The World Class: studied anywhere, valued everywhere.

Undergraduate programmes in Humanities 2016–2017

The World Class: studied anywhere, valued everywhere.

Academic direction by:
Birkbeck
Goldsmiths
Heythrop
Royal Holloway

londoninternational.ac.uk/humanities
Join the World Class

1. Quality of learning
The programmes in this prospectus are developed by academics from the University of London’s constituent Colleges, ensuring the world-class quality of the degree.

2. Study without relocating
Fit your studies around your work and your personal commitments. Study wherever you live and at a time that suits you.

3. A mark of excellence
Gain a prestigious qualification from the internationally renowned University of London, which has offered its awards since 1858.

4. Employability
Enhance your employability by developing skills such as problem solving, critical thinking and self-discipline, all of which are valued by employers worldwide.

5. Join the World Class
After graduation you become part of our global network of influential alumni, including distinguished academics, writers and Nobel prize winners.
“In the increasingly competitive environment of worldwide access to higher education, the University of London International Programmes continues to offer a guarantee of quality, value and intellectual rigour.”

Professor Sir Adrian Smith FRS
Vice-Chancellor, University of London
A global university centred around you

Learn at your convenience
• Choose from different levels of study depending on your circumstances and experience.
• Sit your exams at one of our exam centres worldwide without the need to come to London.

Your learning community
• Access a wealth of study resources based on the world-class teaching of University of London academics.
• Participate in a global learning community by connecting online with fellow students worldwide to collaborate and share perspectives.

Value
• With no travel, relocation or accommodation costs, studying through the University of London International Programmes is much more affordable than coming to London to study on campus. What’s more, you can continue working full time.
Key dates

You can apply throughout the year, but we strongly advise you to apply as early as possible.

Applications must be received no later than 1 October

Registration deadline
30 November*

Examinations
May – June

* Registration deadline for all English programmes (including when English is to be studied as a major or minor through one of our Combined programmes): 15 September.

A global reach with over 50,000 students spanning 180 countries worldwide

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Academic direction: the Lead Colleges

The academic direction for the programmes listed in this prospectus is provided by the following University of London Colleges:

**Birkbeck**
Since 1823, Birkbeck has reached out to people traditionally excluded by other universities. It is unique in its mission to enable mature students to gain higher education qualifications via part-time study. Today, it is ranked among the leading UK university institutions for its excellence in research in the humanities, social sciences and natural sciences.

- Offers academic direction for Philosophy and the Combined Degree Scheme by distance and flexible learning.

**Goldsmiths**
Founded in 1891, Goldsmiths is internationally renowned for teaching and research in creative, cultural and cognitive disciplines. Its distinctive attitude to learning encourages students to explore ideas, challenge boundaries, investigate fresh ways of thinking, and stretch their minds intellectually and creatively.

- Offers academic direction for English and Computing and the Combined Degree Scheme by distance and flexible learning.

**Heythrop**
Heythrop College was established in 1614 for the education of English Jesuit students. In 1971 the College was granted a Royal Charter establishing it as one of the Colleges of the federal University of London. Heythrop is one of the specialised colleges of the University, teaching and researching in Philosophy and Theology.

- Offers academic direction for Divinity/Theology/Philosophy, Religion and Ethics and the Combined Degree Scheme by distance and flexible learning.

**Royal Holloway**
Royal Holloway has an international reputation for the highest quality teaching and research across the sciences, arts and humanities. Since 1886, the College has continued to grow in size and status. Royal Holloway is among the top research-led universities in the country with a world-class reputation for developing original research.

- Offers academic direction for History by distance and flexible learning.
<table>
<thead>
<tr>
<th>Programme</th>
<th>No. of courses</th>
<th>Study period</th>
<th>Key points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Higher Education in English</td>
<td>4</td>
<td>1–5 years</td>
<td>• Developed by Goldsmiths, one of the highest ranking English and Comparative Literature departments in the UK.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The faculty embraces new and traditional approaches to English studies.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Provides an opportunity to learn about some of the great literatures of the world.</td>
</tr>
<tr>
<td>Diploma of Higher Education in English</td>
<td>8</td>
<td>2–5 years</td>
<td>• The Diploma and Certificate are qualifications in their own right. You may transfer to the BA once you have successfully completed either.</td>
</tr>
<tr>
<td>BA in English</td>
<td>12</td>
<td>3–8 years</td>
<td></td>
</tr>
<tr>
<td>Individual courses</td>
<td>3</td>
<td>6 months–2 years</td>
<td>• You can register for up to three Level 4 courses as individual courses.</td>
</tr>
<tr>
<td>BA in History</td>
<td>12</td>
<td>3–8 years</td>
<td>• Developed by Royal Holloway, a recognised centre of excellence in teaching and research.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Offers a structured route to the past in all its guises, from the birth of western Christendom to the Civil Rights Movement in the USA.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Provides a greater understanding of history, trains you to think critically, assess evidence of many kinds and express ideas with precision.</td>
</tr>
<tr>
<td>Certificate of Higher Education in Philosophy</td>
<td>4</td>
<td>1–5 years</td>
<td>• Developed by Birkbeck, one of the highest ranking Philosophy departments in the UK.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Covers a range of subjects including: the nature of existence and reality and our knowledge of them; logic and reasoning; the nature of mind, ethics and moral value; the thought of major thinkers including Plato, Aristotle, Descartes, Locke, Berkeley, Hume, Spinoza, Leibniz and Kant; the philosophy of art and beauty.</td>
</tr>
<tr>
<td>Diploma of Higher Education in Philosophy</td>
<td>8</td>
<td>2–5 years</td>
<td></td>
</tr>
<tr>
<td>BA in Philosophy</td>
<td>12</td>
<td>3–8 years</td>
<td>• The Diploma and Certificate are qualifications in their own right. You may transfer to the BA once you have successfully completed either.</td>
</tr>
<tr>
<td>Individual course: Introduction to philosophy</td>
<td>1</td>
<td>1–2 years</td>
<td>• If you would like to see for yourself what the study of Philosophy involves, but do not wish to commit to the Certificate, Diploma or BA degree, you can register for ‘Introduction to philosophy’ as an individual course.</td>
</tr>
<tr>
<td>Certificate of Higher Education in Theology/</td>
<td>4</td>
<td>1–5 years</td>
<td>• Developed by Heythrop, a specialist College of Theology and Philosophy within the University of London.</td>
</tr>
<tr>
<td>Certificate of Higher Education in Philosophy, Religion and Ethics</td>
<td></td>
<td></td>
<td>• The University of London Bachelor of Divinity (BD) is one of the oldest and most prestigious BD degrees in the world.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Covers a range of topics including Christianity, Judaism, Islam and Buddhism, philosophical approaches to religion and religious ethics.</td>
</tr>
<tr>
<td>Diploma of Higher Education in Theology</td>
<td>8</td>
<td>2–5 years</td>
<td>• The Diploma and Certificate are qualifications in their own right. You may transfer from the CertHE in Theology and the DipHE in Theology to the BD, once you have successfully completed either.</td>
</tr>
<tr>
<td>Bachelor of Divinity</td>
<td>12</td>
<td>3–8 years</td>
<td></td>
</tr>
<tr>
<td>Individual courses</td>
<td>2</td>
<td>1–2 years</td>
<td>• You can register for up to two Theology courses as individual courses.</td>
</tr>
<tr>
<td>Combined Degree Scheme: CertHE</td>
<td>4</td>
<td>1–5 years</td>
<td>• For students who prefer a broader educational choice than the single honours permits, the Combined Degree Scheme allows you to combine major and minor subjects in areas of interest to you.</td>
</tr>
<tr>
<td>Combined Degree Scheme: DipHE</td>
<td>8</td>
<td>2–5 years</td>
<td>• You will gain confidence in identifying and defining complex issues and in analysing new and abstract ideas using a range of discipline-specific skills.</td>
</tr>
<tr>
<td>Combined Degree Scheme: BA degree</td>
<td>12</td>
<td>3–8 years</td>
<td>• Birkbeck, Goldsmiths and Heythrop provide the academic direction for Combined Degree Scheme.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Exit routes leading to a DipHE or CertHE are also available.</td>
</tr>
</tbody>
</table>
Flexible study

Our programmes offer you an alternative way of obtaining a prestigious degree or other qualification at a reasonable cost. The University of London International Programmes allows you to fit your studies around your own schedule and responsibilities.

Time allocation

If you intend to obtain your degree or diploma in the minimum registration period you should be prepared to devote at least 15 hours per week on a regular basis to your studies. Support from your colleagues, family and friends is vitally important to your eventual success.

You are examined to our high standards

Examinations are offered in over 180 different centres worldwide, usually in May. You can sit them locally, whenever you are ready. You do not have to enter for examinations every year if you have not had enough time to allocate to your studies.

You will normally sit one three-hour unseen written paper for each full course you study.

Please note:

• The Group D courses (BA History) are assessed by a dissertation of 10,000 words.
• The dissertation for the BD is between 8,000–10,000 words; the dissertation for the BA Philosophy is 7,500 words.
• The Level 4 English course ‘Introduction to Creative Writing’ is examined wholly through coursework.

Specially produced study materials

The cost of your study pack is included in your initial and continuing registration fees. The materials are specially produced for self-directed learning by University of London academics.

Study materials include:

• The Student Guide and the Programme Handbook containing information about examinations, University contacts and important dates.
• Subject guides for each course studied.
• Past examination papers and Examiners’ commentaries.

• Regulations containing full details of syllabuses, programme structures and degree classification criteria.

• The Arts Good Study Guide by Ellie Chambers and Andrew Northedge (Open University, 2008). (Only available in digital format)

Books

You will need to purchase your own books. We ensure all key books are widely available either from internet bookshops or by mail order. For more information see: londoninternational.ac.uk/booksonline

Additional educational support

A growing network of 70-plus independent teaching institutions worldwide offers study support to International Programmes students. Formally recognised by the University of London, these institutions are known as recognised centres and are awarded either Affiliate Centre or Registered Centre status.

For the most up-to-date information please visit: apps.londoninternational.ac.uk/onlinesearch/institutions

Library support

Registered International Programmes students are entitled to use Senate House Library. The Library charges for this service. For more information contact: Senate House Library University of London Malet Street London WC1E 7HU Tel: +44 (0)20 7862 8461/2 Fax: +44 (0)20 7862 8480 Email: enquiries@shl.lon.ac.uk Web: ull.ac.uk
Online support

The Student Portal

You are required to confirm on your application form that you have access to the internet so that you are able to make use of resources which are only available online. As soon as you have registered we will send you a University of London username and password that will allow you to log in to the Student Portal. Once logged in, you can also access your University of London email account. All of the online resources available to students can be found in the Portal.

The Virtual Learning Environment (VLE)

By supporting your studies and helping you feel part of a community, the VLE forms an important part of your study experience with us. All of the programmes listed in this prospectus are supported by a VLE.

English

The VLE allows you to:
- view and download subject guides
- access the Online Library
- receive notices and other programme-related information
- take part in e-seminar discussions and audio lectures
- access student discussion forums for each course
- access the student café forum for general chat and student-to-student support.

Study support

To support your studies, you will be assigned a tutor and a tutor group for each Level 4 course. The tutor leads five monthly online discussion forums in which all students are strongly encouraged to participate. Level 4 students will also receive the added benefit of feedback on written work through the submission of a ‘formative assessment’.

- Level 5 and 6 students will have the option of participating in online e-seminars and submitting up to four practice essays per year for feedback by academic staff.
- Additional support and advice will be available from a dedicated Learning Support Co-ordinator.
- Supplements to the full subject guides will be provided for Level 4 courses for extra study support and guidance.
- Registered students can also obtain general academic advice from the Programme Director at Goldsmiths.

History

The VLE allows you to:
- view and download subject guides
- access the Online Library
- take part in discussions/seminars with your tutors
- interact with fellow students
- submit and receive feedback on optional formative assignments
- view past exam papers and Examiners’ commentaries.

Study support

To support your studies you will have access to:
- the core textbooks for each course automatically provided to you as part of your course fees
- an online tutor for each course who will lead seminar discussions and is available to support your course from the time you register through to the exam
- a dedicated Distance Learning Coordinator to provide administrative and technical support
- peer support from other students through the online student café and email.

