UNIVERSITY OF LONDON

Programme Regulations
2022–2023

Combined Degree Scheme (CDS)

BA
Diploma of Higher Education
Certificate of Higher Education

Important document – please read
This document contains important information that governs your registration, assessment and programme of study

Contents

Important information regarding the Programme Regulations

About this document

Last updated: 15 September 2022

As a student registered with the University of London you are governed by the current General Regulations and Programme Regulations associated with your programme of study.

These Programme Regulations are designed and developed by the member institutions which are responsible for the academic direction of the programmes. The regulations may take account of any associated arrangements at the relevant member institutions. Programme Regulations, together with the Programme Handbook, will provide the detailed rules and guidance for your programme of study.

In addition to Programme Regulations you will have to abide by the General Regulations. These regulations apply to all students registered for a programme of study with the University of London and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary. Programme Regulations should be read in conjunction with the General Regulations.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not in the year in which you initially registered.

On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Further information about your programme of study is outlined in the Programme Specification which is available on the student portal. The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

Terminology

For the Combined Degree Scheme you should note the following terminology:

Module/Course: Individual units of the programme are called either modules or courses. Each module or course is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

Stage: The **degree (BA)** programme consists of 3 Stages, each containing four modules or courses. Stage 1 is made up of FHEQ Level 4 and, for Divinity only, some FHEQ Level 5 modules or courses. Stage 2 is made up of FHEQ Level 5 and, for Divinity only, some FHEQ Level 6 modules or courses, depending on the programme of study, modules or courses selected. Stage 3 is made up of FHEQ Level 6 and, for Divinity only, some FHEQ Level 5 modules or courses.

The **Diploma of Higher Education (DipHE)** consists of Stage 1 and Stage 2 modules or courses only.

The **Certificate of Higher Education (CertHE)** consists solely of Stage 1 modules or courses.

Throughout the Regulations, 'we' 'us' and 'our' mean the University of London; 'you' and 'your' mean the student, or where applicable, all students.

If you have a query about any of the programme information provided please contact us. You should use the Ask a question tab in the [student portal](#).

Combined Degree Scheme (CDS) notice of closure (2018)

The University of London no longer accepts applications for any programmes offered through the Combined Degree Scheme:

- BA, DipHE and CertHE English with Computing, Philosophy or Divinity

- BA, DipHE and CertHE Philosophy with Computing, English or Divinity

- BA, DipHE and CertHE Divinity with Computing, English or Philosophy

This means that the programmes offered through the Combined Degree Scheme will be withdrawn over the next five years, in accordance with the General Regulations (page 3).

No new registrations or transfers to this programme are being accepted.

Current students may transfer their registration from the Certificate of Higher Education to the related Diploma of Higher Education or Degree (subject to meeting the entrance qualifications or the requirements of the award) or from the Diploma of Higher Education to the related Degree, within the Combined Degree Scheme structure.

Transfers to the parent programmes (English, Computing programmes, Philosophy and Divinity programmes) will be considered (subject to meeting the entrance qualifications or the requirements of the parent award).

You are asked to note that the last examinations for this programme will take place in **2023**.

Changes to Combined Degree Scheme (CDS) Regulations 2022–2023

English

There are no significant changes for 2022–2023.

Computing

There are no significant changes for 2022–2023.

Philosophy

There are no significant changes for 2022–2023.

Divinity

Assessment

- For all modules except the Dissertation module, the participation-based assessment element requires completion of three forum participation tasks. Contributions are assessed on a pass-fail basis. Students achieving a pass in this task will be awarded 100% of the available marks, weighted at 5% of the module marks. Please see [Appendix A](#) for further details.

Alternative Assessments during the Coronavirus (COVID-19) Outbreak

In line with our current General Regulations, the University may offer you alternative assessments where necessary. This includes holding online timed assessments in place of written examinations, which are usually held at examination centres. Please note that this statement replaces any published information relating to assessments or written examinations in any of our materials, including the website. Previously published materials relating to examinations should therefore be read in conjunction with this statement.

The University of London continues to work towards supporting the academic progression of all its students. The University also continues to be mindful of the health and wellbeing of its students during this pandemic, whilst protecting the academic standards of its awards.

Alternative Assessments during the Coronavirus (COVID-19) Outbreak

1 Structure of the programmes

Qualifications

1.1

The following named qualifications are awarded under the Combined Degree Scheme:

BA degrees, Diploma of Higher Education or Certificate of Higher Education in:

- English with Computing*
- English with Philosophy
- English with Divinity
- Philosophy with Computing*
- Philosophy with English
- Philosophy with Divinity
- Divinity with Computing*
- Divinity with English
- Divinity with Philosophy

*There are three subject-specific Computing pathways:

- Computer Science
- Computing & Cognition
- Computing Information Systems

Students who successfully complete one of the three subject pathways will have that pathway reflected in the title of the Combined Degree Scheme qualification.

See Appendix C for your particular CDS programme structure.

2 Registration

Effective date of registration

2.1

Your effective date of registration is 30 November in the year that you initially registered.

Period of registration

2.2

The maximum and minimum periods of registration, from your effective date of registration, are:

	Minimum	**Maximum**
BA	Three years*	Eight years**
DipHE	Two years	Eight years**
CertHE	One year	Five years**

*This period may vary if recognition of prior learning is permitted.

** This period is subject to any notice period for closure of the programme.

Study materials are made available after registration and on payment of the applicable fee.

2.3

Due to the closure of this programme your registration on the programme will come to an end on 31st August 2023. You should take this into account when planning the remainder of your studies.

3   Recognition of prior learning and credit transfer

To be read in conjunction with the General Regulations, Section 3.

Recognition of prior learning

3.1

If you are a BA or DipHE student you may apply for recognition of prior learning up to a maximum number of modules or courses, depending on the qualification, as follows:

	RPL to a maximum of:
CDS BA	4 modules or courses (120 credits)
CDS DipHE	2 modules or courses (60 credits)

3.2

There is no recognition of prior learning for the CertHE.

3.3

Recognition of prior learning is at the discretion of the Programme Director, and their decision is final.

3.4

Each request for recognition of prior learning will be considered on its own merits.

4   Module or course selection

Appendix A provides details of the module and course titles.

BA

4.1

- You must choose one major programme and take modules or courses to the value of 90 credits at Stage 1, Stage 2 and Stage 3.

- You must choose one minor programme, not already selected as your major, and take modules or courses to the value of 30 credits at Stage 1, Stage 2 and Stage 3.

DipHE

4.2

- You must choose one major programme and take modules or courses to the value of 90 credits at Stage 1 and Stage 2.

- You must choose one minor programme, not already selected as your major, and take modules or courses to the value of 30 credits at Stage 1 and Stage 2.

CertHE

4.3

- You must choose one major programme and take modules or courses to the value of 90 credits at Stage 1.

- You must choose one minor programme, not already selected as your major, and take modules or courses to the value of 30 credits at Stage 1.

4.4

Some modules or courses (at Level 5 and above) have prerequisites. Prerequisite modules or courses must normally be passed in a previous examination.

4.5

You can apply to change your choice of module or course at any stage in your studies if:

- you have not yet made an attempt at the written examination for the module or course; and

- you are still within your period of registration and your registration has not ceased.

5   Assessment for the programme

See Appendix A for the assessment methods of each module or course

Dates for examinations

5.1

Written examinations take place in May and June each year.

See General Regulations Rules for taking written examinations. Further information about assessment methods and submission dates can be found in the Programme Handbook.

6 Number of attempts permitted at an examination

6.1

The maximum number of attempts permitted at any examination is **three**.

6.2

If you fail one or all parts of the assessment for a module or course, we will ask you to resit either the entire module or course or part of the module or course as applicable. If you do not attempt all the prescribed parts of the assessment for a module or course your attempt at any completed parts may not count and you may not receive a mark.

6.3

If you resit the coursework element of the assessment in a subsequent year you will be required to submit a new assignment in answer to that year's question or assignment topic.

6.4

If you resit and pass a Computing course your mark may be subject to a resit penalty. The mark awarded for a course which you resit and pass will be the arithmetic mean of the mark achieved and the pass mark of 40%.

6.5

If your effective date of registration is 30 November 2016 or later, the mark awarded for an English course which you resit and pass will be subject to a resit penalty. The mark awarded will be the arithmetic mean of the mark achieved and the pass mark of 40%.

6.6

If you do not make a second or a third satisfactory attempt at a failed module or course, you may still be able to satisfy both the BA structure and the requirements for the award of the BA. In these circumstances the mark obtained on the last occasion the module or course was attempted will be carried forward and may be taken into account for classification purposes. If, however, you are not able to satisfy the requirements for any qualification listed under these regulations, your registration will cease.

7 Progression within the programme

7.1

In any one year, if you intend to enter for assessment, you must attempt assessment in a minimum of the equivalent of one half module or course (15 credits) and a maximum of the equivalent of four full modules or courses (120 credits), excluding resits.

7.2

If you are registered for a **DipHE** or **BA** we will permit you to progress from Stage 1 to Stage 2 if you have passed a minimum of **three** Level 4 modules or courses (90 credits), including any modules or courses designated as core, at Stage 1. We will not permit you to attempt more than two Level 5 modules or courses at Stage 2 until you have passed all Level 4 modules or courses at Stage 1. Any remaining Stage 1 modules or courses must be attempted in your first exam entry at Stage 2. The minor module or course at Stage 1 must be passed before you attempt the minor module or course at Stage 2.

7.3

If you are registered for a **BA** we will permit you to progress from Stage 2 to Stage 3 if you have successfully passed in a minimum of 90 credits in modules or courses at Stage 2 and all Level 4 modules or courses at Stage 1. This must include any modules or courses designated as core. Any remaining Stage 2 modules or courses must be attempted in your first exam entry at Stage 3. You will not be permitted to attempt the module or course from your minor programme at Stage 3 until you have passed the minor modules or courses at Stages 1 and 2.

Programme specific progression rules

7.4

If **Divinity** is your major programme of study you can attempt modules designated as Level 5 and Level 6 at Stages 2 and/or 3.

- If you are registered for the BA you must attempt a minimum of three Level 5 modules (60 credits), and a minimum of three Level 6 modules (90 credits), including the Stage 3 core module.
- If you are registered for the Diploma of Higher Education you must attempt three modules (90 credits) at Level 5 or 6.

7.5

If you wish to attempt a Level 6 module at Stage 2 you must have passed all Level 4 modules at Stage 1.

7.6

If **Philosophy** is your major programme of study, the written examination for *Introduction to Philosophy* must be taken in the year in which you first enter for an examination.

7.7

If **English** is your minor or major programme of study you must make a valid attempt at the Stage 1 compulsory formative assessments and the compulsory formative assessments for the Stage 2 course *Creative and Life Writing [EN2020]* (where this has been selected) in order to pass these courses. A valid attempt constitutes a score of 10% or more for each compulsory formative assessment.

7.8

Failure to submit formative assessment or to achieve a valid attempt within formative assessment will be referred to the examination board for consideration.

7.9

If you are following a **Computing** pathway as your minor programme of study you may only select courses specified within your chosen pathway.

7.10

You may not make an attempt at a dissertation (where it is applicable for your major programme of study) until you have completed all modules or courses for your major programme at Stages 1 and 2 (180 credits).

Transfer from the CDS CertHE or the DipHE

7.11

You may transfer your registration from the CertHE to the related DipHE or BA (subject to meeting the entrance qualifications or the requirements of the award) or from the DipHE to the related BA, within the Combined Degree Scheme structure.

7.12

If you successfully complete the CertHE or DipHE and decide to progress to the DipHE or BA, you will not receive the intermediate award(s).

7.13

If you have been awarded a CertHE or DipHE and later wish to continue your studies on the DipHE or BA, we will ask you to return your certificate or diploma to us.

Transfer between CDS programmes

7.14

You may transfer between CDS combinations subject to meeting the applicable entrance qualifications. Transfer between combinations can be requested at any time in your studies but will be at our discretion. You will only carry forward marks for completed modules or courses if the same modules or courses are part of the new CDS combination to which you have transferred. The progression rules between different Stages will apply.

7.15

If you are following a Computing pathway as your minor programme you may transfer between the pathways subject to meeting the applicable entrance qualifications. Transfer between Computing pathways can be requested at any time in your studies but will be at our discretion. You must attempt the courses specified within your chosen pathway and you may not receive credit for courses completed as part of another Computing pathway. The progression rules between different Stages will apply.

8   Schemes of award

8.1

You must achieve a mark of at least 40% to pass a module or course and have attempted all elements of assessment prescribed for the module or course (See 8.2 for further information in respect of Computing courses). If you can be awarded a BA with Honours (i.e. a classified degree) we will make the award and not permit a resit attempt of any failed module or course.

8.2

If you registered for a Computing course before 30 November 2014 the pass mark is 35% and will be scaled in order to comply with the classification schemes outlined within this section. If you registered for a Computing course from 30 November 2014, the pass mark is 40%.

