> (Malden, MA: Blackwell, 2005)</p> <p>Richards, P and Robertson, I. <i>Studying cultural landscapes</i> (London: Hodder & Stoughton, 2002)</p>
2	Preparatory work
3	<p>Sharing or exchanging ideas is a key skill in many contexts. Identify one recent example where different disciplines have come together to solve a problem or find new ways of doing this. Why was it important to see this problem or opportunity from more than one perspective?</p>

1	Module code	POL5003-20
2	Module title	The art of the possible: political analysis and policy making
3	Subject	Politics
4	Core, Required or Required* for	BA Hons Politics (Joint) BA Hons Environment, Politics and Philosophy (Single)
5	Level	5
6	UK credits	20
7	ECTS credits	10
8	Optional for	BA Hons Politics, Philosophy and Economics BA (Hons) Professional Humanities
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	N/A
11	Class contact time: total hours	Total Hours: 52
12	Independent study time: total hours	Total Hours: 148
13	Semester(s) of delivery	Semester 1
14	Main campus location	Newton Park

1 5	Module co-ordinator	TBC
1 6	Additional costs involved	None
1 7	<p>Brief description and aims of module</p> <p>This module focuses on the development of key skills in political analysis, which is at once both a political art and an academic science, and in understanding the formulation of public policy. How is policy shaped by research and analysis? How do we analyse policy documents in order to strip out the intention from the rhetoric, the political spin from the policy substance? Where does the impetus for policy change come from? How has the formulation of policy changed over time, including as result of recent developments such as:</p> <ul style="list-style-type: none"> • the political impacts of social media; • the role of 'think-tanks' and the outsourcing of policy development; • the influence of lobby groups and 'stakeholders'; • 'single issue' movements such as Extinction Rebellion and Black Lives Matter • the role of the 'expert' and challenges to authority based on expertise 	
1 8	<p>Outline syllabus</p> <p>The modules will cover a variety of themes, such as:</p> <p>The traditional skills of political analysis.</p> <p>Research methods and evidence-based analysis in policy-making.</p> <p>Polling and focus groups.</p> <p>Preparing, presenting and 'reverse engineering' political communications.</p> <p>Briefing and counter-briefing.</p> <p>Spin and the spin-doctors.</p> <p>The soundbite and the pivot.</p> <p>Deconstructing the opponent: attack and defence strategies.</p> <p>Political analysis in a world of 280 characters.</p> <p>The decline of the expert?</p> <p>Political analysis in a populist age.</p> <p>The 'independent' analyst: think tanks.</p> <p>The lobby and lobbyists</p>	

	<p>Single issue campaigns and political analysis.</p> <p>The role of journalism and public scrutiny: holding policy makers to account</p>	
19	<p>Teaching and learning activities</p> <p>Seminars, presentations, workshops, visits (including self-directed visits), tutorials</p> <p>Reading and exploration of core texts; discussion and analysis</p>	
20	Intended learning outcomes	<i>How assessed</i>
	<i>By successful completion of the module, you will be able to demonstrate</i>	
	1. The ability to identify and critically assess explicit and implicit messaging contained within politically oriented discourse, across a range of linguistic registers.	F1, F2, S2
	2. Understanding and critical evaluation of current debates about the policy-making process and its relationship to political communication strategies.	F2, S2
	3. The ability to present information in a variety of ways, appropriate to different audiences and contexts.	F2, S1, S2
	4. The ability to identify, select and apply methods and sources appropriate to defined projects and research topics relating to the formulation and presentation of public policy	F2, S2
21	Assessment and feedback	
	<p><i>Formative exercises and tasks:</i></p> <p>F1. Plan for Briefing Document.</p> <p>F2. Summary of Research Document.</p>	
	<i>Summative assessments:</i>	Weighting%
	S1. Policy briefing document and counter-briefing document (2000 words)	40%
	S2. Policy analysis and review (3000 words)	60%

2 2	Learning resources	<p><i>University Library print, electronic resources and Minerva:</i></p> <ul style="list-style-type: none"> • <i>Key texts</i> <p>Burnham, Gilland-Lutz, Grant, Leyton-Henry, <i>Research Methods in Politics</i> (Political Analysis) Palgrave Macmillan; 2nd Rev Edition 2008</p> <p>Goodin, Tilly, <i>The Oxford Handbook of Contextual Political Analysis</i> (Oxford Handbooks). OUP 2008</p> <p>Hay, Colin, <i>Political Analysis: A Critical Introduction</i>. Red Globe Press.2017</p> <p>Eatwell, R. & Goodwin, M. 2018 <i>National populism: the revolt against liberal democracy</i> Pelican 2018</p> <p>Davies, W. 2018 <i>Nervous States: how feelings took over the world</i>. Jonathan Cape 2018</p>
2 3	Preparatory work	<p>How is policy described and analysed in the political media (print, online, broadcast): choose a policy area that interests you (e.g. health, education, environmental) and compare the ways in which it is written about and presented on a variety of platforms.</p>

1	Module code	POL5004-20
2	Module title	The art of persuasion: advocacy for change
3	Subject	Politics
4	Core, Required or Required* for	BA or BSc Hons Politics (Joint) BA Hons Politics, Philosophy and Economics (Single) BA (Hons) Professional Humanities (Single)
5	Level	5
6	UK credits	20
7	ECTS credits	10
8	Optional for	BA Hons Environment, Politics and Philosophy (Single)
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	N/A
11	Class contact time: total hours	Total Hours: 52
12	Independent study time: total hours	Total Hours: 148
13	Semester(s) of delivery	Semester 2
14	Main campus location	Newton Park

1 5	Module co-ordinator	TBC
1 6	Additional costs involved	None
1 7	<p>Brief description and aims of module</p> <p>You could argue that some of the most important changes in the world, such as the end of the slave trade or votes for women, were achieved through advocacy. Knowing how to do it well is crucial for people who want to shape our world for the better. Lucy Drescher¹</p> <p>This module explores the ways in which this happens.</p> <p>Storytelling</p> <p>We live by telling stories. We constantly revise and retell the stories of our own lives. We learn through storytelling; we use stories to solve problems, to reconcile differences, and as testimony and record. We win debates, contracts or elections by having the 'best' story to tell.</p> <p>How do we do this, and how do we turn storytelling into advocacy on behalf of a charity, a community or a cause? How do we use advocacy to bring about permanent change?</p> <p>Evidence</p> <p>How do we use 'evidence' in devising, telling and retelling our story? How do we select the 'right' evidence? How do we know?</p> <p>Audience</p> <p>Essential to effective advocacy is understanding your audience - those you need to persuade of your case and whose support you need in making it - and the evidence that will best convince them – which, in turn, relates to what your 'cause' can do for them: translating your aims and objectives into activity which delivers benefits for you or for those you represent, <i>and</i> for those whose support you need to achieve them.</p> <p>Advocacy</p> <p>Advocacy is a systematic process of making and supporting your case – the story, the evidence that supports that story, and its final presentation. We can advocate for ourselves, or act for other people - exploring options to help them make the best decisions, securing the help they need to do this (and to which they may in any case be entitled), supporting them to become their own advocates. Or we might be working for an organisation: making the case for them, so that they can secure the support they need or bring about a change they want to see.</p> <p>The contexts in which advocacy take place vary enormously: in politics, but also in professional fundraising, making the pitch for a contract or a project, grant applications and bids, in business, across a wide range of public services (e.g. health, education, social care, housing, planning, the arts,</p>	

	<p>heritage and culture, or work with vulnerable children and adults) and in community-led initiatives and projects, locally, regionally and globally. Advocacy may be intended to change public policy, or to shape its implementation, and at its most political, can help to set agendas or to change them.</p>	
1 8	<p>Outline syllabus</p> <p>This is a collaborative, practical module. We will start by looking at examples of storytelling and advocacy in a variety of broadly political contexts, including both historical and contemporary ones, and then work on the creation of advocacy materials for a project or campaign that you have researched and to which you are committed: something that matters to you, and through which you want to make a difference to others.</p>	
1 9	<p>Teaching and learning activities</p> <p>This module is usually taught through seminars and workshops, focusing on the analysis and preparation of compelling resources for advocacy, in a variety of contexts.</p>	
2 0	<p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate</i></p>	<i>How assessed</i>
	1. The communication skills necessary to develop empathetic and effective relationships with a range of people	F2, S2
	2. The ability to undertake focused research as the basis for advocacy, gather evidence to support it, and to use this in the creation of your own advocacy materials	F1, S1, S2
	3. The ability to defend or challenge ideas, opinions and proposals through storytelling and advocacy	F1, F2, S2
	4. Critical and sensitive understanding of complex narratives and changing policies, procedures and contexts	S1, S2
2 1	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Proposal summary</p> <p>F2. Informal presentation – testing ideas</p>	

	<p><i>Summative assessments:</i></p> <p>S1. Context paper (equiv 2000 words)</p> <p>S2. Advocacy Portfolio (equiv 3000 words)</p>	<p>Weighting%</p> <p>40%</p> <p>60%</p>
<p>2</p> <p>2</p>	<p>Learning resources</p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p><i>Key text</i></p> <p>Duncan Green, <i>How change happens</i> (Oxford UP, 2016)</p> <p><i>Specialist resources:</i></p> <p>You will need to identify a body of data and contextual information in relation to the cause, project or change for which you wish to advocate. Developing skills in selective reading and research are an integral part of this module</p>	
<p>2</p> <p>3</p>	<p>Preparatory work</p> <p>Read this short article on 'what works' and think about how you might apply the advice given here to a project or organisation you care about:</p> <p>1 Lucy Drescher, head of parliamentary advocacy, Results UK, 'Effective advocacy 101: how to bring about change in five steps' <i>Guardian</i>, 12 January 2016</p>	

1	Module code	POL5001-20
2	Module title	Political ideologies - Thinking in action
3	Subject field	Politics
4	Core, Required or Required* for	N/A
5	Level	5
6	UK credits	20
7	ECTS credits	10
8	Optional for	<p>BA (Hons) Religion, Philosophies and Ethics</p> <p>Philosophy and Ethics (combined award)</p> <p>BA (Hons) Politics, Philosophy & Economics (2022/23 onwards)</p> <p>BA Hons Politics (Joint)</p> <p>BA Hons Politics (Joint) (2022/23 onwards)</p> <p>BA (Hons) Environment, Politics and Philosophy (Single) (2022/23 onwards)</p>
9	Excluded combinations	None
10	Pre-requisite or co-requisite	None
11	Class contact time: total hours	52
12	Independent study time: total hours	148
13	Semester(s) of delivery	Semester 1
14	Main campus location	Newton Park
15	Module co-ordinator	Mike Hannis
16	Additional costs involved	Purchase one key textbook (approx £25)