Philosophy

The VLE allows you to:
- interact with fellow students
- access the Online Library
- access the student handbook, subject guides for each course, past exam papers and Examiners’ commentaries.

Theology

The VLE allows you to:
- access a range of online resources including subject guides and Examiners’ guidelines (for most courses)
- access the Online Library
- receive notices and other programme-related information
- take part in discussions with fellow students in the online forums.

Combined Degree Scheme

The VLE allows you to:
- interact with fellow students
- access the Online Library
- access the student handbook, subject guides for each course, past exam papers and Examiners’ commentaries
- access e-seminars in some subjects.
A welcome from
Dr Sarah Barnsley,
Programme Director

Goldsmiths is proud of its role as Lead College for the BA, DipHE and CertHE in English programmes. Students who have taken these programmes worldwide have enjoyed their studies and benefited from the experience, and many have achieved excellent results. Studying for these programmes is a very rewarding but also demanding experience, requiring a major commitment.

The programmes are closely modelled on those followed by full-time students at Goldsmiths. They share the same ethos, which requires you to pursue your own interests and preoccupations, using your initiative and thinking out problems for yourself.

You will receive an excellent education in the discipline, and develop the ability to solve problems, do research and write essays in a creative, critical and disciplined manner.

You will also enjoy some of the great literatures of the world in English, immersing yourself in a range of works from classical literature to twenty-first century literatures. We look forward to welcoming you onto one of our programmes.

Programme overview

The English programme has been developed by Goldsmiths, the UK’s leading creative university. Goldsmiths brings creative and unconventional approaches to subjects in the arts, humanities, social sciences and computing, with an emphasis on the highest academic standards of teaching and research.

Goldsmiths’ Department of English and Comparative Literature is in the top 150 English Departments in the world (QS rankings 2015). Research and creative writing published by its 40 academic staff put the Department at the cutting edge of new thinking.

Individual courses

You can take up to three Level 4 courses on a stand-alone basis. These credit-bearing individual courses are an ideal option if you are keen to update your professional knowledge of the subject, enhance your career or sample the programme.

Ayu Madelief Djelantik-Hobohm
BA English, Indonesia/Germany

‘Even as my fourth language, English has always fascinated me. Enrolling on the BA course fulfilled my aspirations, not only to improve my proficiency in reading and writing, but also to find out more about the origins and development of English. The different approaches in analysing texts and contexts was challenging at first. But the more I persevered, the more interesting the subjects became. Now, I read and filter information in a completely different way than before, which has significantly enriched my outlook on the world.’

Ayu Madelief graduated from the BA English programme in 2015 and won our London Graduation Day competition. See more in our online magazine, London Connection: bit.ly/ayu-madelief

“Now, I read and filter information in a completely different way than before, which has significantly enriched my outlook on the world”
Programme specifics

Features of the degree:

• You will study a range of literary and other works written in different styles and from different periods; from this study you will develop an awareness of changing rhetorical techniques and effects.

• The study of English is concerned with questions of meaning, social behaviour and structure, as well as with problems of aesthetic and cultural value. Your work directs you not only towards a wide range of examples of writing but also towards greater awareness of the moral and social questions surrounding the techniques through which analysis and persuasion are achieved.

• You will develop a broad range of skills, including general communicative competence as well as more technical skills of literary-critical analysis.

• The key skills gained should provide a sound basis for a range of careers including the civil service, teaching, research, media and business.

• The DipHE and CertHE will appeal to two different kinds of student: those who would like a University of London award in English, but do not feel ready to commit themselves to studying for a full degree, and those who do not satisfy the University’s entrance requirements for the degree.

• The DipHE and CertHE give these students the opportunity to gain access to the degree if their studies are successful.

• If you obtain the DipHE or CertHE you may transfer your registration to the BA English and automatically be credited with the courses passed.

Please note: These awards are predominantly concerned with the study of English literature. It is assumed that prospective students will already be fluent in spoken and written English (e.g. an International English Language Testing System (IELTS) overall score of at least 6). The programme contains no element of training in language proficiency.

Structure

BA: 12 courses
DipHE: 8 courses
CertHE: 4 courses

Level 4 (all students)

Two compulsory courses:
Explanations in Literature
Approaches to Text

Plus two courses chosen from:
Renaissance Comedy: Shakespeare and Jonson
Introduction to Creative Writing
Introduction to English Language

Level 5 (BA/DipHE only)

Two courses chosen from:
Literature of the Later Middle Ages
Renaissance and Restoration
Augustans and Romantics

Plus two courses chosen from:
Victorians
Modem
Varieties of English

Level 6 (BA only)

Four courses chosen from:
American Literature
Drama since 1860
Language and Gender
Language and the Media
The Novel
Postcolonial Literatures in English
Shakespeare
The BA History programme provides a range of courses across the spectrum of historical development, designed to enable distance learners to achieve the same skills as College-based students of the University.

No matter what courses you choose, you will be working with well-trained and qualified tutors who have an established reputation and considerable teaching experience in the subjects you are taking. They will provide you with expert guidance as to how to embark on the course, use the reading list, work in the Virtual Learning Environment and generally make the most out of the experience of studying online.

They will help you to develop your enthusiasm for the subject and deepen your historical understanding. At the same time, they will try to draw from you a maximum effort to exert yourself and apply your existing skills in order to broaden your scope as a historian.

This partnership entails a commitment on both sides to scholarly excellence and to achieving mastery of the range of skills that make a good historian.

We look forward to working with you during your study and wish you the best of luck from the outset.

Programme overview

In the study of history we have a record of the infinite variety of human experiences, and in that record we can find ourselves.

Through the study of history we can master and understand the past, which is key to the understanding of the present. The value of history, then, is that it teaches us what we have done and thus what we are, and possibly influences our future. Essentially, history underpins what we are today.

The BA in History offers a structured route to the past in all its guises, from the birth of western Christendom to the Civil Rights Movement in the USA, from Roman history and society to US foreign policy during the Cold War.

The Department of History at Royal Holloway is rated in the top categories for teaching and research.

Programme specifics

Features of the degree:

- The programme will give you a greater understanding of history, train you to think critically, assess evidence of many kinds and express ideas with precision.
- The broad range of skills that you will learn while studying, all highly valued by employers, can be transferred to many different careers.
- The Foundation level courses provide an essential introduction to a variety of approaches, methods and subjects which is an ideal platform for exploring the more specialist courses of Stages 2 and 3.
- This is an online programme, fully supported by a Virtual Learning Environment (please see page 9 for details).
- You will typically receive 25–30 textbooks during your studies, which is covered by your course fees.
- Although you cannot choose to register for a CertHE or DipHE for History, they are available as exit awards for students who find themselves unable to complete the BA.
Structure

BA: 12 courses

Stage 1 (four courses)
Four compulsory half Foundation courses:
History and meanings
State, society and the individual in the non-western world
British social and economic history 1945–97
'The camera never lies': film, photography and history in the Twentieth century
PLUS two full Gateway courses chosen from:
The birth of western Christendom AD 300–1215
Republics, kings and people: the foundations of modern political culture
The rich tapestry of life: a social and cultural history of Europe c.1500–1780
Conflict and identity in modern Europe, c.1770–2000

Stage 2 (four courses)
Three Group A courses AND one Group B courses chosen from the list opposite

Stage 3 (four courses)
Two Group B courses AND one Group D* course AND one Group E course;
Two Group B courses AND two Group E courses;
One Group B course AND one Group D* course AND two Group E courses;
One Group B course AND three Group E courses;
One Group D* course AND three Group E courses; from the list opposite

* A Group D (dissertation) course can only be selected if the equivalent Group E (exam) course has also been selected.

Stage 2 and 3 optional courses

Group A full courses
From nation state to multiple monarchy: British history, 1485–1649
British history 1770–1990
Modern times: international economic history c.1901–1990
Twentieth-century world history
US history since 1877

Group B full courses
The Crusades and the eastern Mediterranean 1095–1291
Experience, culture and identity: women’s lives in England 1688–c.1850
Ethnicity, identity and citizenship in modern British life
Modern political ideas

Group D full course (dissertation)
Blasphemy, irreligion and the English Enlightenment 1650–1720
Martin Luther King and the Civil Rights Movement in the USA
The clash of powers and cultures: Sino-American relations during the Cold War
Politics and society in Palestine from c.1900 to 1948

Please note: not all courses will necessarily be available in every year.

Group E full course (exam)
Blasphemy, irreligion and the English Enlightenment 1650–1720
Martin Luther King and the Civil Rights Movement in the USA
The clash of powers and cultures: Sino-American relations during the Cold War
Politics and society in Palestine from c.1900 to 1948

Please note: not all courses will necessarily be available in every year.

Kate Rouse
BA History, Australia

‘The content of the course is very varied, covering not only British history, but options to include study of Asia, Europe and the US. Having always been in business and studying business-related subjects such as law and finance, history provided a new stimulus – a different dimension to my knowledge.

I have enjoyed every topic I’ve studied, particularly ‘State society and the individual’, ‘Roman Britain’, ‘British History 1770–1990’, ‘Martin Luther King’ and ‘Conflict and identity.’

Academic writing and research are skills I’m learning, as well as how to best prepare for an exam!’

Originally from the UK, Kate is a former CEO who has lived and worked in five continents.

“Having always been in business and studying business-related subjects such as law and finance, history provided a new stimulus – a different dimension to my knowledge.”
Philosophy

A welcome from
Dr Sarah Patterson,
Programme Director

Many philosophical questions were first asked in one form or another thousands of years ago. Others are prompted by the latest developments in the arts and sciences. But whether ancient or recent, these questions are fundamental to human existence. What makes something good or just? Can I know that I’m not trapped inside a virtual reality simulation? Do we have free will? Could we build a computer that is conscious? Does God exist? Who decides what counts as beautiful? By participating for yourself in great philosophical debates, you will develop your skills of rigorous reasoning; by study, analysis and criticism of great works of philosophy, ancient and modern, we hope you will develop your capacity to make reasoned judgements for yourself.

The study of philosophy is demanding, but very rewarding. Since reasoned argument is at its heart, it provides excellent training for almost any professional career. The skills of reasoning, analysis and precision of thought and expression that it develops transfer particularly easily to areas such as management and law.

The study materials for the programme have been developed with the needs of students firmly in mind. The subject guides for each course are designed to support independent study, and written by philosophers who are experts in their fields.

The Certificate of Higher Education in Philosophy makes it possible for someone to see what is involved in philosophical investigation, without being committed immediately to the longer period of study required for the BA. You can also gain credit towards further study.

The ‘Introduction to philosophy’ course, which all students study, is intended to provide initiation into the subject. This is also available as an individual course (see opposite for details).

I am confident that, in welcoming you into the programme, I am welcoming you into a study that is rewarding and fascinating at the same time. Whether as a BA, Diploma or Certificate student, I hope you will enjoy your studies with us.

Programme overview

The study of philosophy is the study of questions about knowledge, moral value, art and beauty, mind and world. These questions are fundamental to human existence and debates about their answers have gone on for more than 2,000 years. You will learn how to interpret the contributions to these debates made by Plato, Aristotle, Descartes, Locke, Hume and Kant, as well as those of contemporary philosophers.

You are expected to be able to assess the arguments of others and to formulate your own reasoned answers to various questions featured in the course. Students on the BA Philosophy programme have the opportunity to write a dissertation under the supervision of one of Birkbeck’s expert academics.

Birkbeck’s Philosophy Department has an international reputation for research excellence. Through their writings and editorial work, Birkbeck philosophers are significant contributors to contemporary debates.

Programme specifics

Features of the BA degree

• The programme provides a thorough grounding in the central areas of philosophy. It introduces historical and contemporary issues in the subject and encourages you to make connections between the ideas and arguments that inform philosophical debates.

• You will study a range of philosophical works from classical times to the present day. Optional courses enable you to focus on areas that may be of particular interest such as political philosophy, aesthetics, philosophies of mind and language, among others (please see the degree structure on the following page).

• You will gain an awareness of how the context and terms of philosophical debate change from one generation to another.