CDS BA

8.3

All examinations are marked according to the following scale:

Mark range	Degree class equivalent
70 and over	First Class Honours
60 – 69	Second Class Honours (Upper Division)
50 – 59	Second Class Honours (Lower Division)
40 – 49	Third Class Honours
0 – 39	Fail

8.4

In order to be awarded an BA with honours, you are required to have:

a) Attempted the assessment for the equivalent of **12** full modules or courses (360 credits), with **9** modules or courses (270 credits) from your major programme and **3** modules or courses (90 credits) from your minor programme.

b) Passed in at least **11** full modules or courses (330 credits), including any modules or courses described as 'core'. This will take account of any compensated fail. Core modules or courses cannot be compensated.

c) Gained a final average of 40% or above.

Compensated fail

8.5

If you fail a module or course (*i.e.* receive a mark of less than 40%), we will allow you to make two further attempts at the module or course.

If you receive a mark between 30% and 39% for a Philosophy or Divinity module or course that is not described as being 'core' to the programme and your mean average mark for the level is greater than 45%, then we may award you a 'compensated fail' for that module or course. This means that, although the course has not been passed, we will treat it as if it has for the purposes of awarding the BA.

If you receive a mark between 35% and 39% for an English or Computing course that is not described as being 'core' to the programme and your mean average mark for the level is greater than 45%, then we may award you a 'compensated fail' for that course. This means that, although the course has not been passed, we will treat it as if it has for the purposes of awarding the BA.

No more than 30 credits can be compensated across the whole BA.

8.6

The class of degree awarded will be based on an average of the marks obtained in all Level 5 and 6 modules or courses (240 credits), including the dissertation where applicable.

8.7

A Pass degree may exceptionally be awarded at our discretion if you fail to meet the criteria for an BA with honours but have:

a) attempted 12 full modules or courses;

b) passed in at least **10** full modules or courses (300 credits);

c) no more than 30 credits as a compensated fail;

d) passed all core modules or courses for the BA with honours programme.

DipHE and CertHE

8.8

In order to obtain a DipHE, you must be assessed in and have:

a) passed **8** modules or courses (240 credits) at Levels 4 and 5, and 6 where applicable, with **6** modules or courses (180 credits) from your major programme and **2** modules or courses (60 credits) from your minor programme;

b) passed all core modules or courses for your programme.

8.9

The award of a DipHE will be based on an average of the marks obtained in **8** modules or courses (240 credits) across Levels 4 and 5, and 6 where applicable.

8.10

In order to obtain a CertHE, you must be assessed in and have:

a) passed **4** modules or courses (120 credits) at Stage 1, with **3** modules or courses (90 credits) from your major programme and **1** module or course (30 credits) from your minor programme;

b) passed all core modules or courses for your programme.

8.11

The award of CertHE will be based on an average of the marks obtained in **4** modules or courses (120 credits) at Level 4.

8.12

No compensation is allowed for the DipHE or the CertHE.

8.13

A DipHE and CertHE will be awarded as follows:

Mark range	Classification
70 and above	Pass with Merit
50–69	Pass with Credit
40 and over	Pass
0–39	Fail

See Appendix B for information on what is required to achieve a particular range of marks.

Exit qualifications

8.14

A CertHE **or** a DipHE may be awarded if for academic or personal reasons you are unable to meet the criteria for BA degree qualification.

8.15

A CertHE may be awarded if you have:

    a) passed in at least **4** modules or courses (120 credits) at Level 4 or above;

    b) passed all core modules or courses at Level 4.

8.16

A DipHE may be awarded if you have:

    a) passed in at least **8** modules or courses (240 credits) at Level 4 or above;

    b) passed all core modules or courses at Levels 4 and 5.

8.17

Exit qualifications are granted at the discretion of the Board of Examiners and once a student has accepted an exit qualification they will not be permitted to continue their studies under these regulations with the University of London.

Appendix A – Syllabus

Computing

Creative computing I: image, sound and motion [CO1112] 30 credits

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 examination and coursework.

Structure: Available as a Stage 1 Minor course (Computing & Cognition pathway)

Course level: FHEQ level 4

Mathematics for computing [CO1102] 30 credits

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 examination.

Structure: Available as a Stage 1 Minor course (Computer Science pathway)

Course level: FHEQ level 4

Information systems: foundations of e-business [CO1108] 30 credits

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 examination and coursework.

Structure: Available as a Stage 1 Minor course (Computing Information Systems pathway)

Course level: FHEQ level 4

Creative computing II: interactive multimedia [CO2227] 30 credits

Signals and systems; perception; audio and image signal processing (including convolution, filters, the Fast Fourier Transform); image techniques (such as texture mapping, transparency. Blending); advanced computer graphics for scene description and rendering; animation (techniques and concepts); user interface issues (such as advanced mouse control, keyboard control, text input/text output); creative development; visual literacy; multimedia manipulation; action scripting.

Assessment: One three-hour unseen written examination and coursework.

Structure: Available as a Stage 2 Minor course (Computing & Cognition pathway)

Course level: FHEQ level 5

Software engineering, algorithm design and analysis [CO2226] 30 credits

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 lifecycle, 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 examination and coursework.

Structure: Available as a Stage 2 Minor course (Computer Science pathway)

Course level: FHEQ level 5

Database systems [CO2209] 30 credits

Introduction to Database Systems (motivation for database systems, storage systems, architecture, facilities, applications). Database modelling (basic concepts, E-R modelling, Schema deviation). 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 examination and coursework.

Structure: Available as a Stage 2 Minor course (Computing Information Systems pathway)

Course level: FHEQ level 5

Artificial intelligence [CO3310] 15 credits

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 2 ¼-hour unseen written examination and coursework.

Structure: Available as a Stage 3 Minor course (Computing & Cognition, and, Computer Science pathways)

Course level: FHEQ level 6

Neural networks [CO3311] 15 credits

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 2 ¼-hour unseen written examination and coursework.

Structure: Available as a Stage 3 Minor course (Computing & Cognition pathway)

Course level: FHEQ level 6

University of London

Information systems management [CO3318] 15 credits

An introduction to the various facets of Information System 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 following topics are included: 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.

Assessment: One 2 ¼-hour unseen written examination and coursework.

Structure: Available as a Stage 3 Minor course (Computing Information Systems pathway)

Course level: FHEQ level 6

Electronic commerce [CO3323] 15 credits

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'.

Assessment: One 2 ¼-hour unseen written examination and coursework.

Structure: Available as a Stage 3 Minor course (Computing Information Systems pathway)

Course level: FHEQ level 6

Data compression [CO3325] 15 credits

Minimum redundancy coding; data compression and information theory; adaptive Huffman coding; arithmetic coding; statistical modelling; dictionary-based compression; sliding window compression; LZ278 compression; speech compression; graphics compression; fractal image compression.

Assessment: One 2 ¼-hour unseen written examination and coursework.

Structure: Available as a Stage 3 Minor course (Computer Science pathway)

Course level: FHEQ level 6

Computer security [CO3326] 15 credits

Passwords; access controls; symmetric and asymmetric encryption; confidentiality; authentication; integrity; nonrepudiation; availability; hash functions. Security for electronic mail, IP, Web, databases, distributed systems. Standards.

Assessment: One 2 ¼-hour unseen written examination and coursework.

Structure: Available as a Stage 3 Minor course (Computer Science pathway)

Course level: FHEQ level 6

Interaction design [CO3348] 15 credits

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 (globalization 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.

Assessment: One 2 ¼-hour unseen written examination and coursework.

Structure: Available as a Stage 3 Minor course (Computing & Cognition and Computing Information Systems Pathways)

Course level: FHEQ level 6

Introduction to natural language processing [CO3354] 15 credits

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; categorizing and tagging; extracting information from text; analysing sentence structure.

Assessment: One 2 ¼-hour unseen written examination and coursework.

Structure: Available as a Stage 3 Minor course (Computing & Cognition **and** Computer Science pathways)

Course level: FHEQ level 6

English

Note: You are forbidden to use the same text in more than one answer in an examination paper, or at any other examination, except that a text studied for a Level 4 course (or as part of the Certificate of Higher Education for students proceeding to the Diploma of Higher Education or the BA in English) may be studied again for a course at Levels 5 or 6, provided that the same material or treatment of that material is not substantially repeated. For exceptions involving individual examinations see the syllabuses/ course outlines for **Approaches to Text**, **Renaissance Comedy: Shakespeare and Jonson** below.

For more information about the current structure and requirements of examination papers for each course, students should consult the subject guide for that course, the Programme Handbook, and the past examination papers/Examiners' reports.

Some examinations have 15 minutes' reading time; please check the examination timetable on our website for further information, https://london.ac.uk/current-students/examinations

Explorations in Literature [EN1021] 30 credits
(Compulsory Course)

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 specialized 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.

Prescribed reading includes:

- Homer, The Odyssey

- Sophocles, Antigone

- Ovid, Metamorphoses

- Dante, The Inferno

- Geoffrey 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

- Virginia Woolf, Mrs Dalloway

- Samuel Beckett, Waiting for Godot

- Leonora Carrington, The Hearing Trumpet

- Margaret Atwood, The Penelopiad

Assessment: One 3-hour unseen written exam
Structure: Available as a Stage 1 Major/Minor course
Course level: FHEQ level 4

Approaches to Text [EN1010] 30 credits

(Compulsory Course)

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 in 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.

Students may draw on reading completed for Explorations in Literature answers to questions, but must not present substantially the same material in more than one answer in this or in any other part of the Level 4 course examinations. In addition, students are required to read the following:

- M.H. Abrams, *A Glossary of Literary Terms*, (Heinle Languages, 2008), ninth (International) edition

- Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory*, (Manchester: Manchester University Press, 2009), third edition

- Jonathan Culler, *Literary Theory: A Very Short Introduction,* (Oxford and New York: Oxford University Press, 2000), new edition

- Martin Montgomery, Alan Durant, Nigel Fabb, Tom Furniss and Sara Mills, *Ways of Reading: Advanced Reading Skills for Students of English Literature*, 2nd edition (London: Routledge, 2006), third edition

- Dennis Walder (ed.) *Literature in the Modern World,* (Oxford: Oxford University Press, 2003), second revised edition

Assessment: One 3-hour unseen written exam (with 15 minutes additional reading time)
Structure: Available as a Stage 1 Major course
Course level: FHEQ level 4

Renaissance Comedy: Shakespeare and Jonson [EN1020] 30 credits

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 problematize 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.

Prescribed reading will include:

- Ben Jonson, *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*.

Assessment: One 3-hour unseen written paper (with 15 minutes additional reading time)
Structure: Available as a Stage 1 Major course
Course level: FHEQ level 4

Introduction to Creative and Life Writing [EN1022 - 3] 30 credits

This course is designed as an initial introduction to some of the key concepts and practices involved in Creative and Life Writing. Students will explore three different types of writing: fiction (focusing on the short story), poetry, and prose life writing, engaging with foundational approaches needed for each style. The course will help students develop an awareness of various contexts into which they write, and different techniques that can be used to stimulate, cultivate and improve their writing. The course further aims to present Creative Writing in its literary contexts, using texts that serve to best represent the fields of the short story, poetry, and prose life writing, providing students the opportunity to survey and understand the contemporary canon. As such, this course ties students' writing practice very closely to the act of reading, a useful tool in the pursuit of English studies.

Mode of assessment: Coursework submitted through the VLE

Prescribed reading includes:

Essential literary texts

Chimamanda Ngozi Adichie, 'The Thing Around Your Neck' from *The Thing Around Your Neck* (London: 4th Estate, 2009) [ISBN 9780007306213]

Isabel Allende, *Paula* (London: Harper Collins, 1994) [ISBN 9780007205257]

Terrance Hayes, 'Barberism', from *How To Be Drawn* (New York: Penguin, 2015) [ISBN: 978-0143126881] or https://www.poets.org/poetsorg/poem/barberism ,

Alice Munro, 'Haven' from *Dear Life* (London: Chatto & Windus, 2012) [ISBN: 9780099578635] or https://www.newyorker.com/magazine/2012/03/05/haven-alice-munro?reload=true

Essential critical texts

(Note: These texts will serve as core texts in Level 4, and will also be utilised and referred to in the future Level 5 course; as such, students should be advised to keep these titles for further usage in Level 5)

Linda Anderson and Derek Neale, *Writing Fiction* (Abingdon: Routledge, 2009) [ISBN 9780415461559]

Julia Bell and Paul Magrs, *The Creative Writing Coursebook: Forty Authors Share Advice and Exercises for Fiction and Poetry* (London: Macmillan, 2001) [ISBN 9780333782255].

Sally Cline and Carole Angier, *The Arvon Book of Life Writing: Writing Biography, Autobiography and Memoir* (London: Methuen Drama, 2010) [eISBN 9781408122716]

Jeffrey Wainwright, *Poetry: The Basics* (New York: Routledge, 2004) [ISBN 978041528763]

Introduction to English Language [EN1023] 30 credits

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.