17	<p data-bbox="188 147 625 181">Brief description and aims of module</p> <p data-bbox="188 219 1406 611">This module will help you to understand, analyse and evaluate the political thought of present-day political parties, journalists and commentators, social movement activists, and ordinary citizens. You will explore contending perceptions of how the world is, and how it ought to be, within diverse currents of political ideology, locating these in the historical context in which they emerged, their evolution, and their relevance in the present day. Distinctively, we will adopt an ‘action-oriented’ approach, focusing not simply on ‘textbook’ definitions, but on ideologies as they are articulated, challenged and defended by people in real-world political movements or parties, and by journalists, commentators, etc. This will mean analysing discourse (online and media sources, speeches, policy documents, interviews, etc) produced by contemporary and historical activists and political actors, with a critical eye on how well this maps onto the -isms and ideological categories generated by theorists.</p> <p data-bbox="188 719 260 748">Aims:</p> <ol data-bbox="197 786 1406 1099" style="list-style-type: none"> 1. To explore the role ideology plays in orienting political discourse and practice; 2. To outline a diverse range of political ideologies, examine ideological debates, and explore their relationship to evolving social and/or political contexts; 3. To explore ways of analysing, applying and critiquing political ideologies, and evaluating their relevance to contemporary politics; 4. To understand the roles of activists, politicians, intellectuals and social movements in communicating and contesting political ideologies, and become familiar with key figures associated with historical and contemporary ideological positions.
18	<p data-bbox="188 1205 383 1238">Outline syllabus</p> <p data-bbox="188 1346 970 1379"><i>The curriculum will be drawn from topics which may include:</i></p> <ul data-bbox="197 1417 1099 1928" style="list-style-type: none"> • What are ideologies and why do they matter? • Liberalism • Conservatism & libertarianism • Socialism • Anarchism • Contemporary liberalism: Between social justice and the ‘extreme centre’ • Nationalism & populism • Fascism & the far right • Feminism • Anti-racism & multiculturalism • Environmentalism & green ideology • Religious ideologies & secularism • Ideology after the ‘End of History’
19	<p data-bbox="188 2040 568 2074">Teaching and learning activities</p>

	<p>The module will be delivered through a combination of lectures, seminars/workshop sessions, and the use of digital learning technologies. Lectures introduce key concepts, theories and research for each topic. Seminars/workshops may require some preparatory study, but will be practical and interactive. They will support further learning and understanding through activities that is likely to include discussion and debate, group work, presentations, and individual and group problem-solving activities.</p>	
20	<p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <p>1 Knowledge and critical understanding of the role ideology plays in orienting political discourse and practice;</p> <p>2 Knowledge and critical understanding of a range of political ideologies (historical and contemporary) and ideological debates, and of their implication in situated political moments and struggles;</p> <p>3 Ability to critically analyse and evaluate contending political ideologies, using a range of established techniques; and</p> <p>4 Ability to critically analyse the role of intellectuals in communicating and contesting political ideologies.</p>	<p><i>How assessed</i></p> <p>F1, S1</p> <p>F1, S1, S2</p> <p>F2, S1, S2</p> <p>S1, S2</p>
21	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Critical analysis workshop</p> <p>F2. Seminar discussion exercises with tutor and peer feedback</p> <p><i>Summative assessments:</i></p> <p>S1. Political article (2500 words)</p> <p>S2. Critical analysis presentation (equiv 2500 words)</p>	<p>Weighting%</p> <p>50%</p> <p>50%</p>
22	<p>Learning resources</p> <p>University Library print, electronic resources and Minerva: Key texts:</p> <ul style="list-style-type: none"> Heywood, A. (2021) Political Ideologies: An Introduction, 7th edition Basingstoke: Palgrave Macmillan. 	

- Wetherly, P. (2017) Political Ideologies. Oxford: Oxford University Press.
- Festenstein, M. and Kenny, M. (2005) Political Ideologies: A Reader and Guide. Oxford: Oxford University Press.
- Freeden, M., Sargent, L. T. and Stears, M. (2013) The Oxford Handbook of Political Ideologies. Oxford: Oxford University Press (Oxford Handbooks in Politics & International Relations).

Key web-based and electronic resources:

There are a large number of journals and websites that contribute to contemporary ideological debates. Module tutors will provide further advice on relevant resources

23 Preparatory work

Think about what you understand by the word 'ideology'. Have you heard of any you identify with? Follow the political stories of the day and see what ideological positions and positioning you can discern.

1	Module code	POL5002-20	
2	Module title	Political Institutions and Social Change	
3	Subject field	Politics	
4	Core, Required or Required* for	BA (Hons) Politics (Minor)	
5	Level	5	
6	UK credits	20	
7	ECTS credits	10	
8	Optional for	BA (Hons) History BA (Hons) Politics, Philosophy & Economics (2022/23 onwards) BA Hons Politics (Joint) (2022/23 onwards) BA (Hons) Environment, Politics and Philosophy (Single) (2022/23 onwards)	
9	Excluded combinations	None	
10	Pre-requisite or co-requisite	None	
11	Class contact time: total hours	52	
12	Independent study time: total hours	148	
13	Semester(s) of delivery	Semester 2	
14	Main campus location	Newton Park	
15	Module co-ordinator	TBC	
16	Additional costs involved	None	
17	Brief description and aims of module		
	<p>The module will examine contending approaches to the analysis of politics in its social context, and with a particular focus on its role in social change. We'll adopt a broad understanding of 'politics' as a process that takes place both <i>within</i> and <i>beyond</i> state institutions, and explore interconnections between multiple arenas of political activity - the state, the economy, civil society and culture - as these are mapped out in contrasting ways within different theoretical perspectives. As such, the module will investigate both 'top-down' and 'bottom-up' forms of political activity, the ways these are connected, and the diverse strategies to transform or reproduce the social world</p> <p>Aims of the module:</p> <p>1. To approach political analysis as a vital part of a critical and transformative social science, and identify distinct aspects of this (e.g. normative, explanatory, <i>praxis</i>-related);</p>		

	<ol style="list-style-type: none"> 2. To explore and evaluate contending (narrower or broader) conceptions of what politics is, highlighting their distinctions, as well as the ways in which they commonly analyse “the distribution, exercise and consequences of power”, and thus the capacity to enable and constrain what is socially possible (see Hay, 2002, pp. 72–75); 3. To examine key arenas of political activity, including the state, the economy, civil society and culture, identifying key structures, agents, processes, etc, operating within each, and the interconnections between them, as these are understood from contending theoretical perspectives; 4. To apply relevant concepts and theories within critical analyses of contemporary or historical political issues, particularly those involving social injustices and attempts to understand and transform these; and 5. To explore ways of presenting informed critical analysis in an engaging and accessible way. 	
18	<p>Outline syllabus</p> <p><i>The curriculum will be drawn from topics which may include:</i></p> <ul style="list-style-type: none"> • Tasks of emancipatory social science / Forms of social injustice • Power, resources and people: Approaching the political • Arenas of politics: State, economy, civil society & culture • Power to the people? The promises of pluralism • Power and patriarchy: Feminist political theories • Skin in the game? Race, ethnicity and politics • Society, state and market: political economy in a globalising world • From the top down: Power elite theories • Does the ‘ruling class’ really rule? Marxism & politics • Politics is everywhere: Foucault & Bourdieu on power in social life • Change the world without taking power? Stateless theories, localism & cultural activism • ‘Us’ and ‘Them’: Citizens, aliens and the nation-state • Making history: Structures, agents, ideas & social change 	
19	<p>Teaching and learning activities</p> <p>The module will be delivered through a combination of lectures, seminars/workshop sessions, and the use of digital learning technologies. Lectures introduce key concepts, theories and research for each topic. Seminars/workshops may require some preparatory study, but will be practical and interactive. They will support further learning and understanding through activities that is likely to include discussion and debate, group work, presentations, and individual and group problem-solving activities.</p>	
20	<p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p>	<p><i>How assessed</i></p>
	<p>1 Knowledge and critical understanding of contending political theories;</p>	<p>F1, S1, S2</p>
	<p>2 Ability to apply relevant concepts and theories accurately to support analysis of political issues;</p>	<p>S1, S2</p>
	<p>3 The ability to locate, evaluate, interpret, and deploy of a range of empirical evidence to support the analysis and evaluation of political issues and responses;</p>	<p>S1, S2</p>

	4 Creativity in formulating strategies for political interventions informed by analysis;	F2, S2
	5 Ability to present informed critical analysis in a clear and engaging way, as appropriate to specific audiences	F2, S1, S2
21	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Seminar presentation</p> <p>F2. Podcast episode plan</p>	
	<p><i>Summative assessments:</i></p> <p>S1. Essay (2000 words)</p> <p>S2. Group or Individual Podcast</p>	<p>Weighting%</p> <p>40%</p> <p>60%</p>
22	<p>Learning resources</p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p><i>Key texts</i></p> <ul style="list-style-type: none"> • Glasberg, D. S. and Shannon, D. (2010) <i>Political Sociology: Oppression, Resistance, and the State</i>. London: SAGE Publications. • Dryzek, J. and Dunleavy, P. (2009) <i>Theories of the Democratic State</i>. Basingstoke: Macmillan Education UK. • Leggett, W. (2016) <i>Politics and Social Theory: The Inescapably Social, the Irreducibly Political</i>. Basingstoke: Palgrave Macmillan. • Hay, C. (2002) <i>Political Analysis: A Critical Introduction</i>. Basingstoke: Palgrave Macmillan. • Leftwich, A. (2004) <i>What is Politics?: The Activity and its Study</i>. Cambridge: Polity. • Outhwaite, W. and Turner, S. (eds) (2017) <i>The SAGE Handbook of Political Sociology</i>, 2v. London: SAGE Publications. • Janoski, T. et al. (2005) <i>The Handbook of Political Sociology: States, Civil Societies, and Globalization</i>. Cambridge: Cambridge University Press. • Harvey, D. (2011) <i>The Enigma of Capital: And the Crises of Capitalism</i>. London: Profile • Wright, E. O. (2006) 'Compass points: Towards a socialist alternative', <i>New left review</i>, 41. Available at: https://www.ssc.wisc.edu/~wright/Published%20writing/New%20Left%20Review%20paper.pdf (Accessed: 1st August 2018) <p><i>Key web-based and electronic resources:</i></p> <p>There are a large number of journals and websites that offer various strands of political analysis. Module tutors will provide further advice on relevant resources.</p>	
23	Preparatory work	