• You will develop independence of thought and acquire a broad range of skills including the ability to analyse complex ideas.

Key points about the Certificate and Diploma of Higher Education in Philosophy

• These qualifications are intended to appeal to two different kinds of students. First, those who want to learn more about philosophy and would like a University of London award in the subject, but do not feel ready to commit themselves to a full degree. Secondly, those who do not satisfy the University’s entrance requirements for the BA degree.

• The Certificate and Diploma give such students the opportunity to gain access to the degree if their studies are successful.

• If you obtain the Certificate or Diploma in Philosophy you may transfer your registration to the BA and automatically be credited with the courses passed.
Introduction to philosophy individual course

If you would like to see for yourself what the study of philosophy involves, but do not wish to commit to a CertHE, DipHE or BA degree, you can register for ‘Introduction to philosophy’ as an individual course. There are no formal entrance requirements, although you are required to provide proof of competence in English which is acceptable to the University. You apply online and will have a registration period of two years.

Syllabus

An introduction to the subject matter and methods of philosophy by means of a study of certain fundamental philosophical problems and texts. Included here will be: the problem of free-will and determinism, the nature of the self, arguments for equality and the foundations of knowledge.

You will sit a three-hour unseen written paper, usually in May.

Progression to the Certificate of Higher Education in Philosophy

If you succeed in getting a pass mark of 50 per cent or above in the ‘Introduction to philosophy’ individual course, you will be considered for progression to the Certificate of Higher Education in Philosophy. If you do progress, you may be credited with the pass in the ‘Introduction to philosophy’ course, provided that your application is made within three years of completing the course.

If you wish to register for the BA degree in Philosophy or Diploma of Higher Education in Philosophy, you must submit a new application and comply with the entrance requirements for that programme.

Certificates of Registration and Achievement

When you register for the individual course, you will receive a Certificate of Registration. Upon successfully passing the ‘Introduction to philosophy’ individual course, you will receive a Certificate of Achievement.

Study materials

Upon registration, you will be sent the following materials:

- Reading Philosophy – subject guide for Introduction to philosophy.
- Past exam papers and Examiners’ commentaries.
The study of religious belief is therefore very important, because it can help you to understand the beliefs of others and the ways in which those beliefs have shaped societies. It also offers you an opportunity to consider your own answers to questions which are of fundamental human concern – whether you are an active member of a faith community, or have no faith at all.

The Certificate programmes provide you with a good grounding in either Christian Theology or the study of Philosophy, Religion and Ethics, and a good basis for further study, should you choose to continue.

The Diploma and the BD offer a wider choice of courses. For example, you can choose whether or not to study either or both of the biblical languages, or one or more non-Christian religions.

The skills you will gain are valuable in many walks of life. The ability to understand and analyse complex ideas and to produce a coherent written account is essential in many contexts. Theology is particularly useful not only for working with one of the churches, but also for those in the teaching profession, the social services, or other occupations which are concerned with people and their values.
Theology individual courses

You can apply and register for up to two individual Theology courses.

To register for a Level 4 course, you need to meet the English language and internet access requirements only. If you pass an individual Level 4 course with a mark of 50 or more, you will be eligible to register for a CertHE and carry over any credit.

To register for an individual Level 5 or Level 6 course, you must meet the entrance requirements for the DipHE in Theology/BD (please see page 38).

The individual courses available in 2016–2017 are:

- Introduction to the Old Testament (Level 4)
- Introduction to the New Testament (Level 4)
- Christian doctrine (Level 4)
- Philosophy of religion (Level 4)
- Foundations in Biblical Hebrew (Level 5)
- New Testament Greek (Level 5)
- Christian ethics (Level 5)
- Religion and science (Level 5)
- Islam (Level 5)
- Buddhism (Level 6)
- The theology of Christian–Jewish relations (Level 6)
- The tasks of life: Pascal, Kafka, Weil and Levinas (Level 6)
- Sacrifice, praise and wisdom (Level 6)

CertHE in Philosophy, Religion and Ethics structure

Four courses in total

- Philosophy of religion
- Introduction to the New Testament
- Christian ethics for Philosophy, Religion and Ethics students
- Islam or Religion and science

Additional Information

the modules marked (*) have prerequisites.

BD students must choose a minimum of four Level 6 modules

DipHE students may not take the Dissertation
A welcome from
Dr Maggie Cooper,
Programme Director

The Combined Degree Scheme (CDS) offers great flexibility, providing a bridge between the humanities and science, and encouraging broader educational choices than a single Honours programme permits. You can combine courses from major and minor subjects to reflect your interests and career aspirations.

You may wish to explore new subjects or develop existing knowledge – in either case, combining subjects opens up unexpected discoveries that may surprise and inspire you.

You can choose a major from English, Philosophy or Theology, and combine it with a minor from Computing, Theology, Philosophy or English. Our courses are intellectually rigorous, stimulating and rewarding.

The combinations currently on offer have been carefully considered, and while some are clearly complementary, others are more unusual. For example, a student who majors in Philosophy with a minor in Computing will explore some very interesting synergies, as the study of computation has its roots in philosophical logic.

Your choice of minor will provide an interesting perspective on your major, and vice versa. An overarching benefit is the ability to make such connections, which is the key to innovation and creative thinking.

We look forward to welcoming you onto one of our programmes.

Programme overview

Combined and liberal arts programmes are becoming increasingly popular with students both in the UK and abroad. In light of this, the Combined Degree Scheme (CDS) was launched for students who want the flexibility our programmes offer but with a more diverse subject portfolio. Exit routes leading to a DipHE or CertHE are also available.

The combinations offered are:

**Major subjects**
- English (Goldsmiths)
- Theology (Heythrop)
- Philosophy (Birkbeck)

**Minor subjects**
- English (Goldsmiths)
- Theology (Heythrop)
- Philosophy (Birkbeck)
- Computing (Goldsmiths)

We offer a subset of courses from the single Honours on your major, and a further subset of courses from single Honours on your minor.

**Total courses**

- BA: 12 courses (9 major/3 minor)
- DipHE: 8 courses (6 major/2 minor)
- CertHE: 4 courses (3 major/1 minor)

See pages 19–21 for complete subject pathways.

Programme specifics

**Features of the degree**

- You will gain confidence in identifying and defining complex issues and in analysing new and abstract ideas using a range of discipline-specific skills.
- You will develop competence in conceptual understanding, interpretation of evidence and reasoned argument.
- You will develop the ability to manage your own learning, and select and manage information accordingly.
- It will be possible for you to transfer from a single Honours programme of study to a major/minor programme of study (and vice versa), provided you satisfy the relevant general and specific regulations governing the respective programmes.
- Support materials, discussion boards, coursework, examinations, etc. are exactly the same as for single Honours students (please note: provision varies according to subject).

Please note: Course outlines for the Combined Degree Scheme are given in the respective programme pages.
## Combined degrees: Major subject pathways

### Stage 1 / Level 4 (all students)

**Two compulsory courses:**
- Explorations in Literature
- Approaches to Text

**PLUS one of the following:**
- Renaissance Comedy: Shakespeare and Jonson
- Introduction to Creative Writing
- Introduction to English Language

### Stage 2 / Level 5 (BA and DipHE only)

**Two from the following:**
- Literature of the Later Middle Ages
- Renaissance and Restoration
- Augustans and Romantics

**PLUS one of the following:**
- Victorians
- Moderns
- Varieties of English

### Stage 3 / Level 6 (BA and DipHE only)

**Three from the following:**
- American Literature
- Drama since 1860
- The Novel

**PLUS two from the following:**
- Postcolonial Literatures in English
- Language and Gender
- Language and the Media
- Shakespeare

### English

**One compulsory core course:**
- Introduction to philosophy

**PLUS two from the following:**
- Ethics: historical perspectives
- Epistemology
- Logic

### Philosophy

**Three from the following:**
- Greek philosophy: Plato and the pre-Socratics
- Modern philosophy: Descartes, Locke, Berkeley and Hume
- Ethics: contemporary perspectives *
- Metaphysics *
- Methodology: induction, reason and science *

**One compulsory core course:**
- Dissertation

**PLUS two from the following:**
- Modern philosophy: Spinoza, Leibniz and Kant *
- Greek philosophy: Aristotle *
- Continental philosophy: Hegel, Schopenhauer and Nietzsche *
- Aesthetics
- Philosophy of language
- Philosophy of mind
- Political philosophy
- Philosophy of religion

### Theology

**Three compulsory core courses:**
- Introduction to Old Testament
- Introduction to New Testament
- Christian doctrine

**One compulsory core course:**
- Reformation and society

**PLUS two from the following:**
- Foundations in Biblical Hebrew
- Sacrifice, praise and wisdom *
- New Testament Greek
- Christian ethics
- Islam
- Philosophy of religion
- Religion and science
- Theology and atheism
- Advanced Biblical Hebrew *
- Romans in Greek *
- Johannine writings in Greek *
- Liturgical studies
- The theology of Christian-Jewish relations
- Buddhism
- The tasks of life: Pascal, Kafka, Weil and Levinas
- Christian-Muslim relations

**One compulsory core course:**
- Dissertation

**PLUS two additional courses listed under Level 5 not yet attempted.**

### Additional information

Students are advised to study courses in the order in which they appear in the structure above.

Courses with prerequisites are marked with an asterisk (*).
## Combined degrees: Minor subject pathways

### Stage 1 / Level 4 (all students)

<table>
<thead>
<tr>
<th>One compulsory course:</th>
<th>One chosen from the following:</th>
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<tbody>
<tr>
<td>Explorations in Literature</td>
<td>Literature of the Later Middle Ages</td>
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<tr>
<td></td>
<td>Renaissance and Restoration</td>
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<td>Augustans and the Restorations</td>
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<td></td>
<td>Victorians</td>
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<td></td>
<td>Moderns</td>
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### Stage 2 / Level 5 (BA and DipHE only)

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<th>One from the following:</th>
<th>One chosen from the following:</th>
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<tbody>
<tr>
<td></td>
<td>Greek philosophy: Plato and the pre-Socratics</td>
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<td></td>
<td>Modern philosophy: Descartes, Locke, Berkeley and Hume</td>
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<tr>
<td></td>
<td>Modern philosophy: Spinoza, Leibniz and Kant*</td>
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<td></td>
<td>Greek philosophy: Aristotle*</td>
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<td>Aesthetics</td>
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<td>Philosophy of language</td>
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<td>Philosophy of mind</td>
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<td>Political philosophy</td>
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<td>Philosophy of religion</td>
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### Stage 3 / Level 6 (BA and DipHE only)

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<th>One from the following:</th>
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<td>Sacrifice, praise and wisdom*</td>
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<td>Christian doctrine</td>
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<td>Reformation and society</td>
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<td>Buddhism</td>
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<td></td>
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<td>Christian-Muslim relations</td>
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### Computing & Cognition Pathway

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<th>Computing Information Systems Pathway</th>
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<tbody>
<tr>
<td>Creative computing 1: image, sound and motion</td>
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<tr>
<td>Mathematics for computing</td>
</tr>
<tr>
<td>Information systems: foundations of e-business</td>
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### Computer Science Pathway

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<th>Computer Science Pathway</th>
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<tr>
<td>Creative computing 2: interactive multimedia</td>
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<tr>
<td>Software engineering: algorithm analysis and design</td>
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<td>Database systems</td>
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### Computing Information Systems Pathway

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<tr>
<th>Computer Science Pathway Two from:</th>
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<tr>
<td>Artificial intelligence*</td>
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<tr>
<td>Neural networks*</td>
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<tr>
<td>Interaction design*</td>
</tr>
<tr>
<td>Introduction to natural language processing*</td>
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</table>

### Additional information

- Students are advised to study courses in the order in which they appear in the structure above.
- Each course is worth 30 credits except those marked ▲ which are worth 15 credits.
- Courses with prerequisites are marked with an asterisk (*).
English programme syllabuses

Explorations in Literature
This course introduces a wide range of works from the literary canon, from ancient Greek texts in translation to the contemporary, covering the major genres, and embodying significant interventions or influences in literary history. The emphasis is on reading primary texts voraciously and discovering – or rediscovering – diverse writers and cultures, so that students can make informed choices from more specialised courses later in their programme. Not being limited to a period, genre or single approach, the course cultivates difference and chronological sweep; it aims to challenge and surprise, as rewarding ‘exploration’ should.