Prescribed reading includes:

- David Crystal, (2003). *The Cambridge Encyclopedia of Language.* Cambridge University Press, Cambridge, 2nd edition
- Kersti Börjars, and Kate Burridge, (2010). *Introducing English Grammar.* Hodder Education, London, 2nd edition.
- Rodney Huddleston, and Geoffrey K. Pullum. (2005). *A Student's Introduction to English Grammar.* Cambridge University Press, Cambridge.
- Ingo Plag, Maria Braun, Sabine Lappe, and Mareile Schramm, (2007). *Introduction to English Linguistics.* Mouton de Gruyter, Berlin and New York.
- George Yule, (2010). *The Study of Language.* Cambridge University Press, Cambridge, 4th edition.

Assessment: One 3-hour unseen written exam (with 15 minutes additional reading time)

Structure: Available as a Stage 1 Major course

Course level: FHEQ level 4

Literature of the Later Middle-Ages [EN2025] 30 credits

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.

Among text and authors which students may choose to study are:

- Chaucer, Malory, Henryson, *the Breton lai*, selected lyrics.

Assessment: One 3-hour unseen written paper (with 15 minutes additional reading time)

Structure: Available as a Stage 2 Major/Minor course

Course level: FHEQ level 5

Renaissance and Restoration [EN2030] 30 credits

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.

Among topics and authors which students may choose to study are:

- Wyatt, Surrey, Castiglione, Machiavelli, Sidney, Spenser, Raleigh, Kyd, Marlowe, Shakespeare, Jacobean tragedy, Jonson, the Metaphysical poets, Milton, Dryden, Rochester, Restoration Comedy, Bunyan, Locke, Hobbes, Aphra Behn, Lady Mary Wroth.

Assessment: One 3-hour unseen written paper (with 15 minutes additional reading time)

Structure: Available as a Stage 2 Major/Minor course

Course level: FHEQ level 5

Augustans and Romantics [EN2035] 30 credits

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 eighteenth and early-nineteenth centuries. The course explores what appear to be the important 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 eighteenth century; the emergent novel; attitudes towards the language of poetry; Romantic poetry; author-based studies.

Among 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.

Assessment: One 3-hour unseen written paper (with 15 minutes additional reading time)

Structure: Available as a Stage 2 Major/Minor course

Course level: FHEQ level 5

Victorians [EN2040] 30 credits

This course considers a range of textual forms typical of the Victorian period, with reference to poetry, fiction and drama in the nineteenth 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 '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.

Among authors whose work students may choose to study are:

- Thackeray, Hopkins, Mrs Gaskell, Tennyson, Dickens, Christina Rossetti, Hardy, George Eliot, Charlotte Brontë, Emily Brontë, Browning, Elizabeth Barnett Browning.

Assessment: One 3-hour unseen written paper (with 15 minutes additional reading time)

Structure: Available as a Stage 2 Major/Minor course

Course level: FHEQ level 5

Moderns [EN2045] 30 credits

This course considers a range of textual forms typical of the modern and contemporary period, being concerned with poetry, fiction and drama in the twentieth-/twenty-first 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 twentieth- and twenty-first century literature (terms such as 'modern', 'postmodern', 'postcolonial' and so on).

Among 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

Some authors whose works students may choose to study are:

- Virginia Woolf, Joseph Conrad, James Joyce, Ezra Pound, TS Eliot, WB Yeats, WH Auden, Aldous Huxley, Evelyn Waugh, Earl Lovelace, George Barker, Philip Larkin, Sylvia Plath, George Orwell, Lewis Jones, John Somerfield, John Osborne, Alan Sillitoe, John Braine, Muriel Spark, Harold Pinter, Kurt Vonnegut, Vladimir Nabokov, JG Farrell, Jean Rhys, Samuel Beckett, Doris Lessing, John Fowles, Amos Tutuola, Angela Carter.

Assessment: One 3-hour unseen written paper (with 15 minutes additional reading time)
Structure: Available as a Stage 2 Major/Minor course
Course level: FHEQ level 5

Varieties of English [EN2001] 30 credits

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.

Prescribed reading includes:

- Wareing Thomas and Singh (eds.), (2003) *Language, Society and Power.* 2nd edition. Taylor & Francis Books Ltd

- Janet Holmes, (2008) *An Introduction to Sociolinguistics.* 3rd edition. Longman
- Deborah Cameron, (2001) *Working with Spoken Discourse.* London: Sage

Assessment: One 3-hour unseen written paper (with 15 minutes additional reading time)

Structure: Available as a Stage 2 Major course

Course level: FHEQ level 5

Creative and Life Writing [EN2020] 30 credits

This course is designed as a progression of the concepts and practices introduced in Level 4 'Introduction to Creative and Life Writing'. Building on fundamental tenets and practices, students will further explore poetry, fiction (to include both the short story and shorter fiction) and life writing (expanded to both prose and poetry), engaging with approaches inherent and appropriate to each style.

The course will help students further develop an awareness of various, more sophisticated, contexts into which they write, and different techniques that can be used to draft, edit and prepare their work for eventual submission for publication.

The course examines Creative Writing in its literary contexts, using texts that serve to best represent the fields of short fiction, poetry and life writing, providing students the opportunity to survey the and understand the contemporary canon. This course not only ties students' writing practice very closely to the act of reading, but also begins to consider the reader's role in the craft. The syllabus and reading list will continue to compliment the students' overarching coursework, broadening their exposure to a diverse group of writers, titles, forms and styles.

Prescribed reading includes:

- John Connell (2018) The Cow Book, London: Granta, or excerpt https://granta.com/thefarmers-son/

- Lydia Davis (2009) The Collected Stories of Lydia Davis New York: Farrar, Straus and Giroux Mimi Khalvati (2007) 'Motherhood' from The Meanest Flower Manchester: Carcanet, or https://www.poetryinternationalweb.net/pi/site/poem/item/18183

- Sharon Olds (1999) The Father New York: Knopf

- Akhil Sharma (2017) A Life of Adventure and Delight New York: W.W. Norton, or https://www.newyorker.com/magazine/2001/12/10/surrounded-by-sleep

Assessment: Coursework submitted through the VLE.

Prerequisite: The course Introduction to Creative and Life Writing [EN1022-03] is a prerequisite for this course.

Structure: Available as a Stage 2 Major course

Course level: FHEQ Level 5

American Literature [EN3116] 30 credits

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-shapings - 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.

Among authors whose work students may choose to study are:

- Anne Bradstreet; Mary Rowlandson; Phyllis Wheatley; Louise May Alcott; Emily Dickinson; Ralph Waldo Emerson; Nathaniel Hawthorne; Washington Irving; Henry James; Sarah Orne Jewett; Herman Melville; Edgar Allan Poe; Harriet Beecher Stowe; Henry David Thoreau; Mark Twain; Walt Whitman; Ralph Ellison; William Faulkner; Gertrude Stein; Carson McCullers; Toni Morrison; Alice Walker; Amy Lowell; Marianne Moore; Ezra Pound; Allen Ginsberg; Langston Hughes; Sylvia Plath; Arthur Miller; Tennessee Williams; Paul Auster

Assessment: One 3-hour unseen written paper

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Drama since 1860 [EN3085] 30 credits

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.

Amongst playwrights whose work students may study are:

- 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 and Roche.

Assessment: One 3-hour unseen written paper

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Language and Gender [EN3117] 30 credits

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 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 mean 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.

Prescribed texts include:

- Jennifer Coates and Pia Pichler, (eds.) (2011) *Language and Gender: A Reader.* 2nd edition. Oxford: Blackwell.
- Jennifer Coates, (2004) *Women, Men and Language.* 3rd edition. Longman.

Assessment: One 3-hour unseen written paper (with 15 minutes additional reading time)

Structure: Available as a Stage 3 Major course

Course level: FHEQ level 6

Language and the Media [EN3118] 30 credits

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.

Prescribed texts include:

- Ronald Carter, Maggie Bowring, Angela Goddard, Danuta Reah, Keith Sanger, Nikki Swift (2007). *Working with Texts,* 3rd edition. London and New York: Routledge. Edited by A. Beard.

Assessment: One 3-hour unseen written paper (with 15 minutes additional reading time)

Structure: Available as a Stage 3 Major course

Course level: FHEQ level 6

The Novel [EN3070] 30 credits

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: eighteenth and nineteenth-century realist novels; early twentieth-century modernist novels; and finally a wide-ranging exploration of the major themes and characteristic narrative strategies associated with 'anti-realist' or 'postmodern' works of fiction in the later twentieth/ early twenty-first centuries.

The course 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.

Among the texts which may be studied for this course (these are suggested texts, not prescribed texts):

- Defoe, Moll *Flanders*; Laclos, *Les Liaisons Dangereuses*; Zola, Germinal; Tolstoy, *Anna Karenina*; Dostoyevsky, *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*.

Assessment: One 3-hour unseen written paper
Structure: Available as a Stage 3 Major/Minor course
Course level: FHEQ level 6

Postcolonial Literatures in English [EN3100] 30 credits

This course will primarily examine the literature that emerged in response to the rapidly changing global landscape since 1947, exploring the relationship between acts of representation (literature and critical writing), and the politics of anti-colonialism and postcolonialism. The focus will be on those writers and literary texts that have considered the political, cultural and psychological legacies of colonialism, including the traumatic process of anti-colonial struggle that has taken place in many countries throughout the world and newer forms of imperialism. Studying postcolonial texts encourages us to engage with questions of subject position, difference, culture, identity and representation more broadly. Students may study literature from regions of the world formerly under British rule, including (but not limited to) the former 'white Dominions', such as Australia and Canada, as well as Asia, Africa and the Caribbean. There are also opportunities to consider work from the various contemporary diasporas which emerged from the movement towards former imperial 'centres' (such as the UK), as well literature from Indigenous perspectives (North America, New Zealand etc). Themes to be explored include: representations of 'the metropolitan centre' and 'the periphery'; anticolonial movements and disillusion with independence; intersections of identity and cultural identification; neocolonialism and emerging forms of imperialism.

Among authors whose work may be studied are:

- Achebe, Ngugi, Soyinka, Narayan, Desai, Aidoo, Brathwaite, Hulme, Head, Rushdie, Lovelace, Emecheta, Adichie, Goodison, Grace, Senior, Dangarembga, Miller.

Assessment: One 3-hour unseen written paper
Structure: Available as a Stage 3 Major/Minor course
Course level: FHEQ level 6

Shakespeare [EN3065] 30 credits

This course is concerned with 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 enduringness 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; 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 interpretative skills responsive to specified aspects of 'set play' passages.

Among texts to be studied are (from which six extracts will be drawn for Section A of the examination):

- 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

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*).

Assessment: One 3-hour unseen written paper (with 15 minutes additional reading time)

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Philosophy

Introduction to philosophy [PY1020] 30 credits

(Core Course)

An introduction to the subject matter and methods of philosophy by means of a study of certain fundamental philosophical problems and texts. In this course, students will be introduced to the methods and content of philosophy by considering, at an elementary level and in a carefully guided way, some of the central problems that arise within the subject. Topics covered include: the problem of free-will and determinism, the nature of the self, the relation of the mind to the body, the nature of knowledge, the ideal of equality, issues raised by portrayals of tragedy, the reality of qualities, and our understanding of moral dilemmas.

Assessment: One 2 hour unseen written paper

Structure: Available as a Stage 1 Major/Minor course

Course level: FHEQ level 4

Ethics: historical perspectives [PY1095] 30 credits

An exploration of the history of moral philosophy, including the views of Plato, Aristotle, Hume, Kant and Mill. The works of these philosophers are not merely of historical importance to the development of moral philosophy. They continue to shape contemporary discussion and, even more importantly, they are part of the fabric of our culture. Conceptions of morality that are now widely shared were in large part shaped by these thinkers. This historical background prepares the way for the second of the ethics courses, which deals with contemporary perspectives.

Assessment: One 2 hour unseen written paper

Structure: Available as a Stage 1 Major course

Course level: FHEQ level 4

Epistemology [PY1025] 30 credits

An investigation of the problems of analysing knowledge, and dealing with the challenge of scepticism. Epistemology is sometimes known as the theory of knowledge and, as this name suggests, it is a philosophical enquiry into knowledge. The questions it seeks to answer are: What is knowledge? How do we get it? Are the means we employ to get it defensible? These questions prompt a number of debates. One concerns the conditions that have to be satisfied for it to be true that someone knows something. Enquiry into this problem shows that we need to understand belief and its relation to knowledge; and that we have to be clear about the nature of any justification we have for our knowledge claims. Another debate concerns the adequacy of our ways of getting knowledge. We typically employ reason and perception in this task, but the challenge of scepticism shows that the uses we make of them involve a number of serious difficulties. A satisfactory account of knowledge has to address all these matters.

Assessment: One 2 hour unseen written paper

Structure: Available as a Stage 1 Major course

Course level: FHEQ level 4

Logic [PY1070] 30 credits

The content of this course is sometimes called either 'philosophical logic' or 'philosophy of logic'. The topics studied are closely related, and count among the most fundamental and challenging in philosophy. Some grounding in them is essential for an appreciation of what is discussed in all other branches of philosophy, and it is for this reason that logic is studied early on. Logic is the study of the central notions that figure in our most general attempts to understand reasoning. Included here are: validity, truth, necessity, identity, naming and reference, existence, conditionals and counterfactual conditionals, as well as a number of issues raised by the relationship of formal logic to natural language. (Note: it is advised that students acquire some background in elementary formal logic either whilst doing this course, or before attempting it.)