Read Chapter 1 ('Oppression, resistance, and the state: An introduction') of Glasberg, D. S. and Shannon, D. (2010) *Political Sociology: Oppression, Resistance, and the State*. London: SAGE Publications. Available at: https://uk.sagepub.com/sites/default/files/upm-binaries/38167_1.pdf

1	Module code	HIS5125-20
2	Module title	Digital Humanities
3	Subject	History / Humanities
4	Core, Required or Required* for	BA (Hons) Professional Humanities (Single)
5	Level	5
6	UK credits	20
7	ECTS credits	10
8	Optional for	<p>BA Hons English Literature (Single and Joint)</p> <p>BA Hons History and History, Heritage and Public History (Single and Joint)</p> <p>BA Hons Religions, Philosophies and Ethics (Single)</p> <p>BA Hons Environment, Politics and Philosophy (Single)</p> <p>BA Hons Politics, Philosophy and Economics (Single)</p> <p>BA Hons Philosophy and Ethics (Joint)</p>

		BA Hons Politics (Joint)
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	N/A
11	Class contact time: total hours	Total Hours: 52
12	Independent study time: total hours	Total Hours: 148
13	Semester(s) of delivery	Semester 1
14	Main campus location	Newton Park
15	Module co-ordinator	TBC
16	Additional costs involved	Advisable to purchase one or more of the recommended texts
17	Brief description and aims of module <p>Every professional activity involves the use of some form of digital technology, such as creating or curating data or images or a requirement to disseminate knowledge to the public. In parallel, humanities students and scholars - in the field known as 'digital humanities' - are employing digital tools and practices to create new resources, as well as understand and ask questions about their subjects in excitingly new ways.</p> <p>This module enables you to reflect on how digital technology has transformed and is transforming the study of humanities subjects in the twenty-first century. It aims to form a bridge between your own subject-specific knowledge in humanities, these developments in digital humanities, and future employability by enabling you to develop a portfolio of work on a topic of your own choice.</p> <p>You will learn about a variety of digital tools and methods (e.g. web publishing platforms, data management, visualisation, digitisation). The module will enable you to apply these tools and methods to a selection of primary sources from digital and/or physical archives (e.g. objects, text, printed material, images, records, data about events and people) in order to, for example, to create a digital edition, a data-based analysis, or a digital exhibition. In addition, you will be able to develop a critical understanding of such methods in relation to your chosen topic.</p>	
	Outline syllabus	

18	<p>Weeks 1-3: Introduction to digital humanities. Introducing selected digital tools and archives and a visit to a physical archive</p> <p>Weeks 4-6: Beginning your portfolio: choosing primary materials; learning how to use a variety of digital tools, methods, and platforms.</p> <p>Weeks 7-10: Developing your knowledge of primary materials and secondary sources; developing digital skills; critical understanding of digital methods.</p> <p>Weeks 11-13: Refining your portfolio: revising digital skills and methodology; portfolio supervision.</p> <p>You will also write a reflective learning journal as you go along: this will form some of the scaffolding for your work in the Portfolio assessment.</p>	
19	<p>Teaching and learning activities</p> <p>Seminars (all- and small-group working), lectures, workshops, journal writing.</p>	
20	<p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate</i></p>	<i>How assessed</i>
	1. Critical and reflective understanding on the application of digital humanities methods.	F1, S1
	2. An ability to critically evaluate the appropriateness of digital humanities methods for different tasks and effectively apply them to your portfolio.	F2, S1
	3. Critical understanding of the underlying principles of your chosen topic, and the ability to apply these to the formulation of a coherent argument or narrative.	S1
21	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Individual reflective learning journal.</p> <p>F2. Proposal / plan for Portfolio</p>	
	<p><i>Summative assessments:</i></p> <p>S1. Portfolio</p> <p>(This represents the combination of tasks selected by the student in consultation with staff on the module. For example, a spreadsheet of data, graphic visualizations, and a critical essay; or a website of curated images, accompanied by an introductory essay and a reflective piece of writing)</p>	<p>Weighting%</p> <p>100%</p>
22	<p>Learning resources</p> <p><i>University Library print, electronic resources and Minerva:</i></p>	

Key texts

- Crymble, Adam, *Technology and the Historian: Transformations in the Digital Age* (University of Illinois, 2021)
- Deegan, Marilyn and Kathryn Sutherland, *Transferred Illusions: Digital Technology and the Forms of Print* (Farnham: Ashgate, 2009)
- Hammond, Adam, *Literature in the Digital Age: An Introduction* (Cambridge: Cambridge University Press, 2016)
- Risam, Roopik, and Barbara Bordalejo, eds, *Intersectionality in Digital Humanities* (Croyden: Arc Humanities Press, 2019)
- Terras, Melissa, *et al*, *Defining Digital Humanities: A Reader* (Farnham: Ashgate, 2013)

Key web-based and electronic resources

- Connected Histories
- British Library website
- Open Texts <https://opentexts.world/>
- Jisc Historical Texts
- British Periodicals
- Wikipedia
- Project Zooniverse
- Europeana

2 Preparatory work

3

Although these are Wikipedia articles, they are edited by practitioners, and are a good place start:

- Wikipedia contributors, 'Digital humanities', *Wikipedia, The Free Encyclopedia*, 26 November 2020, 12:42 UTC, <https://en.wikipedia.org/w/index.php?title=Digital_humanities&oldid=990774761> [accessed 14 December 2020]
- Wikipedia contributors, 'Digital history', *Wikipedia, The Free Encyclopedia*, 10 December 2020, 04:33 UTC, <https://en.wikipedia.org/w/index.php?title=Digital_history&oldid=993355374> [accessed 14 December 2020]

1	Module code	HIS5124-20
2	Module title	Diaspora, Migration & Race
3	Subject	History
4	Core, Required or Required* for	N/A
5	Level	5
6	UK credits	20
7	ECTS credits	10
8	Optional for	BA Hons History (Single and Joint) BA Hons Politics (Joint) Open to all UG students'
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	N/A
11	Class contact time: total hours	Total Hours: 52
12	Independent study time: total hours	Total Hours: 148
13	Semester(s) of delivery	Semester 2
14	Main campus location	Newton Park

1 5	Module co-ordinator	TBC
1 6	Additional costs involved	N/A
1 7	<p>Brief description and aims of module</p> <p>This module places the movement of peoples in broad historical, cultural, economic and political contexts, by exploring diaspora, migration and race through a series of case studies and different lenses – local, national and global. The former allows you to focus on different places and periods of history, while the latter provides you with a framework within which to set your studies. We will consider both forced and voluntary movements, the movement of people as a response to and a driver of change, and its impact on those who make these journeys, and the places through which and to which they travel.</p>	
1 8	<p>Outline syllabus</p> <p>This module's syllabus will change from year to year in line with both academic and "real world" developments, but it will address the following key topics and themes:</p> <p>Studying diaspora, migration and race in a historical context: concepts and approaches</p> <p>Early migration</p> <p>The Transatlantic Trade</p> <p>Migration and empire</p> <p>British identity, migration & the Second World War</p> <p><i>Empire Windrush</i>: the empire strikes back</p> <p>Racism and anti-racism</p> <p>Multiculturalism, social cohesion & Islamophobia</p> <p>The international context of forced and regular migration since 1800</p> <p>Global case studies in historical perspective: Europe, the US & the Global South</p> <p>Recent & contemporary developments in historical & global perspectives: forced displacement, Black Lives Matter & building the fortress</p>	
1 9	Teaching and learning activities	

	This module is taught through lectures and seminars. If possible, we will visit an archive in order to explore relevant collections and primary sources.	
20	Intended learning outcomes <i>By successful completion of the module, you will be able to demonstrate</i>	<i>How assessed</i>
	1. Knowledge and critical understanding of diaspora, migration and race in historical contexts	F1, F2, S1, S2
	2. Knowledge and critical understanding of the various demographic, economic, social, political and spatial aspects and experiences of migration	F1, F2, S1, S2
	3. The ability to identify historical and more recent migration patterns, themes, similarities and differences in various parts of the world	F1, S1
	4. The ability to select a range of primary and secondary historical sources relating to migration and race, assess their importance and reliability, and use them in order to develop an argument	F1, S1, S2
21	Assessment and feedback <i>Formative exercises and tasks:</i> F1. Case study presentation F2. Class debate	
	<i>Summative assessments:</i> S1. Analytical commentary of a primary source (2,500 words) S2. Essay (2,500 words)	Weighting% 50% 50%
22	Learning resources <i>University Library print, electronic resources and Minerva:</i> Hakim Adi (ed.), <i>Black British History: New Perspectives from Roman Times to the Present Day</i> (Zed Books, 2019) Humayun Ansari, <i>'The Infidel Within': Muslims in Britain since 1800</i> (Hurst, 2004) Klaus Bade, <i>Migration in European History</i> (Blackwell, 2003)	

Ulbe Bosma, Gijs Kessler and Leo Lucassen (eds), *Migration and Membership Regimes in Global and Historical Perspective: An Introduction* (Brill, 2013)

Jennifer Craig-Norton, Christhard Hoffmann and Tony Kushner (eds), *Migrant Britain : Histories and Historiographies: Essays in Honour of Colin Holmes* (Routledge, 2018)

Hein de Haas, *The Age of Migration: International Population Movements in the Modern World* (Red Globe Press, 2020)

Peter Fryer, *Staying Power: The History of Black People in Britain* (Pluto, 1984)

Peter Gatrell, *The Unsettling of Europe: the Great Migration, 1945 to the Present* (Penguin, 2019)

Andrew Geddes, *The Politics of Immigration and Race* (Baseline, 1996)

Paul Gilroy, *There Ain't No Black in the Union Jack: The Cultural Politics of Race and Nation* (Unwin Hyman Ltd, 1987)

Randall Hansen, *Citizenship and Immigration in Post-war Britain: the Institutional Origins of a Multicultural Nation* (Oxford University Press, 2000)

Christiane Harzig and Dirk Hoerder, *What is Migration History?* (Polity, 2009)

Dilip Hiro, *Black British, White British* (Penguin, 1973)

Dirk Hoerder and Amarjit Kaur (eds), *Proletarian and Gendered Mass Migrations: a Global Perspective on Continuities and Discontinuities from the 19th to the 21st Centuries* (Brill, 2013)

Colin Holmes, *John Bull's Island: Immigration and British Society, 1871-1971* (Macmillan, 1988)

Tony Kushner, *The Battle of Britishness: Migrant Journeys, 1685 to the Present* (Manchester, 2012)

Louise London, *Whitehall and the Jews, 1933-1948: British Immigration Policy, Jewish Refugees and the Holocaust* (Cambridge, 2000)

Jan Lucassen and Leo Lucassen (eds), *Globalising Migration History: the Eurasian Experience* (Brill, 2014)