Reading:
Homer: The Odyssey; Sophocles: Antigone; Ovid: Metamorphoses; Dante: The Inferno; Chaucer: The Canterbury Tales: The Wife of Bath’s Prologue and Tale; Sir Gawain and the Green Knight; William Shakespeare: Hamlet; Metaphysical poetry: John Donne, Andrew Marvell, Thomas Carew; John Milton: Paradise Lost Books 1 and 2; Alexander Pope: The Rape of the Lock; Henry Fielding: Joseph Andrews; Samuel Taylor Coleridge: The Rime of the Ancient Mariner; Jane Austen: Emma; Charles Dickens: Great Expectations; August Strindberg: Miss Julie; Thomas Hardy: Jude the Obscure; James Joyce: A Portrait of the Artist as a Young Man; T.S. Eliot: Prufrock and Other Observations; Samuel Beckett: Waiting for Godot; Leonora Carrington: The Hearing Trumpet; Margaret Atwood: The Penelopiad; Virginia Woolf: Mrs Dalloway.

Approaches to Text
This course introduces you to essential concepts in modern literary study, enabling you to become a more observant, perceptive and analytical reader and critic in your own right. You are introduced to the history and nature of literary studies, and to contemporary critical debates. You learn a vocabulary with which to discuss literary language, ideas of literary convention and genre, poetic rhythm and form, and the nature of narrative voice and narrative structures. You are introduced to debates about the relation of texts on the page to texts in performance, and to wider questions about the interpretation of texts.

Reading:

Renaissance Comedy: Shakespeare and Jonson
This course provides students with an introduction to the works of Shakespeare and Jonson within the genre of ‘comedy’, and seeks to draw attention to the principles of classification which enable these plays to be seen as forming a group. Starting with the hypothesis that the plays themselves may problematise such formulations, the course will examine the cultural specificity of the term ‘comedy’, and the extent to which these plays are part of a process which redefined the role of drama in Elizabethan/Jacobean society. The plays will be treated primarily as literary texts but students will be encouraged to consider the possibilities for interpretation which a ‘stage-centred’ critical approach produces. The plays will be placed in the context of a new dramatic practice which arose within a London of competing commercial and political interests, and students will be required to grasp an overview of the forces shaping the creative production of Shakespeare and Jonson. The demands of the market for which the dramatists were producing, the operation of patronage, the expectations of theatre audiences, and the role of censorship will be considered, and the course will attempt to read through the plays to find the ‘marks’ of these influences.

Reading:
Janson: Bartholomew Fair, Volpone, The Alchemist; Every Man in his Humour, Eastward Ho!, Epicoene, or The Silent Woman; Shakespeare: Much Ado about Nothing, As You Like It, The Merchant of Venice, A Midsummer Night’s Dream, The Taming of the Shrew, Twelfth Night.

Introduction to Creative Writing
This course introduces students to some of the key concepts involved in creative writing, especially for those beginning to write. Students are introduced to writing practice in three different styles of writing (writing fiction; writing poetry and writing for the stage), and will explore how to differentiate between the approaches needed for each style. The course will help students to develop an awareness not only of the contexts into which they write, but some of the different techniques that can be used to grow their writing. The course further aims to develop understanding of creative writing in its literary contexts, using texts students may study elsewhere on their programme as examples. As such, this course ties students’ writing practice very closely to their reading practice, which they may find helpful in subsequent study in the wider field of English.

Reading:
Essential literary texts
Samuel Beckett: Collected Shorter Plays (London: Faber and Faber, 2006); Seamus Heaney: North (London: Faber and Faber, 2001); Virginia Woolf: Mrs Dalloway (1925), numerous editions, any will suffice.

Essential critical texts
English programme syllabuses

Introduction to English Language
This course introduces students to basic terminology and concepts in the study of the English language. Students get a general introduction to English linguistics, including phonetics and phonology (the study of speech sounds), morphology (the study of words), syntax (the structure of sentences), and semantics (the study of word and sentence meaning). The aim of the course is to give students a basic critical understanding of the theoretical notions used in these disciplines, as well as of the range and variety of approaches to them. The terms and concepts introduced in this course are of relevance to the study of literary texts in any of the English literature courses. Students who complete this course may also wish to take Varieties of English at Level 5, Language and Gender and/or Language and Media at Level 6.

Reading:

Literature of the Later Middle Ages
This course offers an introduction to English literature of the later Middle Ages, placed within a broad historical and cultural context. A diversity of genres, styles, dialects and literary traditions may be explored. Among topics which students may study are: social satire; the Arthurian tradition and uses of the Arthurian myth; shifts in literary technique, genre and attitudes toward women; myths of social and literary decadence; ideas of society and the individual; high and low culture; spirituality and secularity; chivalry and the figure of the knight; literacy and education; art and architecture; magic and the supernatural; medieval Scotland and the Scottish Chaucerians.

Reading:
Texts and authors which students may choose to study are: Chaucer, the Gawain poet, Malory, Henryson, the Breton lai, selected lyrics.

Renaissance and Restoration
This course offers an overview of English literature and literary culture in the period from the reign of Henry VIII (the lyric poets Thomas Wyatt and the Earl of Surrey) to the satirists and dramatists of the Restoration. Among topics which students may study are: women and writing in the early modern period; Jacobean drama; the origins of Elizabethan tragedy; literature of the Commonwealth; Restoration comedy; surveys of the period and other more specialist topics.

Reading:
Wyatt, Surrey, Castiglione, Machiavelli, Sidney, Spenser, Raleigh, Kyd, Marlowe, Shakespeare, Jacobean tragedy, Jonson, the Metaphysical poets, Milton, Dryden, Rochester, Restoration comedy, Bunyan, Locke, Hobbies, Apha Behn, Lady Mary Wroth.

Augustans and Romantics
This course draws together two periods of English literary history that have traditionally been seen in strong contrast, an antithesis which was frequently underscored by critical manifestos issued during the 18th and early 19th centuries. The course explores what appear to be the important continuities, but also considers distinctions, but also considers continuities that may exist between the two periods. Among topics which students may study are: prose and verse satires of the early 18th century; the emergent novel; attitudes towards the language of poetry; Romantic poetry; author-based studies.

Reading:
Authors whose work students may choose to study are: Swift, Defoe, Gay, Pope, Thomson, Richardson, Fielding, Sterne, Gray, Goldsmith, Sheridan, Blake, Wordsworth, Coleridge, Keats, Austen.

Victorians
This course considers a range of textual forms typical of the Victorian period, with reference to poetry, fiction and drama in the 19th century. The course will develop your understanding of change and continuity in the literary culture of the period, provide a context for the application of a wide range of critical approaches to the literature of the period, and enable you to handle with confidence a range of terms used in contemporary readings of Victorian literature such as ‘realism’, ‘naturalism’ and ‘Darwinism’. Among topics which students may choose to study are: the narrative poem; the social problem novel; the literary avocation of the woman’s role; Darwinism; faith and doubt; social unease; decadence; author-based studies.

Authors:
Authors whose work students may choose to study are: Thackeray, Hopkins, Mrs Gaskell, Tennyson, Dickens, Christina Rossetti, Hardy, George Eliot, Charlotte Brontë, Emily Bronte, Robert Browning, Elizabeth Barrett Browning.

Moderns
This course considers a range of textual forms typical of the modern and contemporary period, being concerned with poetry, fiction and drama in the 20th/21st centuries. The course will develop your understanding of change and continuity in the literary culture of the period, provide a context for the application of a wide range of critical approaches to the literature of the period, and enable you to handle with confidence a range of terms used in contemporary readings of 20th and 21st century literature (terms such as ‘modern’, ‘postmodern’, ‘postcolonial’ and so on). Topics which students may study are: the definition and function of terms such as ‘modern’, ‘modernism’, ‘postmodernism’; the effects of war and technological change on literary production; the link between art and politics; the proletarian novel; feminist drama; regional literatures (such as Scottish poetry or Caribbean novels); the fiction of empire; poetry of the First World War; postmodern fiction; author-based studies.
This course explores how and why language is used differently in a range of contexts. Students will examine the variation of spoken language in relation to region, gender, ethnicity, age and social class; students will see that individuals are able to shift their style of speaking from one situation to the next and we will explore the attitudes that people have towards different varieties of English. The course also examines a range of tools and methodological frameworks that linguists use to analyse both spontaneous spoken interaction, written media and advertisement texts/discourses. The questions that will be addressed may include the following: Do women and men speak differently? What is slang? How and why do adolescents speak differently from adults? What are the public stereotypes about speakers with ‘non-standard’ accents? What is Standard English? How do language choices influence the representation of social groups (e.g. women, asylum seekers) in the media? What are the language strategies employed by politicians? What is the difference between spontaneous talk and scripted drama/soap opera interaction? The course builds on theoretical knowledge and analytical skills developed in ‘Introduction to English Language’ at Level 4. Students who complete this course may also wish to take Language and Gender and/or Language and Media at Level 6.

Reading:

**American Literature**

This course introduces students to the diverse literatures and literary trends of the United States of America, from its early inception as a colonial project through to the present day, ranging across the 17th/18th/19th/20th and 21st centuries, and exploring the main concepts and contestations which have underpinned the evolution – and various re-shappings – of what has come to be known as ‘American’ literature. The main areas that will be covered in this course – which proceeds thematically rather than strictly chronologically – include: colonial visions of America; postcolonial/revolutionary and republican inventions of the nation, including Transcendentalism; Native American literature; culture and identity; the Frontier, the West and Manifest Destiny; regional literatures, including the Southern Gothic; constructions and treatments of race and ethnicity, including the literature of slavery, African-American writing, constructions of whiteness and white anxieties, Jewish-American writing; constructions of gender and sexuality, including writing by women, treatments of ‘masculinity’ and queer texts; and the impact of modernity and globalisation, especially within modernist/postmodernist American writing, including the ‘Lost’ and ‘Beat’ generations. Students will consider a range of genres (prose fiction, short stories, poetry, plays), and their connections to other creative mediums (especially visual cultures and music), and will be encouraged to explore a host of literary modes (Romanticism, Realism, Naturalism, Modernism, Postmodernism) as they have been constituted and contested in various American contexts.

**Authors:**

**Varieties of English**

This course introduces students to the diverse literatures and literary trends of the United States of America, from its early inception as a colonial project through to the present day, ranging across the 17th/18th/19th/20th and 21st centuries, and exploring the main concepts and contestations which have underpinned the evolution – and various re-shappings – of what has come to be known as ‘American’ literature. The main areas that will be covered in this course – which proceeds thematically rather than strictly chronologically – include: colonial visions of America; postcolonial/revolutionary and republican inventions of the nation, including Transcendentalism; Native American literature; culture and identity; the Frontier, the West and Manifest Destiny; regional literatures, including the Southern Gothic; constructions and treatments of race and ethnicity, including the literature of slavery, African-American writing, constructions of whiteness and white anxieties, Jewish-American writing; constructions of gender and sexuality, including writing by women, treatments of ‘masculinity’ and queer texts; and the impact of modernity and globalisation, especially within modernist/postmodernist American writing, including the ‘Lost’ and ‘Beat’ generations. Students will consider a range of genres (prose fiction, short stories, poetry, plays), and their connections to other creative mediums (especially visual cultures and music), and will be encouraged to explore a host of literary modes (Romanticism, Realism, Naturalism, Modernism, Postmodernism) as they have been constituted and contested in various American contexts.

**Authors:**

**Drama since 1860**

This course aims to provide students with historical and critical perspectives on the major thematic and stylistic developments in a selection of British, American and European drama between 1860 and the present day. The course encourages students to trace the relationship between the theory and practice of the dramatists listed and seeks to examine the way in which the choice of style or presentation, be it realism, expressionism or the avant-garde, might be seen to reflect the thematic concerns of their plays. The course will also encourage students to consider the relationship between the dramatic text on the page and play in performance, where appropriate.