Assessment: One 2 hour unseen written paper

Structure: Available as a Stage 1 Major course

Course level: FHEQ level 4

Greek philosophy: Plato and the Pre-Socratics [PY1085] 30 credits

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, Theatetus, Phaedo, Philebus and Parmenides.* The course focuses on the work of the predecessors of Plato – collectively known as the pre-Socratics – as well as on the main dialogues of Plato. It has been said that all of philosophy is a series of footnotes to Plato. While this is certainly an exaggeration, it points to the fundamental importance to philosophy of its history, and in particular of the part played in that history by Plato.

Assessment: One 2 hour unseen written paper

Structure: Available as a Stage 2 Major/Minor course

Course level: FHEQ level 5

Modern philosophy: Descartes, Locke, Berkeley and Hume [PY1065] 30 credits

Study of the main metaphysical, logical and epistemological views of Descartes, Locke, Berkeley and Hume. The philosophers Locke, Berkeley and Hume are generally reckoned to be the main representatives of the empiricist tradition, whereas Descartes is seen as one of the forerunners of the rationalist school. However, the work of the empiricists can be seen as a reaction – in part – to Descartes and rationalism generally, so this first subject in modern philosophy begins with Descartes. The label 'modern' is intended as a contrast to 'ancient', (i.e. Plato, the Pre-Socratics and Aristotle, among others). It is generally understood as covering the late seventeenth and early eighteenth centuries – a period in which there was a decisive break with ancient philosophy.

Assessment: One 2 hour unseen written paper

Structure: Available as a Stage 2 Major/Minor course

Course level: FHEQ level 5

Ethics: contemporary perspectives [PY3115] 30 credits

Prerequisite: Ethics: historical perspectives [PY1095]

An investigation of the 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. Ethics or moral philosophy is the inquiry into the nature of moral value. It is concerned with questions about goodness, right and wrong, the virtues and the nature of the worthwhile life. One way into a consideration of moral philosophy is to read the works of those who have made substantial contributions to our understanding of moral questions: Plato, Aristotle, Hume, Kant, Mill and others. (This is the subject matter of the other course in ethics). But a historical approach needs to be complemented by the more direct consideration of questions about virtue, action, consequences, rights, duties, the 'fact-value' distinction, the nature of moral truth, the universalisability of moral principles, and much besides. These sorts of issue form the basis of this course.

Assessment: One 2 hour unseen written paper

Structure: Available as a Stage 2 Major course

Course level: FHEQ level 5

Metaphysics [PY3075] 30 credits

Prerequisite: Logic [PY1070]

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. Specific metaphysical questions are so various and important that discussion of some of them has come to form separate branches of philosophy, for example Philosophy of mind and Philosophy of religion, both of which are in the list of optional courses. However, the central and more general questions of existence and reality remain part of this course, and give rise to more specific ones that are also studied, namely: What is time? Are particulars more basic than events? Do human beings have free will? What is causality? Are there universals? Does the world exist independently of our knowledge of it?

Assessment: One 2 hour unseen written paper

Structure: Available as a Stage 2 Major course

Course level: FHEQ level 5

Methodology: induction, reason and science [PY3035] 30 credits

Prerequisite: Epistemology [PY1025]

An investigation of explanation generally, and in science, as well as the problems of induction and confirmation. Methodology is a continuation of epistemology in a particular direction: it is, in part, an enquiry into the nature of the reasoning and methods used in investigation of the natural and social world. It includes, in fact, elementary philosophy of science, and it considers questions about inductive reasoning, probability, explanation, evidence, 'laws of nature' and the reality of 'theoretical entities' such as elementary particles and fields. The optional course Philosophy of science takes these topics further, but this course provides a groundwork which is both of intrinsic interest and great value to inquiry in other fields of philosophy.

Assessment: One 2 hour unseen written paper

Structure: Available as a Stage 2 Major course

Course level: FHEQ level 5

Modern philosophy: Spinoza, Leibniz and Kant [PY3125] 30 credits

Prerequisite: Modern philosophy: Descartes, Locke, Berkeley and Hume [PY1065]

Study of the main metaphysical, logical and epistemological views of Spinoza, Leibniz and Kant. All three are generally agreed to be thinkers of the front rank, and each is difficult, though in different ways. This course focuses on the rationalist tradition in modern philosophy, and begins the study of Kant. (Further work on Kant can be undertaken by studying the optional course devoted to his writings.) As with the other courses in modern philosophy, this one is concerned primarily with the epistemological and metaphysical views of these thinkers.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Greek philosophy: Aristotle [PY3120] 30 credits

Prerequisite: Greek philosophy: the Pre-Socratics and Plato [PY1085]

The study of the broadly metaphysical, logical and epistemological doctrines of Aristotle. Works covered include: *Physics*, *On God, De Anima (On the Soul)*, *Categories* and *Posterior Analytics and Metaphysics*. More than any other single philosopher, Aristotle has shaped the development of western philosophical thinking, whether because of agreement and development of his ideas, or in opposition to them. The emphasis in this course will be on Aristotle's logical, epistemological and metaphysical views; his ethical writings form part of the subject on historical perspectives on ethics.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Continental philosophy: Hegel, Schopenhauer and Nietzsche [PY3190] 30 credits

Prerequisite: Modern philosophy: Spinoza, Leibniz and Kant [PY3125]

This course covers the main doctrines of Hegel and two post-Hegelian nineteenth-century German philosophers: Schopenhauer and Nietzsche. It is advisable to also have knowledge of Kant's philosophy when studying this course. Despite its difficulty, Hegel's philosophy has been highly influential, notwithstanding the fact that there have always been many detractors. Notable among them is Schopenhauer who took every opportunity to abuse Hegel, describing his philosophy as obscurantist. Schopenhauer's philosophy left an influential legacy and not just within the limits of academia. His aesthetic theory has inspired many artists, particularly musicians, for example, Wagner. Within philosophy itself, the influence Schopenhauer had on Nietzsche is perhaps the most far reaching. Nietzsche suffered from lack of recognition during his lifetime. Nazi propagandists made much of his sayings which, when taken out of context and without giving due regard to Nietzsche's predilection for hyperbole and excess, did lend themselves readily to gross distortion and exploitation.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major course

Course level: FHEQ level 6

Aesthetics [PY3130] 30 credits

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. Wide reading in the history of aesthetics is necessary for a proper approach to the course. Issues in contemporary aesthetics are illuminated by their treatment throughout history, and the understanding and assessment of the views of past thinkers is facilitated by reflection on the problems they deal with. Aesthetics, done properly, is as hard and as rewarding as any branch of philosophy. It is philosophy turning its attention to the nature of aesthetic experience and judgement, and to questions about art, the different art forms, how they relate to the world and to the mind, and what value they may have.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Philosophy of language [PY3210] 30 credits

An exploration of the notion of meaning as well as an investigation into the more detailed problems arising from study of natural language. Included are topics such as metaphor, reference and the nature of rules and language. Philosophy of language is organised around general questions of language and meaning. The nature of language has long been an obsession of philosophers. More recently it has also become the focus of empirical investigation in linguistics. The course considers general methodological considerations about meaning and reference: what form should a theory of meaning take; what does knowledge of meaning consist of; what kinds of facts are there about meaning? Certain figures have dominated discussion of language in the twentieth century – Frege, Russell, Wittgenstein, Quine, Grice, Davidson and Chomsky. In addition to studying the work of these philosophers, students will have the opportunity to look at particular problems concerning indexical expressions; proper names; the nature of definite descriptions; pronouns and quantified phrases in natural language; indirect contexts and propositional attitude ascriptions; adverbs, adjectives and metaphor.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Philosophy of mind [PY3100] 30 credits

This course is concerned with metaphysical and epistemological issues that arise from reflecting on the mind. It explores the problems raised by intentionality, consciousness and action. Issues covered include: the relationship of the mind to the physical world, the philosophy of psychology, and the understanding of subjectivity and the nature of human action. Study of logic, metaphysics, epistemology and methodology also contribute to this course.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Political philosophy [PY3090] 30 credits

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. Throughout the history of Western philosophy, those figures whose thought has engaged with ethical problems have been equally concerned with political philosophy and vice versa. Just as the form of ethical theories has varied greatly over the last 2,000 years, so too have the forms that questions and answers take within political philosophy. It is, therefore, very important to address the problems of political philosophy within both a historical and an ethical framework.

Assessment: One 3 hour unseen written paper

Structure: Available as a Stage 3 Major/Minor course

Course level: FHEQ level 6

Philosophy of religion [PY3110] 30 credits

Students may not study both the Divinity course Religion and reason (previously named Philosophy of religion) [DT2145] and this course.

Philosophy of religion is not a course that is easily demarcated in respect of its scope and point. That said, philosophy of religion is commonly understood to be the philosophical scrutiny of the claims of religious believers and those made on behalf of religious traditions. The focus of study is principally on the three monotheistic traditions of the West: Judaism, Christianity and Islam. Those coming to the subject for the first time need to be aware that it demands competence in many of the central areas of philosophy: metaphysics, philosophical logic, epistemology and ethics. In this respect, the course provides a student with an opportunity to apply their general philosophical acumen to a body of important questions concerning theism. Among the questions raised are: the existence of God; the coherence of theism; the compatibility of divine omniscience and human freedom; the problem of evil; and immortality.

Assessment: One 3 hour unseen written paper
Structure: Available as a Stage 3 Major/Minor course
Course level: FHEQ level 6

Dissertation [PY3500]

(Core Course)

Students must have passed all courses of their major programme of study in Stage 1 and Stage 2 before registering for this course.

A dissertation of 7,500 words on a topic to be negotiated with a member of the staff at Birkbeck College, University of London. 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 a complete draft, if required.

A dissertation can be on any topic in philosophy that falls within the area of competence of a member of the Department. Producing one allows students the chance to call on their accumulated knowledge of the subject. Most students feel that this module rounds off their degree, giving them a real sense of achievement.

Assessment: One dissertation of 7500 words
Structure: Available as a Stage 3 Major course
Course level: FHEQ level 6

Divinity

Where the English text of the Bible is quoted in examination papers, the *Revised Standard Version* will be used. References to the Old Testament in Hebrew are to the enumeration of the Masoretic Text; references to the Old Testament in English are to the enumeration of the *Revised Standard Version*. Students are recommended to use either the *Revised Standard Version* or the *New Revised Standard Version* when preparing for the examination.

Where the New Testament is quoted in Greek in examination papers, the text and apparatus used by the examiners will be the *Novum Testamentum Graece, 26th edition of Nestlé-Aland, ed. K ALAND and B ALAND, Stuttgart, Deutsche Bibelstiftung, 1979*. Students are recommended to use either the 26th or 27th edition when preparing for the examination.

Students are at liberty to use for study any editions of the other prescribed texts which may be accessible to them, but are advised that quotations in examination papers will be taken from the editions of the texts listed.

Reading the Hebrew Bible/Old Testament [DT1001] 30 credits

This module provides an introduction to key books of the Hebrew Bible/Old Testament, a knowledge of which is essential for those wishing to gain an understanding of Judaism and Christianity and their cultural, social and political influence during the last two millennia through to the present day.

Topics covered:

Section A: The Pentateuch and the Former Prophets (History of Israel and Judah)

- The Primeval History (Genesis 1–11)

- The Pentateuch (Exodus 1–15 and Deuteronomy 1–11)

- The History of the Kingdoms of Israel and Judah (1–2 Kings)

Section B: The Latter Prophets

- Eighth Century Prophets (Hosea and Amos)

- Prophecy in an Age of Exile (Ezekiel and Deutero-Isaiah)

- Post-Exilic Prophets (Haggai and Zechariah 1–8)

Section C: The Writings

- Wisdom Literature (Proverbs, Ecclesiastes)

- Biblical Songs (The Psalms, Lamentations and Song of Songs)

- Historiography after the Exile (Ezra-Nehemiah)

Assessment: Forum participation (5%), a two-thousand word essay (45%) and a 1.5-hour unseen written examination (50%).

Structure: Available as a Stage 1 Major/Minor module
Module level: FHEQ level 4

Reading the New Testament [DT1002] *(formerly Introduction to the New Testament)* **30 credits**

This module provides a basic introduction to key books of the New Testament, a knowledge of which is essential for those wishing to gain an understanding of Christianity and its cultural, social and political influence during the last two millennia through to the present day.

The module will cover the four Gospels, the book of Acts, the letters of Paul, with attention to Romans and 1 Corinthians, the letter to the Hebrews, and the book of Revelation. Students will thus engage with the different kinds of literature we find in the New Testament.

Topics covered:

Section A: The four Gospels and Acts, with reference to set passages.

Introduction to the Study of the Gospels

- The Gospel of Mark
- The Gospel of Matthew
- The Gospel of Luke and the Book of Acts
- The Gospel of John

Section B: The Pauline Epistles, with a focus on Romans and 1 Corinthians

- Introduction to the Study of Paul and his Letters
- 1 Corinthians
- Romans

Section C: Hebrews and Revelation

- Hebrews
- Revelation

Assessment: Forum participation (5%), a two-thousand word essay (45%) and a 1.5-hour unseen written examination (50%).