Panikos Panayi, *An Immigration History of Britain: Multicultural Racism since 1800* (Routledge, 2014)

Kathleen Paul, *Whitewashing Britain: Race and Citizenship in the Postwar Era* (Cornell University Press, 1997)

Mike Phillips and Trevor Phillips, *Windrush: the Irresistible Rise of Multi-racial Britain* (Harper Collins, 1998)

Ron Ramdin, *Reimagining Britain: Five Hundred Years of Black and Asian History* (Pluto, 1999)

Pamela Sharpe (ed), *Women, Gender, and Labour Migration: Historical and Global Perspectives* (Routledge, 2001)

John Solomos, *Race and Racism in Britain* (Palgrave Macmillan, 2003)

Rozina Visram, *Asians in Britain: 400 Years of History* (Pluto, 2002)

	<p>Gungwu Wang, <i>Global History and Migrations</i> (Routledge, 2018)</p> <p><i>Key web-based and electronic resources / specialist resources:</i></p> <p>The Black Cultural Archives: https://blackculturalarchives.org/</p> <p>Interviews conducted by the Birmingham Black Oral History Project: http://www.bbohp.org.uk/node/21</p> <p>Staying Power: Photographs of Black British Experience 1950s-1990s: http://www.vam.ac.uk/page/s/staying-power/</p> <p>British Pathé collections on 'Black Britain': (http://www.britishpathe.com/workspaces/ewalston/black-britain)</p> <p>Moving Here, 200 Years of Migration in England:</p> <p>https://www.nationalarchives.gov.uk/education/resources/moving/</p> <p>David Englander, <i>A Documentary history of Jewish immigrants in Britain, 1840-1920</i> (Leicester University Press, 1994)</p> <p>Peter Leese, Beata Piatek, and Izabela Curyllo-Klag (eds), <i>The British Migrant Experience 1700-2000: An Anthology</i> (Palgrave Macmillan, 2002)</p> <p>Panikos Panayi, <i>The Impact of Immigration: A Documentary History of the Effects and Experiences of Immigrants in Britain since 1945</i> (Manchester University Press, 1999)</p> <p><i>Migration to New Worlds</i> - digital primary sources:</p> <p>https://www.migration.amdigital.co.uk/</p> <p>Michael Fisher, <i>Migration: A World History</i> (Oxford University Press, 2013)</p>
2 3	<p>Preparatory work</p> <p>This module does not assume prior knowledge of the topic, but encourages students to read the following text as preparation: Christiane Harzig and Dirk Hoerder, <i>What is Migration History?</i> (Polity, 2009)</p>

1	Module code	PET5102-20
2	Module title	Working Together
3	Subject	Philosophy and Ethics
4	Core, Required or Required* for	<p>BA Hons English Literature (Single)</p> <p>BA Hons History (Single)</p> <p>BA Hons History, Heritage & Public History (Single)</p> <p>BA Hons Religions, Philosophies & Ethics (Single)</p> <p>BA Hons Environment, Politics & Philosophy (Single)</p> <p>BA Hons Politics, Philosophy & Economics (Single)</p> <p>BA (Hons) Professional Humanities (Single)</p>
5	Level	5
6	UK credits	20
7	ECTS credits	10
8	Optional for	<p>BA Hons English Literature (Joint)</p> <p>BA Hons History (Joint)</p> <p>BA Hons Philosophy & Ethics (Joint)</p>

		BA Hons Politics (Joint)
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	N/A
11	Class contact time: total hours	Total Hours: 52
12	Independent study time: total hours	Total Hours: 148
13	Semester(s) of delivery	Semester Two
14	Main campus location	Newton Park
15	Module co-ordinator	TBC
16	Additional costs involved	Visits off campus
17	<p>Brief description and aims of module</p> <p>This module has been designed to help you to <i>apply</i> your subject knowledge, understanding and insights to a defined problem, contemporary issue or debate; and to broaden that knowledge and understanding by considering how other disciplines might respond to the same challenges, working across subjects to come up with the creative solutions and practical actions.</p> <p>The module is taught by leading scholars and practitioners from Bath Spa University, other universities, and by relevant professionals, each of whom bring their own creativity, expertise and enterprise to the debate. Topics will change from year to year, to ensure that the module is always current and that it reflects recent research, topical concerns, and the ways in which these are emerging or being played out in the contemporary world, including through work with employers and other external partners.</p>	
18	<p>Outline syllabus</p> <p>The syllabus for each year will reflect the chosen topic. It will include:</p> <ol style="list-style-type: none"> 1. Setting the scene: frameworks, methodologies and conventions 2. Creativity and problem solving 3. Understanding the context: an overview of available resources, current debates, access to data, the needs of our partners 	

	<p>4. Posing our question or defining our problem: what are we trying to find out, resolve or suggest? Are we looking for historical precedents or future possibilities? Technical solutions or creative responses? What are we going to do? What will we need in order to be able to do it?</p> <p>5. Presenting options, solutions and possibilities; adapting these in response to feedback, challenge and alternatives</p> <p>6. Planning and implementing our project</p> <p>7. Presenting our ideas, and reflecting on them</p> <p>Projects are likely to be undertaken in small groups, but we will always try to end the module with an opportunity for everyone to showcase their work more widely – for peers, to the rest of the University, to our partners.</p>	
19	<p>Teaching and learning activities</p> <p>This module involves some or all of the following, in varying proportions:</p> <ul style="list-style-type: none"> • Lectures, seminars, workshops, masterclasses, including those delivered online and by outside speakers • Group work, discussion and negotiation • Individual tasks and investigations • Project planning and design • Review and evaluation 	
20	Intended learning outcomes	<i>How assessed</i>
	<i>By successful completion of the module, you will be able to demonstrate</i>	
	1. The identification and application of specific and relevant subject knowledge, methodologies and conventions to a defined topic, problem or debate	F1, S1
	2. Critical reflection on the contribution of other disciplines to the same topic; and on how you have developed personal, professional and transferable skills	F1, S2
	3. The ability to plan, implement and evaluate a collaborative and creative response to the agreed topic, problem or debate	F2, S1
	4. The formulation and presentation of this response to defined audiences	F2, S2
21	Assessment and feedback	
	<i>Formative exercises and tasks:</i>	

	<p>F1. Scoping exercise</p> <p>F2. Preliminary proposal/s</p>	
	<p><i>Summative assessments:</i></p> <p>S1. Negotiated project (4000 words equivalent)</p> <p>S2. Final presentation (1000 words)</p>	<p>Weighting%</p> <p>70%</p> <p>30%</p>
<p>2</p> <p>2</p>	<p>Learning resources</p> <p>The resources you need for this module will be identified each year, and you'll be able to develop this further through the scoping exercise: what do you need to know in order to develop your response to a given challenge?</p> <p><i>Specialist resources:</i></p> <p>Wherever possible, we will work with external partners to deliver this module, and resources will be made available to support this.</p>	
<p>2</p> <p>3</p>	<p>Preparatory work</p> <p>Attendance at a module briefing forum prior to the beginning of semester two in the relevant academic year.</p>	

1	Module code	RPE5103-20
2	Module title	Transformative Communities
3	Subject	Religions, Philosophies and Ethics
4	Core, Required or Required* for	BA (Hons) Religions, Philosophies and Ethics
5	Level	5
6	UK credits	20
7	ECTS credits	10
8	Optional for	BA (Hons) English Literature (Single & Joint) BA (Hons) History (Single & Joint) BA (Hons) Philosophy and Ethics (Combined Award) BA (Hons) Politics (Combined Award) BA (Hons) Professional Humanities

		BA (Hons) Environment, Politics and Philosophy BA (Hons) Politics, Philosophy and Economics
9	Excluded combinations	None
10	Pre-requisite or co-requisite	None
11	Class contact time: total hours	Total Hours: 52
12	Independent study time: total hours	Total Hours: 148 hours (including one-week placement)
13	Semester(s) of delivery	Semester 2
14	Main campus location	Newton Park
15	Module co-ordinator	TBC
16	Additional costs involved	Contribution towards placement. Advisable but not essential to purchase one or more of the recommended texts.
17	Brief description and aims of module This module introduces you to doing research with people and looks at faith-based, ethical and alternative communities in practice, with particular reference to the United Kingdom. It enables you to carry out fieldwork or action research with a faith-based organisation, ethically driven charity, or	

	<p>alternative community, selected from a number of diverse communities with whom we have established partnerships. The module introduces you to both theoretical and practical aspects of conducting fieldwork with human participants, including ethical and legal considerations, as well as considering the experiential, personal, professional and transformative value of studying different approaches to working, living and acting, informed by a defined set of principles or beliefs. Your fieldwork or research is supported by theoretical and practical sessions, including methods for data analysis and guidance for producing your two assignments: a research report and a multimedia blog.</p> <p>The module aims to:</p> <ul style="list-style-type: none"> • Examine in detail the life and work of a faith-based, ethical, or alternative community using participant observation and interviews; • Focus on anthropological, ethnographic and qualitative approaches as key methodological tools in carrying out fieldwork in a such a community; • Discuss theoretical and practical aspects of conducting fieldwork with human participants by paying attention to ethical and legal considerations, as well as the impact of your research; and • Relate the study of these organisations and communities to contemporary developments in society and assess its relevance for future employment. 	
1 8	<p>Outline syllabus</p> <p>This module will centre on the one-week placement in a faith-based, ethical or alternative community. Preparation for this will cover an introduction to ethical and legal issues, data capture and data analysis, concentrating on ethnographic and qualitative approaches, as well as understanding how research can have a positive impact on local communities and society more broadly. There will also be discussion of the different status these organisations and groups have in the context of Bath Spa University's equality and diversity agenda, and an opportunity to relate subject skills and knowledge to possible careers.</p>	
1 9	<p>Teaching and learning activities</p> <p>Teaching will take place through a series of lectures, seminars and interactive workshops, combining tutor-led and student-led elements. Tutor-led workshops include research training in preparation for the one week placement. The placement is normally residential, but may be non-residential, or conducted online, depending on your circumstances. Student-led workshops discuss the placement experience and lead to the presentation of your findings, responses and insights.</p> <p>The final presentations may take the form of a blog presentation, conference, exhibition or webinar, depending upon circumstances, to which a number of stakeholders are invited.</p>	
2 0	<p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate</i></p>	<p><i>How assessed</i></p>

	1 The use of appropriate theories and methods in studying faith-based, ethical and alternative communities, including anthropological, ethnographic and qualitative approaches, and reflection upon ethical and legal aspects of conducting research with human participants;	F1, S1, S2
	2 The application of the principles and practice of participant observation and interviewing to understand the role and impact of religion, ethics and values on individual, community and working life, and also to communicate academic and, where appropriate, personal reflection on the placement experience to different audiences;	F1, S2
	3 Critical evaluation of the application of subject-relevant skills and understanding to selected careers;	S1
	4 Adaptability and resourcefulness in planning and carrying out independent fieldwork in your selected community, and collaboration with your peers and other partners in presenting your work to a wider audience	S1, S2
2 1	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Research outline plan for tutorial / group review (500 words equiv.)</p>	
	<p><i>Summative assessments:</i></p> <p>S1. Research Report (2,00 words)</p> <p>S2. Individual multimedia presentation (2,500 words equiv.)</p>	<p>Weighting%</p> <p>50%</p> <p>50%</p>
2 2	<p>Learning resources</p> <p>Key Texts</p> <p>Research Methods:</p> <ol style="list-style-type: none"> 1. Bryman, Alan. 2015. <i>Social research methods</i>. (5th edition). Oxford: Oxford University Press. 2. Hammersley, Martyn, and Paul Atkinson. 2019. <i>Ethnography: Principles in Practice</i>. New York: Routledge. (eBook) 3. Pink, Sarah. 2013. <i>Doing Visual Ethnography</i>. Los Angeles: SAGE Publications. (eBook). 4. Seale, Clive (ed.) 2018. <i>Researching society and culture</i> (4th edition). London, Thousand Oaks and New Delhi: Sage. (eBook). 	