**Authors:**
Ibsen, Strindberg, Shaw, Yeats, Eliot, Synge, Wilde, O’Casey, Lorca, Brecht, Beckett, O’Neill, Williams, Miller, Pinter, Osborne, Delaney, Hellman, Wandor, Gems, Orton, Churchill, Friel, Roche.

**Language and Gender**

This course aims to give a comprehensive introduction to the study of language and gender. We will examine how gender is reflected and constituted in language, that is, how women and men speak, how language is used to accomplish femininity and masculinity. Students will become familiar with a wide range of studies exploring the language used by women, men and children in a range of different contexts, including informal talk among friends and talk in work or public settings. The course encourages a critical engagement with both past and present approaches to the study of language and gender and draws on a range of different theoretical and methodological frameworks to show how gender and identity can be analysed in language.
Questions which will be addressed on this course include: Do women and men speak differently? How do men and women speak to their friends and to their colleagues at work? How does gender interact with other social variables such as ethnicity, class and age? In what way does language constitute a resource for the construction of (gender) identity?

The course builds on theoretical knowledge and analytical skills developed in Varieties of English at Level 5.

**Reading:**

**Language and the Media**
This course offers an introduction to a number of approaches in the analysis of media texts, and to a multi-modal perspective in the analysis of communication. Students will compare and analyse media and literary texts and genres, engaging with a broad range of examples, for instance newspaper texts, advertising, the language of film, language of television, and others. The course develops critical awareness of a variety of linguistic techniques for analysing media discourse types, and engages with the relationship between text and context.

The course builds on theoretical knowledge and analytical skills developed in Varieties of English at Level 5.

**Reading:**

**The Novel**
This course aims to provide students with some historical and critical perspectives on an evolving aesthetic form central to English studies. Focusing on both works originally written in English and ones in translation, the course surveys selected novels in three broad chronological groupings: 18th- and 19th-century realist novels; early 20th-century modernist novels; and finally a wide-ranging exploration of the major themes and characteristic narrative strategies associated with ‘anti-realist’ or ‘post-modern’ works of fiction.

The syllabus encourages students to consider some relevant theoretical questions on the nature of narrative and the role of the reader, together with critical writing on a variety of topics, ranging from mimesis to genre. Attention will also be given to narrative techniques, including characterisation, use of imagery, narrative voice, scene-making – the strategies of fiction whereby novelists develop individual structures that enable them to say something new in fictional terms.

**Reading:**
Dostoievsky: Crime and Punishment; James: The Turn of the Screw; Woolf: To the Lighthouse; Nabokov: Lolita; Robbe-Grillet: In the Labyrinth; Calvino: If On a Winter’s Night, A Traveller; Rushdie: Midnight’s Children.

**Postcolonial Literatures in English**
This course will examine the range of literature produced since 1947 in the regions of the world formerly under British rule. Students may study literature from the former ‘white Dominions’ such as Australia and Canada, as well as literature from Asia, Africa and the Caribbean and work produced by the various diasporas of Commonwealth origin within contemporary western societies such as Britain.

Among themes which may be studied are: representations of ‘the metropolitan centre’ and ‘the periphery’; disillusion with independence; problems of identity and cultural identification; exile and diaspora; neo-colonialism; the role of the intellectual and the artist; the subversion of the western literary form; the usages of the English language; problems and opportunities of the postcolonial woman.

**Authors:**
Achebe, Ngugi, Soyinka, Narayan, Desai, Aidoo, Harris, Brathwaite, Collins, Phillips, Atwood, Hulme, Head, Naipaul, Mo, Rushdie, Lovelace, Emecheta.
This course is concerned with the study of Shakespeare’s plays, undertaken roughly in the order in which they were written or performed, augmented by close analysis of the poetic means and theatrical conditions through which the playwright emerges. Looking at the plays alongside the theatres of Elizabethan London and the social politics of the period, the course will examine how language and drama evolve in Shakespeare’s craft, and the enduring nature of his art. The course will take in a range of early modern concerns, political, social, domestic, geographical and aesthetic, to explore the evolution of media – the written text and the theatrical production.

By the end of the course you should: have acquired a wide knowledge of the range and variety of Shakespeare’s work, of its evolution, and its place within Elizabethan dramatic culture; be able to identify in a range of plays or poems instances of particular themes, artistic patterns, conventions, or problems, and compare these varied instances; and be able to analyse and describe in close detail a range of ideas, techniques and themes in a passage selected from a set play.

You will be assessed according to your ability to: demonstrate writing skills and an appropriate conceptual vocabulary sufficient to enable lucid and persuasive critical arguments; respond to questions searching for knowledge of, comparison between, assessment of, and sensitivity to, a wide range of Shakespeare’s works; demonstrate close reading and interpretive skills responsive to specified aspects of ‘set play’ passages.

Reading:
Among texts to be studied are Titus Andronicus, Richard III, King John, Henry V, Troilus and Cressida, Measure for Measure, King Lear, Antony and Cleopatra, Pericles and The Winter’s Tale (from which six extracts will be drawn for Section A of the examination).

Please note: Students may refer to both the above list and Shakespeare’s other plays and his poems in their examination answers for Sections B and C. However, no answers are allowed on the plays listed for study in the courses Explorations in Literature (namely Hamlet and The Tempest) and Renaissance Comedy (namely Much Ado About Nothing, As You Like It, The Merchant of Venice, A Midsummer Night’s Dream, The Taming of the Shrew and Twelfth Night).
Stage 1: Foundation half courses

History and meanings
This course looks at how the understanding of historical time has developed in different societies, and how the interpretation and writing of history has evolved over the centuries.

State, society and the individual in the non-western world
This course looks at changes and continuities in the social framework and fundamental concepts of the non-western world during the 19th and 20th centuries. It focuses particularly on five main areas: the modernisation of the state; the re-ordering of society; the role of religion; the nature of the family and the role of women; the development of individualism.

British social and economic history 1945–97
This half unit will consider aspects of British social and economic history from 1945–97, and the focus will be on the basics necessary to help students understand the nature and workings of economies at the national level, and formation of economic and social policy by governments. This will be done through consideration of some of the recurring themes in modern economic and social history – growth, labour supply, overseas trade and national accounting. The course will also introduce students to aspects of social science and quantitative methods they may not have come across before, which are particularly relevant to 20th century history. A range of different authors and approaches within the field of economic and social history will be used to achieve this, to broaden students’ understanding of the interaction between economic and social policy and the well-being of the nation.

The camera never lies: film, photography and history in the twentieth century
The course draws on a rich source of online material and videos to consider the use of photographs as a source for the writing of history in the 20th century. It will also investigate how images and photographs have been interpreted by historians.

A problem during the 20th century has been the issue of image manipulation, in the context of contemporary use, and the problems this creates for the historian. The most obvious example of this relates to Joseph Stalin in the 1930s and 1940s. However, the rise of digital photography has generated its own problems. As well as still images, we will review the place of the historically themed film and documentaries in what the public considers as history. The course will look at the strengths and limitations of film as a way of conveying a historical message; and how films contemporary to historical events can be used for historical research and the teaching of history.

Stage 1: ‘Gateway’ full courses

The birth of western Christendom AD 300–1215
This course looks at the inter-relation of church, society and government in a key period of the evolution of Europe. The main themes are: the formation of the Christian Roman empire; the place of the Church in the new era of the early-medieval successor states; the role of Christianity in the transmission of culture; the empire of Charlemagne; the challenge to Christian Europe from the Vikings; the nature of kingly authority; and the revival of learning and literacy in the 12th-century Renaissance.

Republics, kings and people: the foundations of modern political culture
This course investigates the origins of our ideas about human rights and duties, revolution and democracy, consent and liberty, etc. A number of key writings are studied: ranging from Plato and Aristotle in the ancient world to Machiavelli, More, Hobbes, Locke and the Enlightenment in the transition from the early modern to the modern world. Analysis of the development of fundamental ideas about politics and society through these examples sharpens the mind and throws light upon the present in the perspective of the past.

The rich tapestry of life: a social and cultural history of Europe c. 1500–1780
This course aims to direct students to some of the most exciting writing in the recent social history of early modern Europe; to introduce students, week by week, to analytic concepts (space, gender, status, identity, etc.); and to familiarise students with primary source material. Topics covered will include masculinity, femininity, sexuality, violence, poverty, life and death, body and mind. The course does not purport to provide a complete coverage of social history in the period, nor indeed of European history between c. 1500 and 1780, and it draws on material from both Continental Europe and England.

Conflict and identity in modern Europe, c.1770–2000
This course highlights a range of major themes in (predominantly) European history from the French Revolution to the fall of the Berlin Wall. In studying specific events and developments, students will be introduced to more general concepts like revolution, constitutionalism, liberalism, nationalism, industrialisation, socialism, communism, fascism, parliamentary democracy and the welfare state. Exposure to different historical methods and conflicting interpretations will help students to hone their own analytical skills.
Stage 2: Group A full courses

From nation state to multiple monarchy: British history, 1485–1649

This course aims to provide a survey, largely political and religious, of the history of England from the accession of Henry VII to the execution of Charles I. Focusing mostly on England in the 15th and 16th centuries, it broadens to include Scotland after the Union of the Crowns in 1603. Wales and Ireland are also discussed where relevant to the main narrative. The principal themes considered are the political changes wrought by the successive dynasties of Tudors and Stuarts, and the opposition they aroused; the chronology and pattern of religious developments with the coming of the Reformation; the accession of James VI of Scotland to the English throne and its consequences; the impact of demographic, agrarian and commercial developments; the origins, outbreak and course of the ‘British civil wars’, concluding with the execution of the king and the abolition of the House of Lords.

British history 1770–1990

Is Britain a class-ridden society? Why does Britain still have its royal family? Is Britain culturally closer to Europe or to America? Could Britain’s decline after 1945 have been averted? This course is essential for anyone wishing to understand the political, social and cultural make-up of modern Britain. It offers a broad survey of modern British history, from the reign of King George III through to the fall of Mrs Thatcher in 1990, through the prism of five underlying themes: politics, society, culture, gender and national identities. In doing so it seeks to guide students through the formative events of modern British history, and introduce them to the main historical controversies and debates. Among topics covered are: British reactions to the French Revolution, Victoria and the re-invention of the British monarchy, the rise (and fall?) of the Labour Party, the Irish question, Appeasement in the 1930s, the impact of two world wars on 20th-century Britain, and the legacy of the ‘Swinging Sixties’. Take this course to learn why the future Napoleon III served as a British police constable in 1848, to discover which Victorian premier roamed the streets at night to carry out ‘rescue-work’ with prostitutes, to understand who or what a ‘flapper’ was, and to find out why feminist activists lobbed flour-bombs at Bob Hope in 1970. Or simply take this course to better understand the complexities of the society in which we live today.

Modern times: international economic history c.1901–1990

This course covers the economic developments affecting the UK and the wider world in the 20th century. The first term is devoted to the UK; topics covered include the Edwardian period and the First World War, the long post-1945 boom; the problems of the 1970s and 1980s; and the Major and Blair years. The second term covers the same period, but extends the discussion to cover the wider developments in the world economy, with particular reference to the ending of free trade and the rise of economic protection in the 1930s, and the factors making for the reconstruction and revival of the world economy since 1945, culminating in the recent performance and problems affecting the world economy since the 1980s.

Stage 2 and 3: Group B full courses

The Crusades and the Eastern Mediterranean 1095–1291

The triumph of the First Crusade (1099) resulted in the establishment of a Latin Christian community in the Levant for almost 200 years. This course is primarily concerned to examine how the settlers maintained their hold on a region which was spiritually, economically and politically important to the Byzantine empire and the Muslim world as well. The reaction of these groups to the Crusades and the development of their relationship with the settlers is an integral part of the subject. The ‘jihad’ became the channel for Muslim opposition and the Latins discovered that their own resources were insufficient to meet this threat and they appealed for help to Western Europe. The response and the consequences of this reaction for settlers’ tenure of the Holy Land will be analysed. The Frankish way of life will be studied; and its institutions, the economic position of the Christian settlements, the role of women, and whether the Latin states represent an early form of western colonialism will be...
discussed. The preaching and preparation of crusading expeditions, the evolution of the crusading idea, crusading warfare and criticism of crusading will also be studied. The course will utilise a variety of primary material from European, Byzantine, Muslim and Syriac sources in translation.