Structure: Available as a Stage 1 Major/Minor module
Module level: FHEQ Level 4

Introduction to Islam [DT1155] 30 credits

This module provides a basic introduction to key themes in the study of Islam, a knowledge of which is essential for those wishing to gain an understanding of Islam and its cultural, social and political significance in the world today.

Topics covered:

- Islam's beginnings
- The role of the Prophet
- The centrality of the Qur'an
- Sects and Schisms

- Islam in practice

- Islamic law

- Islamic theological thinking

- Philosophical traditions in Islam

- Reformism and modernity

Assessment: Forum participation (5%), a two-thousand word essay (45%) and a 1.5-hour seen written examination (50%).

Structure: Available as a Stage 1 Major module
Module Level: FHEQ level 4

Biblical Hebrew: Language and texts [DT2002-03] *(Formerly Foundations in Biblical Hebrew [DT2002])* **30 credits**

The Hebrew Bible/Old Testament is a key text in the study of Divinity and a deep understanding of this text is crucial for historical, theological, and narrative analysis. As the text is composed almost completely in Biblical Hebrew, knowledge of this ancient language is a vital tool for developing that deep understanding.

Topics covered:

- The Hebrew alphabet, vocalisation, syllabification and tone, the definite article, the conjunction waw (units 1-4)

- Nouns (gender and number); Verb conjugations: qal qatal, yiqtol, wayyiqtol (5-8)

- Adjectives, demonstratives, the construct chain (formation and use) (9-13)

- Possessive suffixes, personal pronouns, suffixes on prepositions, cardinal numbers (14-18)

- Verb conjugations: qal weqatal, active participle, volitives, infinitives construct and absolute (19-23)

- The qal passive participle, stative verbs, ordinal numbers, object suffixes on verbs (24-27)

- Verbal stems: the nifal, hifil, hofal (27-29)

- Verbal stems: the piel, pual, hitpael (30-32)

- Weak roots: I/II/III-guttural, III-alef, III-he, I-alef (33-36)

- Weak roots: I-n, I-y/w, hollow, geminate; minor stems (37-40)

Each topic will additionally involve the translation of adapted Biblical texts from a range of Biblical books.

Assessment: Forum participation (5%), and a 3-hour unseen written examination (95%).
Structure: Available as a Stage 2 or Stage 3 Major module
Module level: FHEQ level 5

Sacrifice, praise and wisdom [DT2014] 30 credits

This module will enable students to build upon and develop an existing awareness and understanding of the field of Hebrew Bible/Old Testament scholarship by means of a study of three core texts, namely:

- The Book of Leviticus

- The Psalms

- The Wisdom Literature of Job, Ecclesiastes and Proverbs.

Prerequisite: In order to take this module you must already have passed, or be registered to take concurrently, the module Reading the Hebrew Bible/Old Testament (previously named Introduction to the Old Testament) at Level 4.

Topics covered:

- Method in biblical study

Leviticus

- The shape of the book of Leviticus: a meaningful organisation?

- The concept of 'holiness': Purity and Impurity in the book of Leviticus

- Understanding Ritual in the book of Leviticus and contemporary issues

Psalms

- The poetry and shape of the canonical book of Psalms

- Psalms in worship

Wisdom

- Wisdom Literature in Israel and the Ancient Near East

- Proverbs: linking creation and moral order

- Job and the limits of theodicy

- Ecclesiastes: A Crisis of Wisdom?

Assessment: Forum participation (5%), a two-thousand word essay (45%) and a 1.5-hour unseen written examination (50%).
Structure: Available as a Stage 2 or Stage 3 Major module or a Stage 2 Minor module
Module level: FHEQ level 5

New Testament Greek: Language and texts [DT2003] 30 credits

This module allows students at Level 5 to develop the linguistic skills in koiné Greek needed to move beyond the basic textual interpretation involved in the Level 4 module. It will focus on Mark 8-10 and John 18-21 and will equip you for a more detailed exegetical study of substantial portions of New Testament text at Level 6, for example, in Texts in Greek: John and Romans.

Topics covered include:
- The Greek alphabet

- Verbs

- Nouns

- The definite article

- Prepositions

- Adjectives

- Conjunctions

- Pronouns

- Asking questions

- Translating the prescribed texts

Assessment: Forum participation (5%), and a 3-hour unseen written examination (95%).

Structure: Available as a Stage 2 or Stage 3 Major Module

Module level: FHEQ level 5

Christian doctrine [DT2135] 30 credits

This module is for anyone who wishes to gain an understanding of key Christian beliefs and the study of Christian 'theo-logy' that is, how Christians 'speak' about God. It builds on theological ideas about the nature of Jesus Christ, the doctrine of a Trinitarian God, and the salvation of humankind, drawing on key theological discussions and their developments.

Prerequisite: In order to take this module you must already have passed, or be registered to take concurrently, the module Reading the New Testament (previously named Introduction to the New Testament) at Level 4.

Topics covered:

The module is divided into three major themes: Christology, Trinity, and Salvation.

Christology

- The 'Historical Jesus' vs The 'Christ'

- The Incarnation

- The Hypostatic Union

Trinity

- The Trinity as Love and Self-Gift

- Persons and Relations

- The Processions and the Relation to Creatures

Salvation

- 'The Paschal Mystery': Jesus' Suffering, Death, and Resurrection

- Justification and Salvation: How the 'Work' of Jesus is Applied to Human Beings

- Consummation: Rising from the Dead

Assessment: Forum participation (5%), a two-thousand word essay (45%) and a 1.5-hour seen written examination (50%).

Structure: Available as a Stage 2 or Stage 3 Minor module

Module Level: FHEQ level 5

History of Christianity [DT2001-03] 30 credits

This module introduces the central events, personalities, movements and ideas that have influenced the history of Christianity from the first to the twenty-first century. It provides an overview of the experiences, theological debates and socio-political contexts that have impacted the development of Christianity from a sect of Judaism into a global religion. It critically analyses notable turning points in the evolution of this religion and highlights both the reforms and ruptures that brought about its three major branches: Catholicism, Protestantism, and Orthodoxy. Students should expect to reflect critically on the reconfiguration of Christianity over time, forming their own interpretation of its historical and contemporary significance.

Topics covered include:

- Jewish and Non-Jewish Christianity

- Early Christian Martyrdom: Perceptions and Realities

- Imperial and Conciliar Christianity

- Medieval Reform and Rupture

- Medieval Christianity: Conquest and Creativity

- The Protestant Reformations

- The Radical and Catholic Reformations

- Christianity during the Age of Enlightenment

- Christianity during the Age of World War

- Ecumenism, Vatican II, and the Global Realignment of Christianity

Assessment: Forum participation (5%), a two-thousand word essay (45%) and a 1.5-hour seen written examination (50%).

Structure: Available as a Stage 2 Major/Minor module

Module level: FHEQ level 5

Buddhism [DT2009-02] 30 credits

This module is an introduction to Buddhism. It focuses on the exploration of the 'Three Jewels' of Buddhism, i.e. the Buddha (its founder and inspirational icon), the Dharma (his teachings, including doctrinal developments in subsequent centuries, and systems of practice) and the Sangha (the communities of those who identify themselves in different ways as 'Buddhists'). The module will look at how Buddhists perceived the world and deities in the pre-modern period, and how they analysed human experience as a background to religious practice. It will examine core religious practices including meditation and look at major historical developments of Buddhism in India and Southeast Asia.

Topics covered will include:

- Dharma, the Buddha's teaching

- The Buddha and the bodhisattva; polytheism and atheism

- The Sangha: The role of monastics and the rules they follow

- Women in Buddhism

- Buddhist practice: meditation

- Buddhist Ethics: karma, precepts, non-harming. Buddhist approaches to disability, abortion, suicide and euthanasia

- Buddhist Ethics: the environment, attitudes to meat-eating, and social engagement

- Buddhist scripture

- Doctrinal developments in India: the Mahayana

- Ritual and 'magical' dimensions from soteriology to protection: Vajrayana; apotropaic practices including amulets.

Assessment: Forum participation (5%), a two-thousand word essay (45%) and a 1.5-hour unseen written examination (50%).

Structure: Available as a Stage 2 or Stage 3 Major module or a Stage 2 Minor module

Module level: FHEQ level 5

Religion and ethics [DT2007-03] 30 credits

Ethics is an important aspect of the teaching of all of the world's major religions. In each case, attempting to live an ethical life is a key practical consequence of genuine religious belief. Each religion describes how to do this (e.g. 'Love your neighbour as yourself' in Christianity), and some give practical examples and suggest practices which help to develop virtue (e.g. the loving-kindness meditation in Buddhism). Various philosophical theories (e.g. utilitarianism) may be used to help believers to work out the best way to apply ethical teachings in particular situations, especially when the answer is by no means straightforward. Mistakes are therefore common and forgiveness and reconciliation may be necessary.

This module is being revised for 2022–2023 but topics are likely to include some or all of the following:

Topics covered:

- Key ethical teachings in Judaism, Christianity and Islam

- Key ethical teachings in Hinduism and Buddhism

- Free will and moral responsibility

- Interpreting key ethical teachings using philosophical theories such as utilitarianism, deontology, and virtue ethics

- Making ethical decisions about life and death (abortion, euthanasia, veganism/vegetarianism)

- Respect and relationships (diversity and equity, friendship, sexuality)

- Using resources responsibly (environmental ethics, social justice, business ethics)

- Forgiveness and reconciliation

Assessment: Forum participation (5%), a two-thousand word essay (45%) and a 1.5-hour unseen written examination (50%).

Structure: Available as a Stage 2 or Stage 3 Major/Minor module

Module level: FHEQ level 5

Religion and reason [DT2145] 30 credits *(previously named Philosophy of religion)*

Students may not study both the Philosophy course Philosophy of religion [PY3110] and this module.

The Level 4 module Religion, meaning and value includes a brief introduction to the philosophy of religion. This Level 5 module provides an opportunity to study the philosophy of religion in greater depth, focusing on arguments for the existence of God, questions about the nature of God, key objections to belief in God, and beliefs about life after death.

Topics covered:

- Cosmological arguments for the existence of God

- Design arguments for the existence of God

- Arguments from religious experience

- Ontological arguments for the existence of God

- The nature of divine power

- The nature of divine wisdom

- Divine action: miracles and petitionary prayer

- An objection to belief in God: The problem of evil

- An objection to belief in God: The problem of religious diversity

- Life, death and hope.

Assessment: Forum participation (5%), a two-thousand word essay (45%) and a 1.5-hour seen written examination (50%).

Structure: Available as a Stage 2 or Stage 3 Major module or a Stage 2 Minor module

Module level: FHEQ level 5

Texts in Hebrew [DT3001] *(Formerly Advanced Biblical Hebrew)* 30 credits

This Level 6 module provides an opportunity to use the skills learned at Level 5 to engage in depth with the language and interpretation of a selection of longer texts from the Hebrew Bible.

Prerequisite: In order to take this module, you must already have passed the module Biblical Hebrew: Language and texts (previously named Foundations in Biblical Hebrew) at Level 5.

Topics covered:

Students will conduct a detailed study of Exodus 1-15 and Proverbs 1-9 in Hebrew. The primary emphasis is the exegesis of the texts, but attention will also be paid to textual and philological questions.

Assessment: Forum participation (5%), and a 3-hour unseen written examination (95%).

Structure: Available as a Stage 2 or Stage 3 Major module

Module level: FHEQ level 6

Texts in Greek: John and Romans [DT3035] 30 credits

This module allows students who have passed the module New Testament Greek: Language and Texts at Level 5 to use and develop their skills in reading and interpreting New Testament Greek through detailed study of more extensive sections of the Gospel of John and the Epistle to the Romans in Greek.

Prerequisite: In order to take this module, you must already have passed the module New Testament Greek at Level 5.

Topics covered:

John's Gospel

- John 1. The Prologue and its Prospects in the Gospel

- John 2-6. "Signs" and Debates

- John 7-12. Conflicts and context

- John 13-17. Farewell discourses

- John 18-21. Passion and Postscripts

Romans

- The Romans Debate. Why did Paul send this letter to Rome? Does it matter?

- Romans 1-4. Jew and Greek, faithfulness and unfaithfulness

- Romans 5-8 Sin, flesh, Adam and righteousness

- Romans 5-8 Sin, flesh, law and restoration

- Romans 9-11. Israel, Gentiles and Paul's mission

Assessment: Forum participation (5%), a two-thousand word essay (45%) and a 1.5-hour unseen written examination (50%).

Structure: Available as a Stage 2 or Stage 3 Major module.

Module level: FHEQ level 6

New Testament theology: Christology, salvation and the last things (texts in English) [DT3050-02] 30 credits

This module builds on the introductory module, Reading the New Testament to focus on New Testament theology. The module enables students to explore three key areas of New Testament theological thought: Christology, soteriology, and eschatology. As students engage with the Gospels, the Pauline writings, the letter to the Hebrews and the Book of Revelation, they will gain an appreciation of the university and diversity that characterises New Testament theology. They will develop skills in interpreting New Testament texts in terms of their theological content, while remaining sensitive to the historical, social and cultural context of the texts.