Researching volunteering, religious and alternative communities and organisations:

1. Arweck, Elisabeth. 2006. *Researching New Religious Movements*. London: Taylor & Francis. (eBook).
2. Koehrsen, Jens and Andreas Heuser. 2020. *Faith-Based Organizations in Development Discourses and Practice*. London: Routledge. (eBook).
3. Lievrouw, Leah. 2014. *Alternative and Activist New Media*. London: Polity Press. (eBook).
4. Nita, Maria and Jeremy Kidwell. 2021. *Festival Cultures: Mapping New Fields in the Arts and Social Sciences*. New York: Palgrave MacMillan. (eBook).

Reference texts:

1. Anderson, Gary L., and Kathryn G. Herr, eds. 2007. *Encyclopedia of Activism and Social Justice*. Thousand Oaks, CA: SAGE Publications. (eBook).
2. Birx, H. James. 2010. *21st Century Anthropology: A Reference Handbook*. Los Angeles: SAGE Publications. (eBook).

Specialist resources:

- Placement communities.
- Some additional support may be required while students are on placement. There may also be some demand to borrow photographic, recording or filming equipment

2 Preparatory work

3

It would be helpful to read the following text (available as an e-book) in preparation:

Seale, Clive (ed.). 2018. *Researching society and culture* (4th edition). London, Thousand Oaks and New Delhi: Sage.

1	Module code	PPY5100-120			
2	Module title	Professional Placement Year			
3	Subject field	All four year courses with Professional Placement Year			
4	Core, Required or Required* for	N/A			
5	Level	4	5	6	7
6	UK credits	120			
7	ECTS credits	60			
8	Optional for	All			
9	Excluded combinations	N/A			
10	Pre-requisite or co-requisite	N/A			
11	Class contact time: total hours	Minimum hours of support: 10			
12	Independent study time: total hours	Total Hours: 1190			
13	Semester(s) of delivery	1 academic year, between Levels 5 & 6			
14	Main campus location	N/A			
15	Module co-ordinator	Rose Hiron-Grimes			
16	Additional costs involved	Additional costs will depend on the nature and location of placement			
17	Brief description and aims of module Structured work placements are considered to be a key determinant in gaining graduate level employment on graduation by both employers and students. This module provides you with the opportunity to identify, apply for, and secure professional experience, normally comprising 1-3 placements over a minimum of 9 months, which attracts 120 Level 5 credits. By completing the module, you will be entitled to the addition of “with Professional Placement Year” to your degree title; evidencing your work and success in respect of your placement, and demonstrating your ability to secure and sustain graduate-level employment. By taking part in this module, you will be addressing the following graduate attributes: <ul style="list-style-type: none">• Employable: equipped with the skills necessary to flourish in the global workplace, able to work in, and lead, teams.• Able to understand and manage complexity, diversity and change.• Creative, able to innovate and to solve problems by working across disciplines as professional or artistic practitioners.• Creative thinkers, doers and makers.				
18	Outline syllabus Before/at the start of your sandwich year, you will work on your development plan with the Module Leader and your placement coordinator from the Careers and Employability team. This development plan asks you to provide details of up to four development themes that you develop and measure during your placement. This is marked at the beginning of your placement. At the very start of your return to university for your final year, you will submit your Placement Portfolio, detailing your development on placement. Prior to commencing your sandwich year placement(s), you will need to complete all relevant Placement forms. Throughout your placement(s) you will need to ensure you adhere to the requirements of the University’s Work Placement Policy.				

19	<p>Teaching and learning activities</p> <p>In preparation for the actual placement, support will be available from the Careers and Employability team in your first and second year of study.</p> <p>Once you have secured a placement, you will be supported through tutorials, both face to face and remotely, to prepare you for your placement and the assessment requirements of this module. Your development plan will be agreed and assessed early in your placement.</p> <p>While on placement, you will be supported by a placement supervisor in work, the Module Leader and the placement coordinator from the Careers and Employability team. You will have supervisory communication with the module leader or placement coordinator at least once a month throughout your sandwich year. This will also support completion of the second assessment item.</p>												
20	<table border="1"> <thead> <tr> <th data-bbox="165 705 1315 846">Intended learning outcomes</th><th data-bbox="1315 705 1431 846">How assessed</th></tr> </thead> <tbody> <tr> <td data-bbox="165 846 1315 931">By successful completion of the module, you will be able to demonstrate the ability to:</td><td data-bbox="1315 846 1431 931"></td></tr> <tr> <td data-bbox="165 931 1315 1016">1 Critically evaluate the learning opportunities provided in the workplace and reflect on the personal growth and development gained through the successful completion of your placement</td><td data-bbox="1315 931 1431 1016">F1, S1, S2,</td></tr> <tr> <td data-bbox="165 1016 1315 1079">2 Communicate effectively and appropriately to a range of audiences</td><td data-bbox="1315 1016 1431 1079">F1, S1, S2,</td></tr> </tbody> </table>	Intended learning outcomes	How assessed	By successful completion of the module, you will be able to demonstrate the ability to:		1 Critically evaluate the learning opportunities provided in the workplace and reflect on the personal growth and development gained through the successful completion of your placement	F1, S1, S2,	2 Communicate effectively and appropriately to a range of audiences	F1, S1, S2,				
Intended learning outcomes	How assessed												
By successful completion of the module, you will be able to demonstrate the ability to:													
1 Critically evaluate the learning opportunities provided in the workplace and reflect on the personal growth and development gained through the successful completion of your placement	F1, S1, S2,												
2 Communicate effectively and appropriately to a range of audiences	F1, S1, S2,												
21	<table border="1"> <thead> <tr> <th data-bbox="165 1016 1276 1182">Assessment and feedback</th><th data-bbox="1276 1016 1431 1182"></th></tr> </thead> <tbody> <tr> <td data-bbox="165 1182 1276 1245">Formative exercises and tasks:</td><td data-bbox="1276 1182 1431 1245"></td></tr> <tr> <td data-bbox="165 1245 1276 1308">F1. Reflective log</td><td data-bbox="1276 1245 1431 1308"></td></tr> <tr> <td data-bbox="165 1308 1276 1406">Summative assessments:</td><td data-bbox="1276 1308 1431 1406">Weighting%</td></tr> <tr> <td data-bbox="165 1406 1276 1469">S1. Development Plan (equivalent to 1,500 words)</td><td data-bbox="1276 1406 1431 1469">Pass/fail only</td></tr> <tr> <td data-bbox="165 1469 1276 1532">S2. Placement Portfolio (equivalent to 3,500 words)</td><td data-bbox="1276 1469 1431 1532">Pass/fail only</td></tr> </tbody> </table>	Assessment and feedback		Formative exercises and tasks:		F1. Reflective log		Summative assessments:	Weighting%	S1. Development Plan (equivalent to 1,500 words)	Pass/fail only	S2. Placement Portfolio (equivalent to 3,500 words)	Pass/fail only
Assessment and feedback													
Formative exercises and tasks:													
F1. Reflective log													
Summative assessments:	Weighting%												
S1. Development Plan (equivalent to 1,500 words)	Pass/fail only												
S2. Placement Portfolio (equivalent to 3,500 words)	Pass/fail only												
22	<p>Learning resources</p> <p>Please see separate handbook for subject/course specific resources</p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p><i>Key texts:</i></p> <ul style="list-style-type: none"> Bolton, G., (2010) <i>Reflective Practice: Writing and Professional Development</i>. London: Sage Publications. Fanthome, C., (2004) <i>Work Placements: A Survival Guide for Students</i>, London: Palgrave Macmillan. Herbert, I., Rothwell, A., (2004), <i>Managing Your Placement: A Skills-Based Approach</i>, Hampshire, Palgrave MacMillan Sweitzer, H. F., and King, M. A., (2014) <i>The successful internship: personal, professional and civic development in experiential learning</i>, Cengage. <p><i>Key web-based and electronic resources</i></p> <ul style="list-style-type: none"> National Council for Work experience, http://www.work-experience.org/ncwe.rd/index.jsp Grad South West – http://www.gradsouthwest.com Tool Kits for Success - http://www.disabilitytoolkits.ac.uk/students/before.asp 												

- Business Source Complete, Newsbank and Mintel (accessible through the library)
- Bath Spa CareerHub (<http://www.careerhub.bathspa.ac.uk/>)
- National Council for Work Experience (<http://www.work-experience.org/>)
- Prospects: Work Experience and Internships (http://www.prospects.ac.uk/work_experience.htm)

23 Preparatory work

You will need to find and secure your placement(s) in advance of this module.