**Experience, culture and identity: women’s lives in England 1688–c.1850**

This course examines the mental and material world of English women in a period of rapid social, economic and cultural transformation. It exploits the wealth of secondary literature which has appeared on the subject in recent years, and evaluates the dominant interpretations of continuity and change in women’s history. Attention is focused on the diversity of roles women played, the changing scope of female experience and the different languages available to articulate that experience. Topics covered include: love and marriage, sexuality, masculinity, divorce, motherhood, work, consumerism, material culture, print, polite culture, feminism, politics and religion. Students will be encouraged to engage critically with the categories, modes of explanation and chronology of recent women’s history.

**Ethnicity, identity and citizenship in modern British life**

This course provides a comprehensive introduction to the history and functioning of multi-ethnic Britain. It covers the history of immigration and settlement of minorities and explores contemporary issues which concern Black and Asian groups. Students will re-examine their own identity to understand immigrant experience and ethnic conflict. The ways in which racism and ethnicity have affected Britain and the effectiveness of public policy are covered. Ethnic groups’ reaction to British society is considered.

**Modern political ideas**

The course examines the main currents of political thought in modern European and world history from Rousseau to the present, e.g. the 18th century and the French Revolution; Commercial society and its enemies (Hume, Smith, Rousseau); the French Revolution (Paine, Wollstonecraft); reactions to the revolution (Hegel); the 19th century, early socialism (Owen, Fourier, Saint Simon); Tocqueville and the American model; Marx and communism; Mill and liberalism; Nietzsche and modernity; Bakunin and anarchism; the 20th century – anti-imperialist theorists (Fanon, Gandhi); Orwell and dystopia; green political theory.

**Stage 3: Group D and E full courses**

**Blasphemy, irreligion and the English Enlightenment 1620–1720**

This course examines the intellectual and political consequences of the radical ferment (both popular and philosophical) of ideas spawned in the English Revolution of the 1650s. The course texts include clandestine manuscripts, like the subversive ‘Treatise of Three Imposters’ which argued that Moses, Mahomet and Christ were all religious frauds, and printed works by critics like James Harrington, Thomas Hobbes and Charles Blount.

The primary objective will be to study the antireligious, heterodox and openly irreligious components of the Republican attack upon Christianity. The second line of enquiry will explore how the attack on Christianity of the 1650s developed into a systematic rejection of all revealed religion in the later 17th century. Attention focuses upon arguments that set out to destroy the authority of the priesthood and to reject the authenticity of the Bible, as well as their accounts of ‘other religions’ like Islam and Judaism, which were used to criticise Christianity.

**The clash of powers and cultures: Sino-American relations during the Cold War**

This course examines the ups and downs in Sino-American relations during the Cold War. It looks at how and why Communist China and the United States were transformed from hostile enemies in the 1950s and early 1960s into tacit allies by the late 1970s. Events to be covered include their direct and indirect confrontations over Korea, Taiwan and Vietnam; the role of the Soviet Union in their changing relationship; and their divergent policies towards such issues as Third World revolutions, nuclear weapons and international trade.

At a thematic level, the course will consider how ideology, personalities, domestic considerations, cultural stereotypes and alliance politics influenced their respective policies and the dynamics of their interactions. Students are expected to approach the subject not only from the American perspective but also from the Chinese one, by exploring both western and Chinese (translated into English) primary sources, such as diplomatic documents, memoirs, public speeches, newspapers and political cartoons. By placing Sino-American relations in the wider domestic and international contexts, this course will enhance our understanding of how the two great powers – and two different cultures – shaped, and were shaped by, the global Cold War.

**Martin Luther King and the Civil Rights Movement in the USA**

‘Martin didn’t make the movement, the movement made Martin’ noted veteran civil rights activist Ella Baker. Baker’s perceptive comment goes to the very heart of contemporary historiographical debates. On the one hand, scholars have increasingly viewed the mass movement for Black civil rights in the United States between the 1940s and 1970s as a grassroots phenomenon that was rooted in local communities and based upon local leadership and local needs.

On the other hand, scholars still emphasise the vital national leadership role played by Martin Luther King Jr, in the Black struggle, particularly from the 1955 Montgomery Bus Boycott to King’s assassination in Memphis, Tennessee, in 1968. This course looks at both strands of this scholarship and seeks to assess the dynamics of the movement at both local and national levels, and examine the
tensions that often existed between them, by using a wide range of written, spoken and visual sources.

### Politics and society in Palestine from c.1900 to 1948

This course looks at the interaction of politics and society in Palestine from the late Ottoman period until the establishment of the state of Israel. What was the impact of the politics of the West upon society in Palestine in the late Ottoman period? How did different social and religious groups react? What were the different interpretations of Zionism? What can we learn from the documents about them? Another theme we examine from studying the texts is the struggle of the British to control the situation and build a state in Palestine. How did the Arabs respond? We look at the forms of modern organisation and ideology they used and the problems of Arab identity and nationalism at both the local and regional levels. Texts written by both Arab and Jewish women are examined to compare their role in political and social developments. The changes generated by the world wars are a further theme, and include the debate on the impact of terrorism, as well as the effect of the growing involvement of America.
Philosophy programme syllabuses

Introduction to philosophy
An introduction to the subject matter and methods of philosophy by means of a study of certain fundamental philosophical problems and texts. Included here will be: the problem of free will and determinism, the nature of the self, arguments for equality and the foundations of knowledge.

Logic
This course is broadly concerned with the philosophical questions that arise from logic. Topics included are: truth, conditionals and validity, reference, necessity, vagueness, as well as a number of issues addressing the relationship between natural language and logic.
(Please note: it is advised that students acquire some background in elementary formal logic either while doing this course or before attempting it.)

Epistemology
An investigation of the problems of analysing knowledge, and dealing with the challenge of scepticism.

Greek philosophy: Plato and the pre-Socratics
The interpretation of the extant fragments of pre-Socratic philosophy and a selection of Plato’s dialogues including (but not limited to) The Republic, Symposium, Theaetetus, Phaedo, Philebus and Parmenides.

Ethics: historical perspectives
An exploration of the history of moral philosophy, including the views of Plato, Aristotle, Hume, Kant and Mill.

Modern philosophy: Descartes, Locke, Berkeley and Hume
Study of the main metaphysical, logical and epistemological views of Descartes, Locke, Berkeley and Hume.

Metaphysics
An exploration of the main questions of metaphysics, including those raised by the nature of substance, problems of identity and individuation, as well as issues involving time, causation and universals.

Methodology: induction, reason and science
An investigation of explanation generally, and in science, as well as the problems of induction and confirmation.

Greek philosophy: Aristotle
The study of the broadly metaphysical, logical and epistemological doctrines of Aristotle. Works covered include Physics, On God, On the Soul, Categories, Posterior Analytics and Metaphysics.

Ethics: contemporary perspectives
An investigation of central questions in moral philosophy, including such issues as: the metaphysical status of moral value, morality and truth, theories of the good, moral relativism and moral conflict, consequentialism and moral accountability.

Modern philosophy: Spinoza, Leibniz and Kant
Study of the main metaphysical, logical and epistemological views of Spinoza, Leibniz and Kant.

Continental philosophy: Hegel, Schopenhauer and Nietzsche
The main doctrines of post-Hegelian philosophers, Schopenhauer and Nietzsche.

Philosophy of mind
An exploration of the problems raised by intentionality, consciousness and action. Issues covered include: the relationship of the mind to the physical world, the understanding of subjectivity and the nature of human action.

Philosophy of language
An exploration of the notion of meaning as well as an investigation into the more detailed problems arising from the study of natural language. Included are topics such as: metaphor, reference and the nature of rules of language.

Political philosophy
The study of the history of political philosophy as well as an investigation of contemporary issues. Included in the historical part of the course are works by Hobbes, Locke, Rousseau, Hegel, Marx and Mill. Contemporary issues involve topics such as political authority and the state, democracy, liberalism, distributive justice, and markets and capitalism.

Aesthetics
An investigation of problems such as: the nature and value of art, aesthetic judgement, representation, expression and interpretation. Included will be a historical approach to these issues involving writers such as Plato, Aristotle, Kant, Nietzsche and Collingwood.

Philosophy of religion
The overall aim of this course is the philosophical scrutiny of the claims of religious believers and those made on behalf of the major religious traditions. Specific topics include: arguments for God’s existence, an investigation of religious language, the nature of religious experience and the issue of the soul and immortality.

Dissertation
A dissertation of 7,500 words on an agreed topic. You will receive feedback on a one-page outline (consisting of a working title, a summary of the main sections of the dissertation, and a short bibliography), and comments on a complete draft, if required.
Theology programme syllabuses

Introductory (Level 4) courses

Introduction to the Old Testament
A study of selected texts from the Pentateuch and the Former and Latter Prophets. The texts have been selected to cover the most essential aspects of the geography, history, writing and literature of the Old Testament.

Selected texts:
Genesis 1–11; Exodus 1–15; Deuteronomy; 1 and 2 Kings; either Amos or Hosea; either Ezekiel or Deutero-Isaiah; either Haggai or Zechariah 1–8.

Introduction to the New Testament
(i) The purpose and theology of each of the Synoptic Gospels, with particular reference to the prescribed texts;
(ii) Paul’s theology, with particular reference to the prescribed texts;
(iii) 1 Peter, James, Hebrews.

Attention should be given to:
• careful exegetical study of the texts, using at least one major commentary per text
• study of relevant texts other than those prescribed
• evaluation of modern scholarly discussion of the texts and principal topics relevant to the syllabus.

Set texts to be studied in English:

Christian doctrine
A systematic study of three central themes in contemporary Christian theology:
(i) Christology – such issues as: the relationship between theological claims regarding Christ and Jesus of Nazareth as a historical figure; the consciousness of Jesus and its theological significance; the normativity of otherwise of the Chalcedonian definition; the designation of Jesus as sinless; claims about the divine and human nature of Jesus Christ; Spirit Christology.
(ii) Trinity – such issues as: how the doctrine of God as three-in-one can be elucidated and grounded; the connections between a Trinitarian understanding of God and the concept of Christian revelation; psychological and social analogies for the Trinity; the proper use of the term ‘person’ in Trinitarian theology; the doctrine of the Holy Spirit; the filioque controversy; the ongoing significance of early Church debates regarding the nature of God.
(iii) Atonement – such issues as: the strengths and weaknesses of such metaphors as ‘sacrifice’, ‘satisfaction’, ‘victory’; the truth status of metaphorical language in soteriology; the coherence or otherwise of the idea that God suffers, with reference to its Trinitarian implications; issues about universal salvation; Christian salvation and human liberation.

Attention should be given to:
• how Christian thought on these three topics developed during the early Christian centuries,
• the connections between doctrines and their socio-cultural settings,
• the interrelationships between the three different topics,
• the methods and criteria deployed in the development of theological positions.

Philosophy of religion
A study of the main problems in the philosophy of religion, including such topics as: the proofs of God’s existence; the justification of religious belief; religious diversity; the divine attributes, miracle, prayer, eternal life; the problem of evil.

Church history: Reformation and society c.1450–c.1600
An examination of attempts at religious reform in Europe during the 16th century, which includes both reform of the Church and religious life, as well as reforms of society inspired by religious belief. The term ‘Reformation’ is understood as applying to both Protestant and Catholic movements of reform.

Topics covered will include: later 15th-century desire for reform; late medieval popular belief; and links between reform of social and religious life, Christian humanism and its influence; evangelical movements precipitated by Luther, Zwingli, the Anabaptists and Calvin; the magisterial and radical Reformations, their religious and social implications and the response of different social strata to them; the Papacy and Papal authority, Catholic evangelism, Catholic Reformation and Counter-Reformation; Church, state and politics, including the Reformation in England.

Christian ethics for Philosophy, Religion and Ethics students
(i) The philosophical background in relation to:
   The nature of humankind: the Christian account of human nature compared with other theories; the worth of persons and the value of human life; the nature of conscience; the freedom of the will.