Prerequisite: In order to take this module, you must already have passed the module Reading the New Testament at Level 4.

Topics covered:

Selected texts in English on the following themes:

A. Christology

- The Synoptic Christologies

- Pauline Christology

- Christology: John's Gospel

- Christology: Hebrews

B. Soteriology (Mainly Pauline)

- Soteriology: The Death of Jesus

- Soteriology: Justification by Faith

- Soteriology: Participation in Christ

C. Eschatology

- Eschatology: The Synoptic Gospels

- Eschatology: Paul

- Eschatology: Book of Revelation

Assessment: Forum participation (5%), a two-thousand word essay on a topic from Sections A or B of the module (45%) and a 1.5-hour unseen written examination, consisting of three sections; students must answer two questions from different sections (50%).

Structure: Available as a Stage 2 or Stage 3 Major module.

Module level: FHEQ level 6

Religion and science [DT3030] 30 credits

The module aims to explore the multiple relationships between science and religion in the light of the cutting-edge developments in science and technology which are reshaping our lives. Key topics which will be explored include robotics, bioengineering and genetic modification, the prospects for human life-extension, the development of neurophysiological accounts of what is going on inside our brains and bodies when we meditate or pray, and the discussion about what 'life' is, why it has emerged, and where else we might expect to find it.

These cutting-edge topics will be securely rooted in an initial overview of the historical relations between religion and science and more specifically in an exploration of Ian Barbour's classic 'four types' of relationship: conflict, independence, dialogue and integration. The first half of the module will provide students with a clear grasp of the historical tensions and methodological differences between science and religion. The second half will look to extend this understanding by looking at a series of specific problems.

Topics covered:

Section A:

- The Relations between Religion and Science

- Problematic Models of these Relations: New Atheism and Intelligent Design

Section B:

- A Key Historical Dispute: Galileo

- The Idea of Scientific Method

- Cosmology and the Anthropic Principle

- Teleology and Biology

- The Neuroscience and Evolutionary Psychology of Religion

- Religion and Technology 1: Robotics

- Religion and Technology 2: The ethical implications of life extension

- Faith and the Crossing of Biological Boundaries

Assessment: Forum participation (5%), a two-thousand word essay (45%) and a 1.5-hour unseen written examination (50%).

Structure: Available as a Stage 2 or Stage 3 Major module.

Module level: FHEQ level 6

Religions in relationship [DT3055-02] *(previously named Interfaith relations)* 30 credits

In this module, students will be offered an opportunity to examine a range of key interactions between the five main world religions – clashes of beliefs and values, the historical events to which these have given rise, and ways in which difficulties, actual and potential, might be resolved.

Topics covered:

- Introduction to the study of religions in relationship

- Christian-Jewish relations in the New Testament

- Later Christian responses to Judaism

- Franz Rosenzweig on Judaism and Christianity

- Contemporary Jewish responses to Christianity

- Jewish-Muslim relations, geopolitics and scriptural interpretation

- Christian-Muslim relations: Legacies of Christian responses to Islam

- Muslim-Christian relations: Legacies of Muslim responses to Christianity

- Hinduism and interfaith relations: Responding to Eurocentrism

- Buddhism and interfaith relations: Complicating the definition of 'religion'

Assessment: Forum participation (5%), a two-thousand word essay (45%) and a 1.5-hour unseen written examination (50%).

Structure: Available as a Stage 2 or Stage 3 Major module.

Module level: FHEQ level 6

Religion and violence [DT3060-02] 30 credits

Religiously infused violence has become a feature of life at the present time, and the relation of religion and violence has become a matter of considerable public debate. Critics of 'religion' accuse it of being the source and cause of violence, and members of different religious traditions, partly under this pressure, examine the way in which their sacred texts, history and present life contain not only actual violence in the name of God, but also symbolic and ritual violence that in some measure appear to validate further religious violence. This module addresses these and related issues in a reflective and analytic way.

Topics covered:

- Introduction and preliminary readings and orientation

- Religious violence, terrorism and the secular city

- Violence in sacred texts

- Monotheism and violence

- Islam and violence

- Religious non-violence: Tolstoy and Gandhi

- A non-violent Jesus in a violent world: N. T. Wright

- René Girard on violence, religion and scapegoating

- 'The Myth of Religious Violence': W. T. Cavanaugh

- Freud on the 'primal murder' and religion

Assessment: Forum participation (5%), a two-thousand word essay (45%) and a 1.5-hour unseen written examination (50%).

Structure: Available as a Stage 2 or Stage 3 Major or Minor module.

Module level: FHEQ level 6

Religion and global politics [DT3045] 30 credits

Religion plays an increasingly prominent role in our world today. Religion is central to political developments across the globe, ranging from presidential elections in the United States to Hindu nationalism in India, and from inter-state conflict to peace and reconciliation. In this module we will begin with the study of various models of how states structure their relationship with religion, such as the established church and the separation of church and state. We will then look at how the political motivations of religious people can shape a range of political issues, from the anti-apartheid movement of the late 20th century to terrorism today. Finally, we will take a fully global perspective to consider the roles of religions in large-scale issues of conflict, peace, and democratization.

Topics covered:

- Introduction to Religion and Global Politics

Section A

- Religion-State Relations

- Religion and State in Europe

- Religion and State in the United States

- Religion and State in India and China

Section B

- Political Engagement and Activism

- Religion in 20th Century Political Movements

- Islam in Europe

- Religion and Politics in a Global City

 Section C

- Global Conflict, Peace, and Democracy

- The Clash of Civilizations

- The Changing Politics of Global Christianity

- Religion and Democracy

Assessment: Forum participation (5%), a two-thousand word essay (45%) and a 1.5-hour unseen written examination (50%).

Structure: Available as a Stage 2 or Stage 3 Major module.

Module level: FHEQ level 6

Dissertation [DT3012] 30 credits (Core Module)

Students must have passed all modules or courses of their major programme of study in

Stage 1 and Stage 2 before registering for this module.

A Dissertation of 8,000-10,000 words on an agreed topic.

Assessment: A dissertation of 8,000-10,000 words

Structure: Available as a Stage 3 Major module

Module level: FHEQ level 6

Stage 1 and Stage 2 before registering for this module.

A Dissertation of 8,000-10,000 words on an agreed topic.

Appendix B – Assessment criteria

Grade	Class equivalent	Assessment criteria for the BA
70 and over	First Class Honours	A mark in this range represents the overall achievement of the course and programme learning outcomes to an excellent level. Written work in this range shows: • a detailed and systematic understanding of all the key arguments and interpretations, concepts/theories, methodology, events and content, appropriate to the subject discipline; • excellent selection and organisation of course text(s) and other relevant academic publications in the area with a highly developed ability to critique material and concepts, sustain argument and reach clear conclusions, which reflects depth and confidence of understanding of material; • an accurate and fair assessment of opposing views, demonstrating originality in application of ideas or synthesis of existing ideas, at the forefront of the discipline. • clear and fluent communication of technical or academic ideas within a structured format, presented to a very high standard of professionalism with few, if any, inaccuracies in grammar and punctuation; • an ability to conduct in-depth independent research (where appropriate) drawing on a range of primary and secondary sources; Marks at the higher end of this scale may be achieved through: • an original, creative approach, which challenges current scholarship. • meticulously structured work, communicated to an exceptional professional standard, displaying evidence of an exemplary application of knowledge, understanding and skills; • full independence of thought, exceptional powers of analysis, synthesis and insight into relevant academic publications.
60–69	Second Class (Upper Division)	A mark in this range represents the overall achievement of the course and programme learning outcomes to a very good level. Written work in this range is characterised by: • a comprehensive level of understanding based on a competent grasp of all the key arguments and interpretations, concepts/theories, methodology, events and content, appropriate to the subject discipline; • appropriately selective use of the full range of course text(s) and other relevant academic publications, demonstrating

		independent, critical analysis and clear, coherent argument to reach well substantiated conclusions; • successful attempts to interpret complex material and present a balanced treatment of opposing views. • effective communication of technical or academic ideas, within a structured format, presented in a fluent style with few inaccuracies in grammar and punctuation; • an ability to conduct in-depth independent research drawing on a range of primary and secondary sources (where appropriate).
50–59	Second Class (Lower Division)	A mark in this range represents the overall achievement of the course and programme learning outcomes to a good level. Written work in this range is characterised by: • a good understanding of key arguments and interpretations, concepts/theories, methodology, events and content, appropriate to the subject discipline; • an ability to link discussion, analysis and conclusions to a range of course text(s) and other relevant academic publications, with little irrelevant material to provide continuous/consistent argument, appropriate to the subject disciple; • a display of sufficient skills to tackle some complex problems and demonstration of critique; • evidence of engagement with professional modes of structure, expression and presentation that could compensate for some weaknesses in style or some flaws within the argument. There will be a limited number of inaccuracies in grammar and punctuation; • an ability to conduct independent research drawing on some primary and secondary sources that is well-written and could compensate for some limitations in the range of issues discussed (where appropriate);
40-49	Third Class Honours	A mark in this range represents the overall achievement of the course and programme learning outcomes to a satisfactory/adequate level. Written work in this range will usually demonstrate: • adequate understanding of key arguments and interpretations, concepts/theories, methodology, events and content, appropriate to the subject discipline, and an attempt to address a question or task, although the implications may not be fully articulated and will contain errors of expression; • descriptive and excessive generalisation, incoherent arguments but with some attempt to consider opposing views; • a basic familiarity and awareness of course text(s) and other relevant academic publications and an attempt to organise and make appropriate selection of materials. Although

		perhaps reliant on a limited number of sources to provide appropriate analysis or maintain continuous/consistent argument appropriate for the subject discipline; • adequate presentation of work within a recognised structure but which might lack a fluent style. There may be a significant number of inaccuracies in grammar and punctuation. • some ability to conduct independent research drawing on a range of primary and secondary sources (where appropriate);
0-39	Fail	A mark in this range represents the overall failure to achieve the appropriate course and programme outcomes. Written work may fail on grounds of: • partial or limited understanding of key arguments and interpretations, concepts/theories, methodology, events and content, appropriate to the subject discipline; • limited understanding of course text(s) and other relevant academic publications (*e.g.* primary and secondary reading where appropriate), and poor use of sources to provide the appropriate level of detail and critical analysis for the subject discipline; • inadequate relevance when addressing required tasks, reaching no clear conclusion; • a lack of evidence of having studied the work set for the course; • incoherent expression or argument, with no clear structure and multiple inaccuracies in grammar and punctuation; • little evidence of ability to conduct in-depth independent research (where appropriate) drawing on a range of primary and secondary sources; Poor or comprehensive fail marks (in the range of 0 to 29) may result if the defects highlighted above are markedly more serious or if a student: • shows no evidence of an attempt to address the question; • does not attempt to write answers within an exam; • does not submit an element of assessment required for their programme(s); • presents a wholly illegible script; • is assigned a mark for a plagiarised assessment.

Programme Regulations 2022–2023 Combined Degree Scheme (BA/DipHE/CertHE)		
Grade	**Class equivalent**	**Assessment criteria for Certificate/Diploma of Higher Education**
70 and over	Pass with Merit	A mark in this range represents the overall achievement of the course and programme learning outcomes to an excellent level. Written work in this range shows: - a detailed and systematic understanding of all the key arguments and interpretations, concepts/theories, methodology, events and content, appropriate to the subject discipline; - excellent selection and organisation of course text(s) and other relevant academic publications in the area with a highly developed ability to critique material and concepts, sustain argument and reach clear conclusions, which reflects depth and confidence of understanding of material; - an accurate and fair assessment of opposing views, demonstrating originality in application of ideas or synthesis of existing ideas, at the forefront of the discipline. - clear and fluent communication of technical or academic ideas within a structured format, presented to a very high standard of professionalism with few, if any, inaccuracies in grammar and punctuation; - an ability to conduct in-depth independent research (where appropriate) drawing on a range of primary and secondary sources; Marks at the higher end of this scale may be achieved through: - an original, creative approach, which challenges current scholarship. - meticulously structured work, communicated to an exceptional professional standard, displaying evidence of an exemplary application of knowledge, understanding and skills; - full independence of thought, exceptional powers of analysis, synthesis and insight into relevant academic publications.
50-69	Pass with Credit	A mark in the lower half of this range represents the overall achievement of the course and programme learning outcomes to a good level. Written work in this range is characterised by: - a good understanding of key arguments and interpretations, concepts/theories, methodology, events and content, appropriate to the subject discipline; - an ability to link discussion, analysis and conclusions to a range of course text(s) and other relevant academic publications, with little irrelevant material to provide

continuous/consistent argument, appropriate to the subject disciple;

- a display of sufficient skills to tackle some complex problems and demonstration of critique;

- evidence of engagement with professional modes of structure, expression and presentation that could compensate for some weaknesses in style or some flaws within the argument. There will be a limited number of inaccuracies in grammar and punctuation;

- an ability to conduct independent research drawing on some primary and secondary sources that is well-written and could compensate for some limitations in the range of issues discussed (where appropriate);

A mark in the upper half of this range represents the overall achievement of the course and programme learning outcomes to a very good level. Written work in this range is characterised by:

- a comprehensive level of understanding based on a competent grasp of all the key arguments and interpretations, concepts/theories, methodology, events and content, appropriate to the subject discipline;

- appropriately selective use of the full range of course text(s) and other relevant academic publications, demonstrating independent, critical analysis and clear, coherent argument to reach well substantiated conclusions;

- successful attempts to interpret complex material and present a balanced treatment of opposing views.