1	Module code	POL6000- 40
2	Module title	Politics Project
3	Subject	Politics
4	Core, Required or Required* for	N/A
5	Level	6
6	UK credits	40
7	ECTS credits	20
8	Optional for	BA Hons Politics (Joint)
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	N/A
11	Class contact time: total hours	Total Hours: 30
12	Independent study time: total hours	Total Hours: 370
13	Semester(s) of delivery	Semester 1 & 2
14	Main campus location	Newton Park
15	Module co-ordinator	TBC
16	Additional costs involved	Research visits and fieldwork, if applicable
	Brief description and aims of module	

1 7	<p>This is an opportunity to undertake an applied politics project in your chosen specialist area. You might choose to research an issue that relates to your career plans, a topic you have encountered in a previous module or a current issue to which you want to respond. You may wish to use this module to bring together your studies in Politics and your second subject, and to explicitly relate the two.</p> <p>Your project will involve different forms of research, depending on what you are trying to achieve, <i>for example</i>,</p> <ul style="list-style-type: none"> • collecting primary data by undertaking survey research, • interviews, a focus group or observational study • media analysis <p>It might involve analysing policy or strategy of a governmental or non-governmental organisation, at a local, regional or international levels, including by working directly with them, where this is possible. In each case, you may be producing recommendations for change, campaign materials, or learning resources, which serve to raise your issue and set out your solutions for a chosen audience.</p> <p>You may submit a dissertation, a series of research reports or project portfolio, as agreed with your supervisor.</p>	
1 8	<p>Outline syllabus</p> <p>This is an independent project, in which you'll design, implement and evaluate your own piece of work. Depending on the nature of the topics chosen, you'll be able to take part in reading groups, research seminars and writing workshops, together with individual supervisions. Seminar topics may include:</p> <ul style="list-style-type: none"> • Collecting data • Analysing data & answering research questions • Managing your research project, research ethics • Publishing & presenting research findings • Contributing to political debates and strategies • Taking political research into public 	
1 9	<p>Teaching and learning activities</p> <p>Reading groups, research seminars and supervisions</p>	
2 0	Intended learning outcomes	<i>How assessed</i>

	<i>By successful completion of the module, you will be able to demonstrate</i>	
	1. Systematic knowledge and understanding of a chosen topic, in order to design and undertake an applied politics project with clear aims and objectives	F1, S1, S2
	2. Conceptual understanding of existing bodies of research, theory and political practice and the application of this to your own work	F2, S1, S2
	3. Constructive responses to feedback, problem solving and reflection in order to review and consolidate your applied politics project	F1, S1
	4. The articulation and presentation of your findings and conclusions from your applied politics project, to and for a defined audience or series of audience	F2, S2
2 1	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Outline proposal</p> <p>F2. Introductory essay</p>	
	<p><i>Summative assessments:</i></p> <p>S1. Position paper and project proposal (2000 words)</p> <p>S2. Dissertation, Research Papers or Project Portfolio (8000 words or equivalent)</p>	<p>Weighting%</p> <p>20%</p> <p>80%</p>
2 2	<p>Learning resources</p> <p><i>University Library print, electronic resources and Minerva:</i></p> <ul style="list-style-type: none"> • <i>Key texts</i> <p>Bryman, A, <i>Social Research Methods</i>. 5th edn. Oxford: Oxford University Press, 2016</p> <p>Halperin, S. and Heath, O, <i>Political Research: Methods and Practical Skills</i>. 2nd edn. Oxford: Oxford University Press, 2016</p> <p>Lowndes, V., Marsh, D. and Stoker, G, <i>Theory and Methods in Political Science</i>. 4th edn. London: Macmillan Education UK, 2017</p> <p>Hay, C., <i>Political Analysis: A Critical Introduction</i>. London: Palgrave Macmillan, 2002</p> <p>Burnham, P. et al., <i>Research Methods in Politics</i>. Basingstoke: Palgrave Macmillan, 2008</p>	

	<p>Leavy, P., <i>Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches</i>. London: Guilford Publications, 2017</p> <p>Atkinson, J. D., <i>Journey Into Social Activism: Qualitative Approaches</i>. New York: Fordham University Press, 2017</p> <p>Della Porta, D, <i>Methodological Practices in Social Movement Research</i>. Oxford: Oxford University Press, 2014</p> <p>Emerald, E. and Martin, G, <i>Participatory Activist Research in the Globalised World: Social Change Through the Cultural Professions</i>. London: Springer Netherlands, 2012</p>
2 3	<p>Preparatory work</p> <p>You should prepare a short precis (max 200 words) of your intended topic and your objectives in undertaking it, in advance of the start of the module. Although this may change, and will certainly develop, it provides a basis on which to plan and then carry out your project.</p>

1	Module code	POL6007-20
2	Module title	Critical Approaches to World Politics
3	Owning Programme	Politics
4	Core, Required or Required* for	R* for: BA (Hons) Politics (Joint) BA (Hons) International Relations (Joint)
5	Level	6
6	UK credits	20
7	ECTS credits	10
8	Optional for	BA (Hons) History BA (Hons) Politics, Philosophy & Economics BA (Hons) Environment, Politics and Philosophy BA (Hons) Professional Humanities (2024/25 onwards)
9	Excluded combinations	n/a
10	Pre-requisite or co-requisite	n/a
11	Class contact time: total hours	Total Hours: 39
12	Independent study time: total hours	Total Hours: 161
13	Semester(s) of delivery	Semester 1

1 4	Main campus location	Newton Park
1 5	Module co-ordinator	tbc
1 6	Additional costs involved	Visits off campus
1 7	<p>Brief description and aims of module</p> <p>Traditional theories of politics and international relations still dominate how we understand the world today. Yet, many of the concepts underpinning these approaches have their roots in antiquity and no longer reflect the world we live in.</p> <p>This course introduces the key debates, scholars and texts of critical theory that bear on the study of politics and international relations. From Marxism to Queer theory, it explores several key concepts and analytical approaches in depth, applying them to critique traditional power structures in contemporary society. The module uses a case study approach to introduce each theory and its relation to global events, structures and practices.</p> <p>By completing this module, students will be able to:</p> <ul style="list-style-type: none"> • Understand core knowledge, concepts, and vocabularies of critical approaches to politics and international relations; • Evaluate systems in the contemporary world through the knowledge and application of critical theory; • Produce a critical analysis of an identified power structure and communicate this in written and oral form to a specified audience. 	
1 8	<p>Outline syllabus</p> <p>The module uses a case study approach to explore the implications of issues and events in world politics from different critical perspectives. It explores several traditions of critical theory, such as the Frankfurt School; Copenhagen school; Marxism; postcolonial theory; feminist theory; gender theory; queer theory; critical race theory; poststructuralism; postmodernism.</p> <p>A contemporary selection of case studies is used to explore these theories and the implications of their real-world application. Case studies reflect contemporary issues in world politics and may reflect topics including:</p> <ul style="list-style-type: none"> • Migration and climate change • Identity, populism and nationalism • Global governance • Financial crisis • Structural inequality and poverty • Growth and wealth • Development and post-development • Violence and conflict 	

1 9	<p>Scheduled teaching and learning activities</p> <p>This module is taught through a combination of mini-lectures, workshops, seminars and small-group discussions.</p> <p>In addition, we seek opportunities for field trips and research visits.</p>	
2 0	<p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to:</i></p>	<i>How assessed</i>
	1 Gain knowledge and understanding of critical approaches to politics and international relations	F1, S1
	2 Identify and interpret critical theories of politics and international relations	F1, S1
	3 The ability to critically analyse the role that the emergence of critical theories plays in understandings of global power structures	F2, S2
	4 The ability to design and carry out critical political and international relations research tailored to a defined audience	F2, S2
2 1	<p>Assessment and feedback</p> <p>Formative exercises and tasks:</p> <p>F1. Forum post plan</p> <p>F2. Report presentation</p>	
	<p>Summative assessments:</p> <p><i>Guidance: please include method and weighting only</i></p> <p>S1. Forum post and response (equiv. 2000 words)</p> <p>S2. Report (equiv. 3000 words)</p>	<p>Weighting%</p> <p>30%</p> <p>70%</p>
2 2	<p>Learning resources</p> <p>Key texts</p> <ul style="list-style-type: none"> Michael J. Thompson (2017) Palgrave Handbook of Critical Theory. New York: Palgrave Macmillan. 	

	<ul style="list-style-type: none"> • John Baylis, Steve Smith, and Patricia Owens (2020) <i>The Globalisation of World Politics: An Introduction to International Relations</i>. New York: Oxford University Press. • Tim Dunne, Milja Kurki, and Steve Smith, (2021) <i>International Relations Theories: Discipline and Diversity</i>. 5th Ed. New York: Oxford University Press.
2	Preparatory work
3	<p>Read the Introductory chapter: "What is Critical Theory" in Michael J. Thompson's (2017) <i>Palgrave Handbook of Critical Theory</i>. New York: Palgrave Macmillan.</p> <p>Thompson's introduction outlines the role that critical theory plays in our explanations and understandings of new and emerging phenomena in world politics. Be ready to discuss this chapter in your first class!</p>

1	Module code	POL6005-20
2	Module title	Environmental Politics
3	Subject field	Politics
4	Core, Required or Required* for	BA (Hons) Politics (Minor)
5	Level	6
6	UK credits	20
7	ECTS credits	10
8	Optional for	<p>BA Hons Politics (Joint) (2023/24 onwards)</p> <p>BA (Hons) Environment, Politics and Philosophy (Single) (2023/24 onwards)</p> <p>BA (Hons) Politics and Philosophy and Economics (Single) (2023/24 onwards)</p> <p>BA (Hons) Professional Humanities (2024/25 onwards)</p>
9	Excluded combinations	None
10	Pre-requisite or co-requisite	None
11	Class contact time: total hours	39
12	Independent study time: total hours	161

13	Semester(s) of delivery	Semester 2
14	Main campus location	Newton Park
15	Module co-ordinator	Mike Hannis
16	Additional costs involved	Purchase one key textbook, approx. £30
17	<p>Brief description and aims of module</p> <p>Environmental issues represent the key political challenges of our age, which demand effective and timely response. This module considers the rise of environmental politics, from the margins to central global concern, and the emergence of different organisations and forms of action intended to address environmental questions. These range from small, essentially local protests to global networks, and encompass all levels of governmental and non-governmental action, from local grassroots movements to the UN.</p> <p>In addition to environmental protest movements and Green politics, we will also study the 'greening' of more established political parties and political agendas. How do political responses to environmental issues relate to other contemporary concerns and policy goals? What relevant conceptual resources exist within existing political and theoretical traditions? How are alliances across environmental and other issues formed, and where do they go next?</p>	
18	<p>Outline syllabus</p> <p><i>The curriculum will be drawn from topics which may include:</i></p> <ul style="list-style-type: none"> • The rise of environmentalism in local, national and global politics • From the margins to the centre: environmental issues in social, political and cultural contexts • The politics of international agreements and policy • Environmentalism and public protest • Local, national and international case studies: applications to practice • Image and action: the power of the media and personality • Future planning: issues and implications in the longer term • Political theory approaches to environmental concerns <p>You will be encouraged to work with us to develop defined lines of enquiry, building on a shared introduction to these and other topics. Our aim will be to consider the current state of play at local, national and international levels, as we work through the module and to reflect on what is happening now, in the context of a critical understanding of past action and movements.</p>	