   The nature of human acts: the relation of acts to consequences; acts and omissions; the principle of double effect; deontological and teleological accounts of right action.

(ii) The characteristics of Christian ethics in relation to the basic Christian doctrines concerning God, humankind and society.

(iii) A consideration of selected contemporary moral problems in the light of the foregoing.

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## Level 5 courses

### Foundations in Biblical Hebrew
Translation, grammar (including parsing of words and phrases) and exegesis of a set portion of the Hebrew text of the Old Testament.

### New Testament Greek
Translation, grammar (including parsing of verbs and nouns) and syntax of set portions of the Greek New Testament.

### Christian ethics
Please note: the syllabus for this course is the same as for Christian ethics for Philosophy, Religion and Ethics students but the examination will be marked to Level 5 standard.

### Islam
A mainly historical study considering both traditional and radically novel views on the origins of Islam; the beginnings of Islamic theology and law; the doctrines of the sects, especially those of Shi’ism; the development of philosophy, and, in particular, mysticism; the rise of Islamic modernism and reformism; and contemporary practices.

### Religion and science

(i) The history of the relationship between religion and science in the Medieval period (including Ptolemy), the Renaissance period (including Copernicus and Galileo), the Enlightenment period (including Newton) and the 19th century (including Darwin).

(ii) Contemporary and philosophical issues. Cosmology and the anthropic principle, quantum physics, chaos theory, Neo-Darwinism, genetic engineering and cloning. The aims and processes of religion and science (including Popper and Kuhn), and the relationship between religion and science.

### Sacrifice, praise and wisdom
The course is designed to build upon and develop the student’s existing awareness and understanding of the field of Old Testament scholarship by studying three core texts not addressed in the Introduction to the OT course: Leviticus, Psalms and the wisdom literature.

Leviticus will be examined from a literary, theological and sociological perspective, drawing out its unique contribution to the Pentateuch. Psalms will be investigated from a historical and theological perspective, introducing the student to what is known about worship in ancient Israel and to some of its theological distinctiveness.

Finally, the wisdom texts of Proverbs, Job and Ecclesiastes will allow students to explore the limits of wisdom as a genre and to reflect on its contribution to timeless questions like the meaning of life, suffering and whether God is good.

Please note: students are required to have already passed Introduction to the Old Testament.

### Theology and atheism
An examination of the relations (connections, dependences, influences, parallels, interpretations, misinterpretations, etc.) that exist between atheism and Christian theology. Topics covered will include:

- Nietzsche’s view of the death of God and the genealogy of morality and religion
- Freud’s account of religion
- George Eliot’s view of religion and ethics
- Feuerbach’s view of religion and anthropology
- Michael Buckley’s account of the emergence of atheism from the debates and apologetics of the early modern period
- The assumptions and arguments of the ‘new atheism’
- Charles Taylor’s treatment of ‘the secular’ and the emerging cultural context.

## Level 6 courses

### Advanced Biblical Hebrew
A detailed study of selected portions of the Old Testament in Hebrew. The primary emphasis is the exegesis of the texts, but attention will also be paid to textual and philological questions.

**Set texts:** Exodus 1–15; Proverbs 1–9

### Romans in Greek
The whole epistle should be studied in English, with Chapters 1–11 and Chapter 13 (verses 1–7) to be studied in Greek.

### Johannine writings in Greek
A study of the Fourth Gospel and the Johannine Epistles in English, with special reference to the Greek text of John 1–12, and 1, 2 and 3 John.

### Liturgical studies
A general introduction to liturgy, with particular emphasis on the principles underlying the various changes in worship and the liturgical movements.

Topics will include the following: a general introduction to the principles of worship; prayer, covenant, sacrifice, symbolism; the Jewish background; the evolution of forms of worship and the Christian calendar; corporate worship and private devotion in the Middle Ages; worship during the Reformation; the Books of Common Prayer; the modern liturgical movement, Roman Catholic and Reformed; modern revisions of the Book of Common Prayer.
The theology of Christian-Jewish relations

Perhaps for the first time since the 1st century CE, Christians have begun to develop a positive relationship to Jews that replaces the ‘theology of contempt’ which treated Judaism as part of the pre-history of Christianity. The Holocaust (Shoah) prompted Christian self-examination, and some Jewish scholars have begun to develop a reciprocal, positive approach to the Christian Church.

This course will examine central questions in this theological dialogue: issues in the parting of the ways in the 1st century; Rabbinic Judaism and Torah-centred life; how to handle the presence of anti-Jewish sentiments in the New Testament; issues in the theology of supersessionism and the Christian theological negation of Judaism; recent Christian theological approaches to Jewish identity and corresponding proposals from Jewish scholars; Franz Rosenzweig and the theology of a conjoined mission of Jews and Christians; issues in Jewish self-definition and unfinished issues faced by both traditions.

Buddhism

A survey of the main features of Buddhism as a world religion, with the emphasis on Indian Buddhism: early Buddhist doctrinal teachings in their religious context; the Buddhist community and monasticism, the scholastic Abhidhamma tradition, and sectarian developments. Mahayana Buddhism as a later form of Buddhism: the changing emphases on the teachings, especially the role of the bodhisattva. Key features of Buddhism in Tibet (including Vajrayana), China and Japan; and modern developments in Sri Lanka.

The tasks of life: Pascal, Kafka, Weil and Levinas

This course will examine four significant thinkers – Blaise Pascal, Franz Kakfa, Simone Weil and Emmanuel Levinas – who are linked by a shared sense that our knowledge of ourselves, God and our purpose is difficult and tentative, best lived rather than thought, and glimpsed in fragments rather than grasped through extended metaphysical narratives.

It will examine the distinctive features of these thinkers in relation to the constraints, possibilities and flourishing of human life, and how they view human life in relation to God, religion and ethics. It will engage in a critical and comparative evaluation of the distinctive features of the four writers, their religious anthropology and the contribution of their religious background to their thought. Among the topics covered will be:

- Pascal’s Augustinian approach to sin, boredom and diversion; the three orders of body, mind, heart in relation to the world and God; God known through religious experience; the challenge of deism and atheism; the hidden God and revelation.
- Kafka’s stories as metaphysical parables and their diverse interpretations; possible religious background to his thought; cruelty and religion; modernity and religion; alienation and judgement in a secular context.
- Weil on Plato’s myth of the Great Beast and the allegory of the Cave; how the world expresses divine goodness and beauty, yet is harsh towards humans; divine kenosis and creation; beauty, love of neighbour and religious rituals as implicit ways of loving God.
- Levinas on responsibility for the other; the centrality of ethics and religion; the Jewish meaning of suffering; comparison of Judaism and Christianity on suffering, responsibility and mercy; ‘universalising’ Judaism.

Christian-Muslim relations

This course presents the ways in which Islam has responded to the religious ‘other’, and specifically Christianity, from its origins to modern times. It shows the significance of the figure of Jesus/Isa in Islam; examines how the impact of modernity on Islam has affected its attitudes to Christianity and Christians; addresses central issues of doctrinal disagreement between the two religions from a theological perspective; engages with Christian thoughts on Islam; and appreciates the contemporary context of Christian-Muslim relations in Europe today.

Dissertation

A dissertation of 8,000–10,000 words on an agreed topic. Students will receive feedback on a one-page outline (consisting of a working title, a summary of the main sections of the dissertation, and a short bibliography), and comments on two complete drafts if required.
Computing programme syllabuses

Level 4 courses

**Mathematics for computing**

Number systems; sets and subsets; set algebra; symbolic logic and logic gates; sequences; summations; elementary counting principles; probability; relations and functions; matrix algebra; systems of linear equations; introduction to the theory of graphs and digraphs.

**Assessment:** One three-hour unseen written paper.

**Information systems: foundations of e-business**

The challenge of applying IT successfully; basic concepts for understanding systems commerce; business processes; information and databases; communication, decision making, and different types of information systems; product, customer and competitive advantage; human and ethical issues; computer hardware; software, programming and artificial intelligence; networks and telecommunications; information systems planning; building and maintaining information systems; information system security and control; the future of information systems; customer relationship management.

**Assessment:** One three-hour unseen written paper and coursework.

**Creative computing 1: image, sound, motion**

The Bauhaus; History of mathematics and computing in creativity; Multimedia; Point, Line, Plane; Trigonometry 1; Animation 1; Bits and pixels; Motion 2; Perspective, projections and affine transformations; Open GL; Genetic programming; Simulation; filters and special effects.

**Assessment:** One three-hour unseen written paper and coursework.

Level 5 courses

**Database systems**

Introduction to database systems (motivation for database systems, storage systems, architecture, facilities, applications). Database modelling (basic concepts, E-R modelling, schema derivation). The relational model and algebra, SQL (definitions, manipulations, access centre, embedding). Physical design (estimation of workload and access time, logical I/Os, distribution). Modern database systems (extended relational, object-oriented). Advanced database systems (active, deductive, parallel, distributed, federated). DB functionality and services (files, structures and access methods, transactions and concurrency control, reliability, query processing).

**Assessment:** One three-hour unseen written paper and coursework.

**Software engineering, algorithm design and analysis**

This course provides an introduction to software engineering, algorithm design and analysis. The main topics include: Software design in UML: use cases, class modelling, objects and links, aggregations and dependencies, activity diagrams, state-charts; principles of good software design, software development life-cycle, the role of design and modelling in software development; software verification and validation; project management and planning; case studies and software horror stories. Abstract data types, design patterns, algorithmic issues, complexity theory, the application and implementation of common data structures in Java.

**Assessment:** One three-hour unseen written paper and coursework.

Level 6 half courses

**Artificial intelligence**

Knowledge representation, propositional and predicate calculus; problem solving: state-space search; breadth-first and depth-first search; planning; natural language; expert systems; philosophy of AI.

**Assessment:** One two-hour 15-minute unseen written paper and coursework.

**Neural networks**

The artificial neuron; network architecture; perceptrons. Single layer networks; supervised training in batch and individual mode. Multilayer feedforward networks; backpropagation; momentum. Counterpropagation networks; unsupervised training; initialisation of weights. Statistical methods; Boltzmann training. Feedback networks; Hopfield nets; energy; training. Applications. Additional software requirements: recommended that some neural nets software is obtained (e.g. MATLAB).

**Assessment:** One two-hour 15-minute unseen written paper and coursework.
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<th>Course Title</th>
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<tr>
<td>Information systems management</td>
<td>An introduction to the various facets of information systems management to help students understand the importance of non-technical issues. The importance of close integration between business and IS planning will be stressed. The topics include: information security and safety critical systems; data protection legislation; Computer Misuse Act and other relevant legislation. Ethical and professional issues. Strategic planning of IS; evaluation of IS investments.</td>
<td>Assessment: One two-hour 15-minute unseen written paper and coursework.</td>
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<tr>
<td>Electronic commerce</td>
<td>This course is designed to familiarise students with current and emerging electronic commerce, technologies using the internet. Subject areas will include 'Internet technology for business advantage', 'Web-based tools for electronic commerce', 'Electronic payment systems', 'Strategies for marketing', 'Sales and promotion', 'Internet security', 'International, legal, ethical and tax Issues'.</td>
<td>Assessment: One two-hour fifteen minute unseen written paper and coursework.</td>
<td></td>
</tr>
<tr>
<td>Data compression</td>
<td>Minimum redundancy coding; data compression and information theory; adaptive Huffman coding; arithmetic coding; statistical modelling; dictionary-based compression; sliding window compression; LZ778 compression; speech compression; graphics compression; fractal image compression.</td>
<td>Assessment: One two-hour 15-minute unseen written paper and coursework.</td>
<td></td>
</tr>
<tr>
<td>Computer security</td>
<td>Passwords; access controls; symmetric and asymmetric encryption; confidentiality; authentication; integrity; nonrepudiation; availability; hash functions. Security for electronic mail, IP, web, databases, distributed systems. Standards.</td>
<td>Assessment: One two-hour 15-minute unseen written paper and coursework.</td>
<td></td>
</tr>
<tr>
<td>Introduction to natural language processing</td>
<td>This course combines a critical introduction to key topics in theoretical linguistics with hands-on practical experience of developing applications to process texts and access linguistic resources. The main topics covered are accessing text corpora and lexical resources; processing raw text; categorising and tagging; extracting information from text; analysing sentence structure.</td>
<td>Assessment: One two-hour 15-minute unseen written paper and coursework.</td>
<td></td>
</tr>
<tr>
<td>Interaction design</td>
<td>This course examines the notion of 'interaction with technology' with a focus on the design concepts of modern user experience design and production. It begins with a grounding in the specification, design, prototyping and evaluation of advanced interactive systems, with an introduction to HCI and a short history of the field. An overview of design approaches follows. Human/user attributes and requirements, and interaction paradigms, looks at the human in HCI and available types of interaction. Usability requirements/usability engineering are discussed in the context of a number of specific design approaches and techniques, requirements and issues. Design guidelines and standards, accessibility requirements and issues involved in designing for specific populations (globalisation and internationalism) follows. Finally, information on current interaction design questions and approaches for new and emerging technologies and paradigms provides an exposition of real-world applications and sectors where interaction design is relevant.</td>
<td>Assessment: One two-hour 15-minute unseen written paper and coursework.</td>
<td></td>
</tr>
<tr>
<td>Introduction to natural language processing</td>
<td>This course combines a critical introduction to key topics in theoretical linguistics with hands-on practical experience of developing applications to process texts and access linguistic resources. The main topics covered are accessing text corpora and lexical resources; processing raw text; categorising and tagging; extracting information from text; analysing sentence structure.</td>
<td>Assessment: One two-hour 15-minute unseen written paper and coursework.</td>
<td></td>
</tr>
</tbody>
</table>
Undergraduate study in Humanities