- effective communication of technical or academic ideas, within a structured format, presented in a fluent style with few inaccuracies in grammar and punctuation;

- an ability to conduct in-depth independent research drawing on a range of primary and secondary sources (where appropriate).

40-49	Pass	A mark in this range represents the overall achievement of the course and programme learning outcomes to a satisfactory/adequate level. Written work in this range will usually demonstrate: - adequate understanding of key arguments and interpretations, concepts/theories, methodology, events and content, appropriate to the subject discipline, and an attempt to address a question or task, although the implications may not be fully articulated and will contain errors of expression; - descriptive and excessive generalisation, incoherent arguments but with some attempt to consider opposing views;

		• a basic familiarity and awareness of course text(s) and other relevant academic publications and an attempt to organise and make appropriate selection of materials. Although perhaps reliant on a limited number of sources to provide appropriate analysis or maintain continuous/consistent argument appropriate for the subject discipline; • adequate presentation of work within a recognised structure but which might lack a fluent style. There may be a significant number of inaccuracies in grammar and punctuation. • some ability to conduct independent research drawing on a range of primary and secondary sources (where appropriate).
0-39	Fail	A mark in this range represents the overall failure to achieve the appropriate course and programme outcomes. Written work may fail on grounds of: • partial or limited understanding of key arguments and interpretations, concepts/theories, methodology, events and content, appropriate to the subject discipline; • limited understanding of course text(s) and other relevant academic publications (*e.g.* primary and secondary reading where appropriate), and poor use of sources to provide the appropriate level of detail and critical analysis for the subject discipline; • inadequate relevance when addressing required tasks, reaching no clear conclusion; • a lack of evidence of having studied the work set for the course; • incoherent expression or argument, with no clear structure and multiple inaccuracies in grammar and punctuation; • little evidence of ability to conduct in-depth independent research (where appropriate) drawing on a range of primary and secondary sources; Poor or comprehensive fail marks (in the range of 0 to 29) may result if the defects highlighted above are markedly more serious or if a student: • shows no evidence of an attempt to address the question; • does not attempt to write answers within an exam; • does not submit an element of assessment required for their programme(s); • presents a wholly illegible script; • is assigned a mark for a plagiarised assessment.

Appendix C – Structure of the programmes

Combined Degree Scheme BA English with Minor programme				
	A student must take modules or courses to the value of 90 credits at Stage 1, Stage 2 and Stage 3	A student must choose one of the following minor programmes. They must take modules or courses to the value of 30 credits at Stage 1, Stage 2 and Stage 3.		
	English (Major)	**Philosophy (Minor)**	**Divinity(Minor)**	**Computing (Minor)** A student following the Computing programme must select one of the pathways listed.
Stage 1 (Level 4. Each module or course 30 credits unless otherwise stated)	• Explorations in literature • Approaches to text **And either:** • Renaissance comedy: Shakespeare and Jonson **Or:** • Introduction to creative and life writing **Or:** • Introduction to English language	• Introduction to philosophy	**One from the following:** • Reading the Hebrew Bible/Old Testament (cannot be taken with Introduction to the Old Testament, L4) • Reading the New Testament (cannot be taken with Introduction to the New Testament, L4)	**Computing & Cognition Pathway** • Creative computing 1: Image, sound and motion **Computer Science Pathway** • Mathematics for computing **Computing Information Systems Pathway** • Information systems: Foundations of e-business

Stage 2	Two from the following:	One from the following:	One from the following:	Computing & Cognition Pathway
(Level 5. Each module or course 30 credits unless otherwise stated)	- Literature of the later Middle Ages - Renaissance and restoration - Augustans and romantics **Plus one from:** - Victorians - Moderns - Varieties of English - Creative and life writing	- Greek philosophy: Plato and the Pre- Socratics **Or:** - Modern Philosophy: Descartes, Locke, Berkeley and Hume	- Sacrifice, praise and wisdom (L5: prerequisite: Introduction to the Old Testament or Reading the Hebrew Bible/Old Testament, L4) - Christian doctrine (L5) (cannot be taken with Christian doctrine L4) (prerequisite: Introduction to the New Testament or Reading the New Testament, L4) - History of Christianity (L5) - Church history: Reformation and society (L5) (resits only) - Buddhism (L5) - Religion and ethics (L5) - Christian ethics (L5) (resits only) - Religion and reason (previously named Philosophy of religion) (L5) (cannot be taken with Philosophy of religion L4) - Religion and science (L5) (resits only but candidates are advised to take Religion and science L6) - Divinity and atheism (L5) (resits only)	- Creative computing 2: Interactive multimedia **Computer Science Pathway** - Software engineering, algorithm design and analysis **Computing Information Systems Pathway** - Database systems

Stage 3	Three from the following:	One from the following:	One from the following:	*Computing & Cognition Pathway*
(Level 6. Each module or course 30 credits unless otherwise stated)	• American literature • Drama since 1860 • The Novel • Postcolonial literatures in English • Language and gender • Language and the media • Shakespeare	• Modern philosophy: Spinoza, Leibniz and Kant (prerequisite: Modern Philosophy level 5) • Greek philosophy: Aristotle (prerequisite: Greek Philosophy level 5) • Aesthetics • Philosophy of language • Philosophy of mind • Political philosophy • Philosophy of religion	• Liturgical studies (resits only) • The theology of Christian-Jewish relations (resits only) • Christian-Muslim relations resits only) • Buddhism (L6) (last exams in 2020) • Religion and science (L6) (cannot be taken with Religion and science L5) • Religion and violence (L6) • Religion and global politics (L6) • The tasks of life (resits only)	Two from: • Artificial intelligence (15 credits) • Neural networks (15 credits) • Interaction design (15 credits) • Introduction to natural language processing (15 credits) *Computer Science Pathway* Two from: • Data compression (15 credits) • Computer security (15 credits) • Artificial intelligence (15 credits) • Introduction to natural language processing (15 credits**)** *Computing Information Systems Pathway* Two from: • Interaction design (15 credits) • Electronic commerce (15 credits)

				• Information systems management (15 credits)
Combined Degree Scheme DipHE English with Minor programme				
	A student must take modules or courses to the value of 90 credits at Stage 1 and Stage 2.	A student must choose one of the following minor programmes. They must take modules or courses to the value of 30 credits at Stage 1 and Stage 2.		
	English (Major)	**Philosophy (Minor)**	**Divinity (Minor)**	**Computing (Minor)** A student following the Computing programme must select one of the pathways listed.
Stage 1 (Level 4. Each module or course 30 credits unless otherwise stated)	• Explorations in literature • Approaches to text **And either:** • Renaissance comedy: Shakespeare and Jonson **Or:** • Introduction to creative and life writing **Or:** • Introduction to English language	• Introduction to philosophy	**One from the following:** • Reading the Hebrew Bible/Old Testament (cannot be taken with Introduction to the Old Testament, L4) • Reading the New Testament (cannot be taken with Introduction to the New Testament, L4)	***Computing & Cognition Pathway*** • Creative computing 1: Image, sound and motion ***Computer Science Pathway*** • Mathematics for computing ***Computing Information Systems Pathway*** • Information systems: Foundations of e-business
Stage 2 (Level 5.	**Two from the following:**	**One from the following:**	**One from the following:**	***Computing & Cognition Pathway***

| Each module or course 30 credits unless otherwise stated) | • Literature of the later Middle Ages
• Renaissance and restoration
• Augustans and Romantics
Plus one from:

• Victorians
• Moderns
• Varieties of English
• Creative and life writing | • Greek philosophy: Plato and the Pre- Socratics
Or:

• Modern Philosophy: Descartes, Locke, Berkeley and Hume | • Sacrifice, praise and wisdom (L5: prerequisite: Introduction to the Old Testament or Reading the Hebrew Bible/Old Testament, L4)
• Christian doctrine (L5) (cannot be taken with Christian doctrine L4) (prerequisite: Introduction to the New Testament or Reading the New Testament, L4)
• History of Christianity
• Church history: Reformation and society (L5) (resits only
• Buddhism (L5)
• Religion and ethics (L5)
• Christian ethics (L5) (resits only)
• Religion and reason (previously named Philosophy of religion) (L5) (cannot be taken with Philosophy of religion L4)
• Religion and science (L5) (resits only but candidates are advised to take Religion and science L6)
• Divinity and atheism (L5) (resits only) | • Creative computing 2: Interactive multimedia
Computer Science Pathway

• Software engineering, algorithm design and analysis

Computing Information Systems Pathway
• Database systems |

Combined Degree Scheme CertHE English with Minor programme

	A student must take modules or courses to the value of 90 credits.	A student must choose one of the following minor programmes. They must take modules or courses to the value of 30 credits.		
	English (Major)	**Philosophy (Minor)**	**Divinity (Minor)**	**Computing (Minor)** A student following the Computing programme must select one of the pathways listed.
Stage 1 (Level 4. Each module or course 30 credits unless otherwise stated**)**	• Explorations in literature • Approaches to text **And either:** • Renaissance comedy: Shakespeare and Jonson **Or:** • Introduction to creative and life writing **Or:** • Introduction to English Language	• Introduction to philosophy	**One from the following:** • Reading the Hebrew Bible/Old Testament (cannot be taken with Introduction to the Old Testament, L4) • Reading the New Testament (cannot be taken with Introduction to the New Testament, L4)	***Computing & Cognition Pathway*** • Creative computing 1: Image, sound and motion ***Computer Science Pathway*** • Mathematics for computing ***Computing Information Systems Pathway*** • Information systems: Foundations of e-business

Combined Degree Scheme BA Philosophy with Minor programme

	A student must take modules or courses to the value of 90 credits at Stage 1, Stage 2 and Stage 3	A student must choose **one** of the following minor programmes. They must take modules or courses to the value of 30 credits at Stage 1, Stage 2 and Stage 3.		

	Philosophy (Major)	English (Minor)	Divinity (Minor)	Computing (Minor)
				A student following the Computing programme must select one of the pathways listed.
Stage 1 (Level 4. Each module or course 30 credits unless otherwise stated)	• **Introduction to philosophy (core)** **Two from:** • Ethics: Historical perspectives • Epistemology • Logic	• Explorations in literature	One from the following: • Reading the Hebrew Bible/Old Testament (cannot be taken with Introduction to the Old Testament, L4) • Reading the New Testament (cannot be taken with Introduction to the New Testament, L4)	***Computing & Cognition Pathway*** • Creative computing 1: Image, sound and motion ***Computer Science Pathway*** • Mathematics for computing ***Computing Information Systems Pathway*** • Information systems: Foundations of e-business
Stage 2 (Level 5. Each module or course 30 credits unless otherwise stated)	Three from the following: • Greek philosophy: Plato and the Pre-Socratics • Modern Philosophy: Descartes, Locke, Berkeley and Hume • Ethics: Contemporary perspectives (prerequisite: Ethics level 4)	One from the following: • Literature of the later Middle Ages • Renaissance and Restoration • Augustans and Romantics • Victorians Moderns	One from the following: • Sacrifice, praise and wisdom (L5: prerequisite: Introduction to the Old Testament or Reading the Hebrew Bible/Old Testament, L4) • Christian doctrine (L5) (cannot be taken with Christian doctrine L4) (prerequisite: Introduction to the New	***Computing & Cognition Pathway*** • Creative computing 2: Interactive multimedia ***Computer Science Pathway*** • Software engineering, algorithm design and analysis ***Computing Information Systems Pathway*** • Database systems

	• Metaphysics (prerequisite: Logic level 4) • Methodology: Induction, reason and science (prerequisite: Epistemology level 4)		Testament or Reading the New Testament, L4) • History of Christianity (L5) • Church history: Reformation and society (L5) (resits only) • Buddhism (L5) • Religion and ethics (L5) • Christian ethics (L5) (resits only) • Religion and reason (previously named Philosophy of religion) (L5) (cannot be taken with Philosophy of religion L4) • Religion and science (L5) (resits only but candidates are advised to take Religion and science L6) • Divinity and atheism (L5) (resits only) •	
Stage 3 (Level 6. Each module or course 30 credits unless otherwise stated)	• **Dissertation (core)** **Two from the following:** • Modern philosophy: Spinoza, Leibniz and Kant (prerequisite: Modern Philosophy level 5) • Greek philosophy: Aristotle (prerequisite: Greek Philosophy level 5)	**One from the following:** • American literature • Drama since 1860 • The Novel • Postcolonial literatures in English • Shakespeare	**One from the following:** • Liturgical studies (resits only) • The theology of Christian-Jewish relations resits only) • Christian-Muslim relations (resits only) • Buddhism (L6) (resits only) • Religion and science (L6) (cannot be taken	***Computing & Cognition Pathway*** **Two from:** • Artificial intelligence (15 credits) • Neural networks (15 credits) • Interaction design (15 credits)