19	<p>Teaching and learning activities</p> <p>The module will be delivered through a combination of lectures, seminars and workshops. Lectures will introduce each topic and provide guidance on indicative reading. Seminars will provide an opportunity to develop your learning through discussions, group work, presentations, and other individual and group learning activities.</p>	
20	<p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p>	<i>How assessed</i>
	1 Knowledge and systematic understanding of the ways in which environmental issues are addressed politically and through political ideas	F1
	2 Knowledge and systematic understanding of the emergence of Green parties, the incorporation of green politics into other political parties and agendas, and the rise of environmental protest and movements outside formal political structures	F1
	3 The ability to accurately identify and utilise evidence in order to analyse, evaluate and present complex arguments in the field of environmental politics	F1, S1
	4 The ability to design and deliver an independent project through which you develop your own response/s to a defined environmental issue.	F1, S1, S2
21	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Seminar presentation on a defined theme</p>	
	<p><i>Summative assessments:</i></p> <p>S1. Project proposal (equiv. 1000 words)</p> <p>S2. Project portfolio (equiv. 4000 words)</p>	<p>Weighting%</p> <p>20%</p> <p>80%</p>
22	<p>Learning resources</p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p><i>Key texts:</i></p>	

- Carter N, *The Politics of the Environment* (3rd edition) Cambridge UP, 2018
- Bohm, S & Sullivan, S *Negotiating Climate Change in Crisis* Open Books 2021
- Dobson, A & Eckersley, R *Political Theory and the Ecological Challenge* Cambridge University Press 2006
- Connelly J & Smith G, *Politics and the Environment: From Theory to*

Practice Routledge, 2012 (3rd edition)

- Doyle T, *Environmental Movements in Majority and Minority Worlds* Rutgers UP, 2004
- Doyle T & McEachern D, *Environment and Politics*. Routledge, 2007 (3rd edition)
- Falkner, R., Ed, *The Handbook of Global Climate and Environment Policy*.

John Wiley & Sons, 2016

- Richardson D & Rootes C (eds) *The Green Challenge: the Development of Green Parties in Europe*. Routledge, 1995
- Rootes C (ed), *Environmental Movements: Local, National and Global*

Cass, 1999

Key web-based and electronic resources:

There is an enormous range of material online, from contemporary journalism, organisational websites, political parties, charities and sources of global data and debate. Negotiating a route through this complex body of material will form part of our seminar work, which in turn will enable you to build up your own set of resources

23 Preparatory work

Unearthed is an environmental journalism project by Greenpeace – <https://unearthed.greenpeace.org/about/> Use this resource to explore some recent writing on environmental politics and the approaches or questions that they present.

1	Module code	JPU6103-20
2	Module title	Investigative Journalism
3	Subject field	Journalism and Publishing
4	Core, Required or Required* for	BA (Hons) Journalism and Publishing
5	Level	
6	UK credits	20
7	ECTS credits	10
8	Core, Required, Required* or Optional	Required*
9	Optional for	BA (Hons) Politics - Joint (2023/24 onwards) BA (Hons) Politics, Philosophy & Economics (2023/24 onwards)
10	Excluded combinations	None
11	Pre-requisite or co-requisite	None
12	Class contact time: total hours	39
13	Independent study time: total hours	161
14	Semester(s) of delivery	Semester 2
15	Main campus location	Newton Park
16	Module co-ordinator	Katharine Reeve
17	Additional costs involved	None
18	<p>Brief description and aims of module</p> <p>This module will help you understand how to approach and carry out a piece of investigative journalism in your chosen field of interest such as environment, health, food, inequality where there might be questions of public concern and/or injustice. In the context of the link between democracy and freedom of the press, you will examine case studies to consider the challenges and risks faced by journalists (and their publications), the importance of rigour in gathering and fully documenting evidence, and the checks placed upon journalists by editorial and industry standards, ethics, and the law.</p> <p>Investigative journalism requires an eye and ear for questions which appear to warrant further attention and the ability to follow up leads. It requires the instincts and tenacity of a detective, alongside rigorous professional judgement and the meticulous gathering, assimilation and assessment of often complex source materials (and potentially litigious stakeholders). The investigative journalist is often faced with a large amount of material, complexity and a variety of potential angles, and so needs to develop the skills of assimilation, relevant distillation and concision. Increasingly, investigative journalism can be carried out collaboratively and internationally, and is aided by digital technology. You will explore the challenges and opportunities presented by new and emerging ways of working.</p> <p>Initially, you will identify an area of personal interest and, through scoping desk research, develop a question you would like to address. You will then carry out desk and primary research to understand more about your topic and to identify possible original material and angles, and a risk assessment. You will learn how to construct and argue your case through a well-structured, clearly-written and engaging feature article. You will also fact-check and edit your article carefully to ensure it does not expose you or your publication to legal or ethical challenge.</p>	
19	<p>Outline syllabus</p> <p>You will follow a series of specialist journalism and publishing workshops on:</p> <ul style="list-style-type: none"> • Regulatory guidelines, legal, ethics, privacy (and media watchdogs) • Editorial guidelines • Scoping a topic of interest to identify a question for investigation and the assessment of challenges and risks • Specialist knowledge of a field (e.g. food industry, environment, health) • Research techniques • Available sources (e.g. open/public; FOI, interviews, specialist research) • Keeping research records, confidentiality and information security • Fact checking 	

	<ul style="list-style-type: none">• Balancing evidence and storytelling• Effective publication strategy									
20	<p>Teaching and learning activities</p> <p>Learning will be through lectures, workshops, tutor-supported individual work, progress reviews and feedback. Visiting specialist industry speakers.</p> <p>Teaching and Learning resources include online library resources/ access to international trade and academic journals and reference works; and websites.</p>									
21	<p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <table><tr><td>1 A systematic understanding of your professional responsibility; informed by regulatory frameworks and editorial guidelines</td><td>S1, S2, F1</td></tr><tr><td>2 The ability to critically evaluate, fact-check, and use creatively, sources, arguments, assumptions and data to frame questions.</td><td>S1, F1</td></tr><tr><td>3 The ability to exercise initiative and take personal responsibility for the professional publication of your journalism.</td><td>S2, F1</td></tr><tr><td>4 The ability to accurately and engagingly communicate information, ideas and analysis to specific audiences; to devise and sustain arguments; and to evaluate your own writing through the exercise of editorial judgment.</td><td>S2, F2</td></tr></table>	1 A systematic understanding of your professional responsibility; informed by regulatory frameworks and editorial guidelines	S1, S2, F1	2 The ability to critically evaluate, fact-check, and use creatively, sources, arguments, assumptions and data to frame questions.	S1, F1	3 The ability to exercise initiative and take personal responsibility for the professional publication of your journalism.	S2, F1	4 The ability to accurately and engagingly communicate information, ideas and analysis to specific audiences; to devise and sustain arguments; and to evaluate your own writing through the exercise of editorial judgment.	S2, F2	<p><i>How assessed</i></p>
1 A systematic understanding of your professional responsibility; informed by regulatory frameworks and editorial guidelines	S1, S2, F1									
2 The ability to critically evaluate, fact-check, and use creatively, sources, arguments, assumptions and data to frame questions.	S1, F1									
3 The ability to exercise initiative and take personal responsibility for the professional publication of your journalism.	S2, F1									
4 The ability to accurately and engagingly communicate information, ideas and analysis to specific audiences; to devise and sustain arguments; and to evaluate your own writing through the exercise of editorial judgment.	S2, F2									
22	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Research plan, key sources, risk assessment</p> <p>F2. Present work in progress to peers and tutor for discussion</p> <p>You will present your work in progress for tutor feedback.</p> <p><i>Summative assessments:</i></p> <table><tr><td>S1. Research plan, risk assessment and annotated source list (equivalent to 1,500 words)</td><td>Weighting</td></tr><tr><td>S2. Feature article (3,000 words) fully edited with a publication plan (equivalent to 3,500 words)</td><td>30%</td></tr><tr><td></td><td>70%</td></tr></table>	S1. Research plan, risk assessment and annotated source list (equivalent to 1,500 words)	Weighting	S2. Feature article (3,000 words) fully edited with a publication plan (equivalent to 3,500 words)	30%		70%			
S1. Research plan, risk assessment and annotated source list (equivalent to 1,500 words)	Weighting									
S2. Feature article (3,000 words) fully edited with a publication plan (equivalent to 3,500 words)	30%									
	70%									
23	<p>Learning resources</p> <p>Sources will be identified and an appropriate reference list developed for each project by individual students</p> <p><i>Reference</i> Morrison, J., (2017) <i>Essential Public Affairs for Journalists</i>. Oxford: OUP.</p> <p><i>Key texts</i></p> <ul style="list-style-type: none">• Bell, E., Owen, T., Khorana, S., Henrichson, J., (2017) <i>Journalism After Snowden: The Future of the Free Press in the Surveillance State</i>. New York: Columbia University Press.• De Burgh, H. (2008) <i>Investigative Journalism</i>, Second Edition. London: Routledge.• Bursteiner, M. (2018) <i>Investigative Reporting: From Premise to Publication</i>, 2edn. New York: Routledge.• Price, S. (2018) <i>Investigative Journalism: Global Perspectives</i>. London: Routledge. <p><i>General</i></p> <ul style="list-style-type: none">• Brooke, H. (2006) <i>Your Right to Know: A Citizen's Guide to the Freedom of Information Act</i>. London: Pluto Press.• Errea, J. (ed) (2017) <i>Visual Journalism: Infographics from the World's Best Newsrooms and Designers</i>. Die Gestalten Verlag.• Franklin, B., and Carlson, M. (2011) <i>Journalists, Sources, and Credibility</i>. [Electronic Resource] <i>New Perspectives</i>. London: Routledge.• Gray, J., Chambers, L. and Bounegru, L. (eds) <i>The Data Journalism Handbook</i>. O'Reilly Media. (Available for free online at: http://datajournalismhandbook.org/)									

- Lee-Potter, E. (2017) *Interviewing for Journalists*. London: Routledge.
- Mair, J. and Keeble, R.L. (eds) (2011) *Investigative Journalism: Dead or Alive?* Bury St Edmunds: Arima.
- Montague, B. and Amin, L. (2012) *FOIA Without the Lawyer*. London: Centre for Investigative Journalism.
- O'Neil, C. (2017) *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*. Penguin.
- Quinn, M. (2015) *Ethics for the Information Age* (e-book). Addison Wesley.
- Simon, J., (2018) *The New Censorship: Inside the Global Battle for Media Freedom*. New York: Columbia University Press.
- Ward, S.J.A. (2013) *Global Media Ethics: Problems and Perspectives*. Oxford: Wiley-Blackwell.
- Gillers, S. (2018) *Journalism Under Fire: Protecting the Future of Investigative Reporting*. New York: Columbia University Press
- Hamilton, J. T. (2018) *Democracy's Detectives: The Economics of Investigative Journalism*. Cambridge MA: Harvard University Press.
- Obermayer, F and B. (2017) *The Panama Papers: Breaking the Story of How the Rich and Powerful Hide Their Money*. London: Oneworld Publications.