Entrance requirements

BA and Diploma of Higher Education programmes

You must:
- normally* be aged 17 or above by the 30 November in the year of registration and
- meet our general entrance requirements and
- meet any specific programme requirements where applicable and
- meet our English language requirement. We may require a test of proficiency in English

Certificate of Higher Education programmes

You must:
- normally* be aged 18 or above by the 1 September in the year of registration and
- have passed at least three separate subjects at GCSE/GCE O level, with grades A to C or the equivalent and
- meet any specific programme requirements where applicable and
- meet our English language requirement. We may require a test of proficiency in English

*Applications will be considered from applicants who do not meet the normal minimum age requirement for admission. Each application will be considered on an individual basis, and the decision taken at the discretion of the University of London.

Specific programme requirements

BA and Diploma of Higher Education in English

Including when English is to be studied as a major or minor through one of our Combined Degree Scheme programmes, you must: have a competence at least equivalent to a pass in the UK GCE A level in English.

Combined Degree Scheme with Computing and Information Systems as a minor

You must: demonstrate competence in Mathematics at least equivalent to UK GCSE/GCE O level at grade C or above.

Combined Degree Scheme with Computer Science or Computing and Cognition as a minor

You must: demonstrate competence in Mathematics at least equivalent to UK GCSE/GCE O level at grade B or above.

Useful web links:

For full details on how to meet our entrance requirements, including further information on our general entrance requirements, UK GCSE/GCE O and A level equivalents, specific programme requirements and English language requirements you should visit: londointernational.ac.uk/courses/search
Directory of Institutions: londointernational.ac.uk/onlinesearch/institutions

Accreditation of prior learning (APL)

If you satisfy the entrance requirements for the degree you have chosen and are suitably qualified, you may be able to apply for APL from up to four courses. APL is awarded on an automatic or discretionary basis.

The application deadline for APL is 01 October, although we advise you to apply as early as possible.

Please note, there is no APL given from the Diplomas in Philosophy and Theology, or the Certificates in English, Theology and Philosophy, Religion and Ethics. Similarly, there is no APL from BA English Level 5 or Level 6 courses.

For further information please see: bit.ly/humanities-apl
Application and registration process

Getting started
You must apply online at: londoninternational.ac.uk/courses/search
If you intend to study at an institution then you are advised to contact them before submitting your application.
Please read the ‘Guidance notes for applications’ before you complete your application.

Stage 1
Submit your online application form and application fee. Please note the application fee is non-refundable.

Stage 2
Submit your documentary evidence. This can be done online when submitting your application or at a later stage. Please see: londoninternational.ac.uk/applications-admissions/how-apply/documentary-evidence
Please do not send original documents.

Stage 3
We will contact you by email with one of the following:

Offer letter: if you meet our entrance requirements and we have seen all required documentation then we will send you an offer letter.

Request for further information: we might require further documentation/information before we can confirm if you meet our entrance requirements.

We have referred your application to the Admissions Panel: if you do not automatically meet our entrance requirements then we will refer your application to the Admissions Panel for individual consideration. The Admissions Panel will consider qualifications which are not published under the Qualifications for Entrance Schedule, incomplete qualifications and substantial relevant work experience. If we cannot accept you with your current qualifications and experience then we will advise you on what qualifications you could take in order to meet our entrance requirements in the future.

Stage 4
Complete the online registration. We explain how to do this in the offer letter.

Stage 5
Start your studies. Once you register you will be given access to the VLE. We will also send you additional study materials to your correspondence address.

Hong Kong and Singapore
Applicants living in Hong Kong or Singapore can apply directly through:
The University of Hong Kong
School of Professional and Continuing Education (HKU SPACE)
University of London International Programmes Admissions Unit
3/F, Admiralty Centre
18 Harcourt Road
Hong Kong
RELC Examinations Bureau
30 Orange Grove Road
Level 3 RELC Building
Singapore 258352

Useful information for applicants
Submit your application even if you are waiting to sit an examination or to receive examination results. We can begin to process your application without all the evidence, although we will not be able to give you a final decision until all the necessary documentation has been received.

If you are unsure about whether or not you meet our entrance requirements then we might be able to advise you on this before you submit your online application. However, due to our increased workload we are unable to provide this advice between 1 September and 30 October of each year.

Applications are valid for three years.
# Fees

## Fees payable to the University

The fees given opposite are for 2016–2017, do not reflect year-on-year increases and assume completion in the minimum study period. Fees are subject to annual review. The University reserves the right to amend previously announced fees, if necessary. All fees must be paid in pounds sterling and can be paid online via the student portal using a credit/debit card (Visa, MasterCard), by Western Union Quick Pay, banker’s draft/cheque or international money/postal order, made payable to ‘The University of London’. Details regarding when you need to pay your fees are given on our website: londoninternational.ac.uk/fees

### Dates for 2016–2017 academic session

- **English**
  - Application fee (non-refundable): £84
  - Initial registration fee: £1,257
  - Continuing registration fee: £823
  - APL application fee (full course): £89
  - Examination fee (per full course): £250
  - TOTAL BA: £5,987
  - TOTAL DipHE: £4,164
  - TOTAL CertHE: £2,341

- **Theology**
  - Application fee (non-refundable): £84
  - Initial registration fee: £794
  - Continuing registration fee: £453
  - Examination fee per course: £254
  - Dissertation fee (BD only): £425
  - TOTAL BD: £5,003
  - TOTAL DipHE: £3,363
  - TOTAL CertHE: £1,894

- **Philosophy**
  - Application fee (non-refundable): £84
  - Initial registration fee: £795
  - Continuing registration fee: £450
  - Examination fee (per full course): £250
  - TOTAL BA: £4,779
  - TOTAL DipHE: £3,329
  - TOTAL CertHE: £1,879

- **Introduction to philosophy (individual course)**
  - Application fee (non-refundable): £84
  - Composite fee (Registration and one examination entry): £450
  - TOTAL: £534

- **History**
  - Application fee (non-refundable): £84
  - Initial registration fee: £794
  - Continuing registration fee: £453
  - Examination fee (per full course): £254
  - APL application fee (full course): £89
  - Double course fee (Group C): £2,038
  - TOTAL BA: £13,278

  - **The History course fee includes the exam fees.**
  - **The cost of £13,278 for the History degree is the same whether you take 3 years or 8 years to finish the degree.**

- **Combined degrees**
  - Annual fee (all students): £841
  - English (per course): £303
  - Computing (full course): £303
  - Computing (half course): £152
  - Philosophy (per course): £214
  - Theology (per course): £240

### How much will my programme cost?

Fees are subject to annual revision and typically may be increased by up to 5% per annum. The full list of annual fees for the programmes will be published on the Student Fees web page once confirmed, please visit: londoninternational.ac.uk/fees

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*The application handling fee is valid until the application closing date, 1 October 2016.

The registration fee is valid until the registration closing date, 30 November 2016.

The continuing registration fee is valid and payable between 1 March 2016 and 1 November 2017.

The examination fees apply to students entering the 2016 examinations and are payable between 30 November 2016 and the examination entry deadline date, 1 February 2017.

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Armed Forces

Students who are members or ex-members of the UK Armed Forces should note that the University of London has been approved by the Ministry of Defence in support of the Enhanced Learning Credits (ELC) Scheme (ELC Provider Reference Number 1284). The Scheme provides financial support to eligible Service personnel who wish to enhance their educational or vocational achievements. The ELC Administration Service website can be found at: enhancedlearningcredits.co.uk

Other costs

In addition to the fees payable to the University, you should also budget for the cost of:

- purchasing textbooks
- the cost of any course or tuition you choose to take
- the cost of tuition you are required to take for the CertHE
- the fee levied by your local examination centre.

Financial assistance

Undergraduate UK students may be able to apply for a part-time tuition fee loan to cover the cost of your registration and examination entry fees.

For full details on eligibility criteria please visit: gov.uk/student-finance

Alternatively some employers in both the public and private sector may be willing to consider offering financial assistance to their employees.

Students with disabilities

The University of London International Programmes welcomes applications from disabled students and/or those who have specific access requirements.

If you are disabled and/or have specific access requirements, we will make every reasonable effort to meet your needs. This may include making special arrangements for examinations such as a separate room or special aids. If you would like to tell us about your disability and/or request special arrangements, please complete the relevant section of the application form, or contact the Inclusive Practice Manager at: special.arrangements@london.ac.uk

Steve Mah
BA Philosophy, Canada

‘I had always been interested in the fundamental questions posed by philosophy. The BA Philosophy degree seemed like a good way to obtain a credential in something that occupied much of my spare time. Philosophy builds invaluable critical thinking skills, as it calls even our most basic assumptions into question. A formal study programme justifies the hard work of grasping abstruse philosophical inquiries, which might easily be glossed over in a recreational pursuit of the subject. It gives one the feeling of participating, however briefly, in the Great Conversation.’

Steve graduated from the University of London International Programmes in 2015 and works as a structural engineer in Toronto, Canada.

“Philosophy builds invaluable critical thinking skills, as it calls even our most basic assumptions into question”
Further information

Contact
If you have any questions that are not answered by this prospectus please contact:
The Student Advice Centre, University of London
Senate House, Malet Street
London WC1E 7HU, United Kingdom
Tel: +44 (0)20 7862 8360
enquiries.londoninternational.ac.uk

Study programmes 2016–2017
We offer a wide range of study programmes, from full degree programmes to certificates and individual courses. For further information visit londoninternational.ac.uk/courses
Inclusive Practice Policy
We are fully committed to the consideration of applications from students with special examination requirements. If you need to make a request (such as additional time or special aids) please contact the Inclusive Practice Manager for an application form at: special.arrangements@london.ac.uk

Complaints procedure
We aim to provide the highest quality service to our students. We endeavour to solve any problems you experience quickly and fairly. If, however, you wish to make a complaint our complaints procedure is published on our website and in our Student guide and Programme handbooks.

While every effort has been made to ensure that the information contained in this prospectus is accurate at the date of publication (June 2016), all matters that it covers may be subject to change from time to time, both before and after a student has registered. In particular, information about the structure and content of programmes is subject to confirmation in the Programme Regulations and registered students should refer to these. All fees are subject to annual review. The University does not intend by publication or distribution of this prospectus to create any contractual or other legal relation with applicants, registered students, their advisers or any other persons. You are strongly advised to check our website (londoninternational.ac.uk) for any revisions to this prospectus. We advise you to check local recognition criteria in your own country before applying for any qualification listed in this prospectus. This prospectus is issued free by the University of London.

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