Online

- Data Driven Journalism:
- <http://datadrivenjournalism.net/>
- Financial Times FT Data:
- <https://www.ft.com/ft-data>
- Guardian datablog:
- <https://www.theguardian.com/data>
- *Le Monde Diplomatique* (English-language edition) <https://mondediplo.com/>
- Nieman Lab
- NewsBank database accessible via Bath Spa University Library

Specialist resources

- University e-library facilities: access to international academic and trade journals and reference works
- Specialist Publishing Lab facilities and technical demonstrators
- Reuters Lab at BSU
- [LinkedIn Learning](#)

24 Preparatory work

Read around your field of interest to understand key issues and debates, organisations and individuals

1	Module code	GEO6003-20		
2	Module title	Identities and Inequalities		
3	Subject field	Geography		
4	Core, Required or Required* for	BSc (Hons) Geography – Joint BA(Hons) Geography (Human)		
5	Level			6
6	UK credits	20		
7	ECTS credits	10		
8	Optional for	BSc (Hons) Geography - Single, Combined BSc (Hons) Global Development & Sustainability BA Hons Politics (Joint) (2023 /24 onwards)		
9	Excluded combinations	none		
10	Pre-requisite or co-requisite	none		
11	Class contact time: total hours	39 hours		
12	Independent study time: total hours	161 hours		
13	Semester(s) of delivery	Semester 2		
14	Main campus location	Newton Park		
15	Module co-ordinator	Heather Winlow		
16	Additional costs involved	N/A		
17	Brief description and aims of module In this module you will explore the construction and representation of social groups, and the places these groups inhabit, in both historical and contemporary settings. A key focus will be on the construction and representation of race and gender. The regulation of space, culture and social groups is studied through consideration of firstly, the power of representation, e.g. photographic, cartographic, literary forms and secondly, on the ground practises, e.g. legislation and control of population and territory. A range of case-study examples are considered from the colonisation and settlement of North America in the eighteenth and nineteenth centuries to questioning whether slavery really has been abolished.			
18	Outline syllabus The curriculum will be drawn from topics, which may include: <ul style="list-style-type: none">• Geographical Imagination: Construction of overseas people and places• Cartography and power• Imagining and Mapping Empire• Defining colonialism, imperialism and postcolonialism			

	<ul style="list-style-type: none"> • Mapping race and ethnicity: past and present • Links between race and gender and management of colonies • Role of women in the colonies • Slavery Past and Present • Representing 'Natural' Landscapes: e.g. 'Wilderness' 'Tropics' • Exclusion of native groups from landscape • Postcolonial critiques of place and identity • Influence of colonial pasts on modern global cities • Contemporary citizenship education in the UK 	
19	Teaching and learning activities <p>Teaching will be done through lectures and seminars. Preparatory and follow-up reading will be indicated.</p>	
20	Intended learning outcomes <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. conceptual knowledge of the ways in which visual forms of representation have influenced ideas about identity, in contemporary and historical contexts 2. systematic knowledge of the ways in which on the ground practices reinforce exclusion 3. the ability to apply an in-depth understanding of key critical literatures to a research question 4. the ability to undertake critical written analysis and evaluation independently and to a high standard of scholarship 	How assessed <p>F1, F2, S1, S2</p> <p>F1, S1, S2</p> <p>F1, F3, S2</p> <p>F3, S2</p>
21	Assessment and feedback <p><i>Formative exercises and tasks:</i></p> <p>F1. Reading groups</p> <p>F2. Small group discussion and oral presentation on a key reading of relevance to S1</p> <p>F3. One-to-one tutorials which feed into S2</p> <p><i>Summative assessments:</i></p> <p>S1. Critical Analysis (Visual Methodology) (2,000 words)</p> <p>S2. Negotiated Research Paper (3,000 words)</p>	<p>Weighting%</p> <p>40%</p> <p>60%</p>
22	Learning resources <p><i>Key texts</i></p> <ul style="list-style-type: none"> • Daniels, D., DeLyser, D. Entrikin J.N., Richardson D. (2011) <i>Envisioning Landscapes, Making Worlds</i>, Routledge. • Harley, J. B., (2002) <i>The New Nature Of Maps: Essays in the History of Cartography</i>, Baltimore: Johns Hopkins University Press. • McNeill, J.R. and Roe, A. (2012) <i>Global Environmental History: An Introductory Reader</i>, Routledge. • Morrissey, J., Strohmayr U., Whelan Y., Yeoh, B. (2014) <i>Key Concepts in Historical Geography</i>, Sage. 	

- Ryan, J. (1998) *Picturing Empire: Photography and the Visualization of the British Empire*, Chicago: University of Chicago Press.
- Sharp, J. (2009) *Geographies of Postcolonialism*, Sage.
- Schulten, S. (2012) *Mapping the Nation: History and Cartography in Nineteenth-Century America*, Chicago: University of Chicago Press.

23 **Preparatory work**

- Harley, J. B., (2002) *The New Nature Of Maps: Essays in the History of Cartography*, Baltimore: Johns Hopkins University Press. Chapter 2.
- Ryan, J. (1998) *Picturing Empire: Photography and the Visualization of the British Empire*, Chicago: University of Chicago Press. Introduction.
- Sharp, J. (2009) *Geographies of Postcolonialism*, Sage. Chapter 1.

1	Module code	HIS6115-20
2	Module title	Propaganda, Censorship and Intelligence
3	Subject	History
4	Core, Required or Required* for	N/A
5	Level	6
6	UK credits	20
7	ECTS credits	10
8	Optional for	BA Hons History (Single and Joint); BA Hons History, Heritage & Public History (Single) BA Hons Politics (Joint)
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	N/A
11	Class contact time: total hours	Total Hours: 39
12	Independent study time: total hours	Total Hours: 161
13	Semester(s) of delivery	Semester 1
14	Main campus location	Newton Park

1 5	Module co-ordinator	TBC
1 6	Additional costs involved	Visits off campus
1 7	<p>Brief description and aims of module</p> <p>This module explores the ways in which information and opinion have been manipulated, suppressed and concealed by the state and others from the early modern period to the present day. It examines how the state has sought to persuade people of its authority and secure consent for its actions through speeches, ceremonial, audio/visual media and the written word, as well as the ways in which it has tried to suppress or persecute dissenting or otherwise dangerous ideas. It considers the ways in which people and organisations outside the government, including the news media and the public at large, have contributed to and engaged with these activities. It examines the state's attempts to conceal secret information and the organisations that were created to gather intelligence and engage in state espionage through spies and covert informers in the domestic and foreign arena. The module will finally explore the relationship between the secret state and the individual and how this has changed over time.</p>	
1 8	<p>Outline syllabus</p> <p>The syllabus may include some or all of the following topics:</p> <ul style="list-style-type: none"> • The production and reception of propaganda, including speeches, sermons, ceremonies, printed and manuscript pamphlets, newspapers, posters, portraits, radio, TV and film, and how this has changed over time with the development of new media and the growth of the state. • Radical literature, poetry, songs, cartoons, gossip, rumour and the various forms of censorship - official, voluntary, social and self-imposed - that have been placed on them. • Espionage and spying - the gathering of intelligence on foreign governments, and internal threats (real or perceived) via secret agencies; the concealment of secret information; the politics and ethics of espionage and the ways in which espionage and spies are portrayed in popular culture, such as James Bond. • Forms of censorship, and self-censorship. • Ideas of Liberty, Civil Rights and Libertarianism. • Policing of Dissent. • The idea of the 'Deep' or Secret State and state conspiracy. 	
1 9	<p>Teaching and learning activities</p> <p>Lectures, Seminars, set reading and other preparatory activities. Individual tutorials and Feedback.</p>	

20	<p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate</i></p>	<i>How assessed</i>
	1. Systematic knowledge and critical understanding of the nature of propaganda, censorship and intelligence and their change over time	F2, S2
	2. Systematic knowledge and critical understanding of the relationship between the state and society revealed through the study of propaganda, censorship and intelligence	F2, S2
	3. The critical analysis and conceptual understanding of propaganda, including its context, authorship and audience, and an informed assessment of its effectiveness	F1, S1
	4. The organisation and interpretation of ideas and concepts associated with the processes and ethics of propaganda, censorship and intelligence	F1, S1
21	<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Presentation plan</p> <p>F2. Research project outline</p>	
	<p><i>Summative assessments:</i></p> <p>S1. Presentation (2500 words equivalent)</p> <p>S2. Research Project (2,500 words).</p>	<p>Weighting%</p> <p>50%</p> <p>50%</p>
22	<p>Learning resources</p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p><i>Key texts</i></p> <p>Kevin Sharpe, <i>Selling the Tudor Monarchy; Image Wars; Rebranding Rule</i> (2009-2013)</p> <p>Annabel Patterson, <i>Censorship and Interpretation</i> (1984)</p> <p>C Andrew, <i>The Secret World: A History of Intelligence</i> (Penguin, 2019)</p>	

C Andrew, *The Defence of the Realm: The Authorized History of MI5* (Penguin, 2010)

Walter Lippmann, *Public Opinion* (1922)

Leonard Doob, *Propaganda: Its Psychology and Techniques* (1935)

Noam Chomsky and Edward S. Herman, *Manufacturing Consent* (1988)

Jowett, Garth S. & Victoria O'Donnell, *Propaganda and Persuasion* (2014)

Daniel Biltereyst and Roel Vande Winkel (ed.), *Silencing Cinema: film censorship around the world* (2013)

James Robertson, *The Hidden Cinema: British Film Censorship in Action 1913-1972* (1993)

Ben Thompson, *Ban This Filth!: Letters From the Mary Whitehouse Archive* (2013)

Key web-based and electronic resources

KV 1905-2009 Records of the Security Service and its Predecessors - The National Archives Kew

<https://discovery.nationalarchives.gov.uk/>

Online resources on WWI propaganda: <https://www.bl.uk/world-war-one/themes/propaganda#>

Online resources on WWII propaganda: <https://www.nationalarchives.gov.uk/education/resources/government-posters/>

JSTOR

Early English Books Online

Early Stuart Libels Online

2 Preparatory work

3 View and assess a modern piece of propaganda, such as a political speech, party political broadcast or manifesto, or examine a recent scandal or controversy over censorship or espionage.