	• Continental philosophy: Hegel, Schopenhauer and Nietzsche (prerequisite: Modern Philosophy level 5) • Aesthetics • Philosophy of language • Philosophy of mind • Political philosophy • Philosophy of religion		with Religion and science L5) • Religion and violence (L6) • Religion and global politics (L6) • The tasks of life (resits only)	• Introduction to natural language processing (15 credits) ***Computer Science Pathway*** **Two from:** • Data compression (15 credits) • Computer security (15 credits) • Artificial intelligence (15 credits) • Introduction to natural language processing (15 credits**)** ***Computing Information Systems Pathway*** **Two from:** • Interaction design (15 credits) • Electronic commerce (15 credits) • Information systems management (15 credits)
Combined Degree Scheme DipHE in Philosophy with Minor programme			
	A student must take modules or courses to the value of 90 credits at Stage 1 and Stage 2.	A student must choose **one** of the following minor programmes. They must take modules or courses to the value of 30 credits at Stage 1 and Stage 2		
	Philosophy (Major)	**English (Minor)**	**Divinity (Minor)**	**Computing (Minor)** A student following the Computing programme must

				select **one** of the pathways listed.
Stage 1 (Level 4. Each module or course 30 credits unless otherwise stated)	• **Introduction to philosophy (core)** **Two from:** • Ethics: Historical perspectives • Epistemology • Logic	• Explorations in literature	One from the following: • Reading the Hebrew Bible/ Old Testament Or: • Reading the New Testament	***Computing & Cognition Pathway*** • Creative computing 1: Image, sound and motion ***Computer Science Pathway*** • Mathematics for computing ***Computing Information Systems Pathway*** • Information systems: Foundations of e-business
Stage 2 (Level 5. Each module or course 30 credits unless otherwise stated)	**Three from the following:** • Greek philosophy: Plato and the Pre-Socratics • Modern Philosophy: Descartes, Locke, Berkeley and Hume • Ethics: Contemporary perspectives (prerequisite: Ethics level 4) • Metaphysics (prerequisite: Logic level 4) • Methodology: Induction, reason and science (prerequisite: Epistemology level 4)	One from the following: • Literature of the later Middle Ages • Renaissance and Restoration • Augustans and Romantics • Victorians • Moderns	One from the following: • Sacrifice, praise and wisdom (L5: prerequisite: Introduction to the Old Testament or Reading the Hebrew Bible/Old Testament, L4) • Christian doctrine (L5) (cannot be taken with Christian doctrine L4) (prerequisite: Introduction to the New Testament or Reading the New Testament, L4) • History of Christianity (L5)	***Computing & Cognition Pathway*** • Creative computing 2: Interactive multimedia ***Computer Science Pathway*** • Software engineering, algorithm design and analysis ***Computing Information Systems Pathway*** • Database systems

			• Church history: Reformation and society (L5) (resits only) • Buddhism (L5) • Religion and ethics (L5) • Christian ethics (L5) (resits only) • Religion and reason (previously named Philosophy of religion) (L5) (cannot be taken with Philosophy of religion L4) • Religion and science (L5) (last exams 2020 but candidates are advised to take Religion and science L6) • Divinity and atheism (L5) (resits only)	
Combined Degree Scheme CertHE in Philosophy with Minor programme				
	A student must take modules or courses to the value of 90 credits	A student must choose **one** of the following minor programmes. They must take modules or courses to the value of 30 credits.		
	Philosophy (Major)	**English (Minor)**	**Divinity (Minor)**	**Computing (Minor)** A student following the Computing programme must select one of the pathways listed.
Stage 1 (Level 4.	• **Introduction to philosophy (core)**	• Explorations in literature	**One from the following:**	***Computing & Cognition Pathway***

Each module or course 30 credits unless otherwise stated)	**Two from:** • Ethics: Historical perspectives • Epistemology • Logic		• Reading the Hebrew Bible/ Old Testament **Or:** • Reading the New Testament	• Creative computing 1: Image, sound and motion ***Computer Science Pathway*** • Mathematics for computing ***Computing Information Systems Pathway*** • Information systems: Foundations of e-business

Combined Degree Scheme BA Divinity with Minor programme

	A student must take modules or courses to the value of 90 credits at Stage 1, Stage 2 and Stage 3	A student must choose one of the following minor programmes. They must take modules or courses to the value of 30 credits at Stage 1, Stage 2 and Stage 3.		
	Divinity (Major)	**English (Minor)**	**Philosophy (Minor)**	**Computing (Minor)** A student following the Computing programme must select one of the pathways listed.
Stage 1 (Level 4. Each modules or course 30 credits unless otherwise stated)	• Reading the Hebrew Bible/Old Testament (cannot be taken with Introduction to the Old Testament, L4) • Reading the New Testament (cannot be taken with Introduction to the New Testament, L4)	• Explorations in literature	• Introduction to philosophy	***Computing & Cognition Pathway*** • Creative computing 1: Image, sound and motion ***Computer Science Pathway*** • Mathematics for computing ***Computing Information Systems Pathway***

	• Introduction to Islam (cannot be taken with Islam, L5)			• Information systems: Foundations of e-business
Stage 2 (Level 5. Each module or course 30 credits unless otherwise stated)	**Three from:** • Biblical Hebrew: Language and texts(L5) • Sacrifice, praise and wisdom (L5: prerequisite: Introduction to the Old Testament or Reading the Hebrew Bible/Old Testament, L4) • New Testament Greek: Language and texts (L5) (cannot be taken with New Testament Greek, L5) • Christian doctrine (L5) (cannot be taken with Christian doctrine L4) (prerequisite: Introduction to the New Testament or Reading the New Testament, L4) • History of Christianity (L5) • Church history: Reformation and society (L5) (resits only) • Religion and ethics (L5) (cannot be taken with Christian ethics) • Christian ethics (L5) (resits only)	**One from the following:** • Literature of the later Middle Ages • Renaissance and Restoration • Augustans and Romantics • Victorians Moderns	**One from the following:** • Greek philosophy: Plato and the Pre-Socratics **Or:** • Modern Philosophy: Descartes, Locke, Berkeley and Hume	***Computing & Cognition Pathway*** • Creative computing 2: Interactive multimedia ***Computer Science Pathway*** • Software engineering, algorithm design and analysis ***Computing Information Systems Pathway*** • Database systems

	- Religion and reason (previously named Philosophy of religion) (L5) (cannot be taken with Philosophy of religion L4) - Religion and science (L5) (resits only, but candidates are advised to take Religion and science L6) - Divinity and atheism (L5) (last exams 2020) - Texts in Hebrew (L6) (cannot be taken with Advanced Biblical Hebrew) - Texts in Greek (L6) (cannot be taken with Johannine writings in Greek, L6, or Romans in Greek, L6) (prerequisite: New Testament Greek or New Testament Greek: Language and texts, L5) - New Testament theology: Texts in English (L6) - Liturgical studies (resits only) - The theology of Christian-Jewish relations (resits only) - Christian-Muslim relations (resits only)			

	- Buddhism (L6) (resits only) - Religions in relationship (previously named Interfaith relations) (L6) - Religion and science (L6) (cannot be taken with Religion and science L5) - Religion and violence - Religion and global politics (L6) - The tasks of life (resits only)			
Stage 3 (Level 6. Each module or course 30 credits unless otherwise stated)	• **Dissertation (core)** **Two from the following, not attempted at Stage 2. (Refer Section 7 of the programme regulations for progression rules):** - Biblical Hebrew: Language and texts (L5) - Sacrifice, praise and wisdom (L5: prerequisite: Introduction to the Old Testament or Reading the Hebrew Bible/Old Testament, L4) - New Testament Greek: Language and texts (L5) (cannot be	**One from the following:** - American literature - Drama since 1860 - The Novel - Postcolonial literatures in English - Shakespeare	**One from the following:** - Modern philosophy: Spinoza, Leibniz and Kant (prerequisite: Modern Philosophy level 5) - Greek philosophy: Aristotle (prerequisite: Greek Philosophy level 5) - Aesthetics - Philosophy of language - Philosophy of mind - Political philosophy - Philosophy of religion	***Computing & Cognition Pathway*** **Two from:** - Artificial intelligence (15 credits) - Neural networks (15 credits) - Interaction design (15 credits) - Introduction to natural language processing (15 credits) ***Computer Science Pathway*** **Two from:** - Data compression (15 credits) - Computer security (15 credits) - Artificial intelligence (15 credits)

	taken with New Testament Greek, L5) • Christian doctrine (L5) (cannot be taken with Christian doctrine L4) (prerequisite: Introduction to the New Testament or Reading the New Testament, L4) • History of Christianity (L5) • Church history: Reformation and society (L5) (resits only) • Buddhism (L5) (cannot be taken with Buddhism L6) • Religion and ethics (L5) (cannot be taken with Christian ethics L5) • Christian ethics (L5) (resits only) • Religion and reason (previously named Philosophy of religion) (L5) (cannot be taken with Philosophy of religion L4) • Religion and science (L5) (resits only but candidates are advised to take Religion and science L6)			• Introduction to natural language processing (15 credits) ***Computing Information Systems Pathway*** **Two from:** • Interaction design (15 credits) • Electronic commerce (15 credits) • Information systems management (15 credits)

	- Theology and atheism (L5) (resits only) - Texts in Hebrew (L6) (cannot be taken with Advanced Biblical Hebrew) - Texts in Greek (L6) (cannot be taken with Johannine writings in Greek, L6, or Romans in Greek, L6) (prerequisite: New Testament Greek or New Testament Greek: Language and texts, L5) - Johannine writings in Greek (resits only) - Romans in Greek (resits only) - New Testament theology (L6) - The theology of Christian-Jewish relations (resits only) - Christian-Muslim relations (resits only) - Buddhism (L6) (resits only) - Religions in relationship (previously named Interfaith relations) (L6) - Religion and science (L6) (cannot be taken			

	- with Religion and science L5) - Religion and violence (L6) - Religion and global politics (L6) - Liturgical studies (resits only) The tasks of life (resits only)			

Combined Degree Scheme DipHE Divinity with Minor programme				
	A student must take modules or courses to the value of 90 credits at Stage 1 and Stage 2.	A student must choose one of the following minor programmes. They must take modules or courses to the value of 30 credits at Stage 1 and Stage 2		
	Divinity (Major)	**English (Minor)**	**Philosophy (Minor)**	**Computing (Minor)** A student following the Computing programme must select one of the pathways listed.
Stage 1 (Level 4. Each module or course 30 credits unless otherwise stated**)**	- Reading the Hebrew Bible/Old Testament (cannot be taken with Introduction to the Old Testament, L4) - Reading the New Testament (cannot be taken with Introduction to the New Testament, L4) - Introduction to Islam (cannot be taken with Islam, L5)	Explorations in literature	Introduction to philosophy	***Computing & Cognition Pathway*** - Creative computing 1: Image, sound and motion ***Computer Science Pathway*** - Mathematics for computing ***Computing Information Systems Pathway*** - Information systems: Foundations of e-business

Stage 2	Three from:	One from the following:	One from the following:	*Computing & Cognition Pathway*
(Level 5. Each module or course 30 credits unless otherwise stated)	• Biblical Hebrew: Language and texts (L5) • Sacrifice, praise and wisdom (L5: prerequisite: Introduction to the Old Testament or Reading the Hebrew Bible/Old Testament, L4) • New Testament Greek: Language and texts (L5) (cannot be taken with New Testament Greek, L5) • Christian doctrine (L5) (cannot be taken with Christian doctrine L4) (prerequisite: Introduction to the New Testament or Reading the New Testament, L4) • History of Christianity (L5) • Church history: Reformation and society (L5) (resits only)	• Literature of the later Middle Ages • Renaissance and Restoration • Augustans and Romantics • Victorians • Moderns	• Greek philosophy: Plato and the Pre-Socratics **Or:** Modern Philosophy: Descartes, Locke, Berkeley and Hume	• Creative computing 2: Interactive multimedia *Computer Science Pathway* • Software engineering, algorithm design and analysis *Computing Information Systems Pathway* • Database systems

	- Buddhism (L5) (cannot be taken with Buddhism L6) - Religion and ethics (L5) (cannot be taken with Christian ethics L5) - Christian ethics (L5) (resits only) - Religion and reason (previously named Philosophy of religion) (L5) (cannot be taken with Philosophy of religion L4) - Religion and science (L5) (resits only but candidates are advised to take Religion and science L6) - Theology and atheism (L5) (resits only 2020) - Texts in Hebrew (L6) (cannot be taken with Advanced Biblical Hebrew) - Texts in Greek (L6) (cannot be taken with Johannine writings in Greek, L6, or Romans		

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in Greek, L6)
(prerequisite: New
Testament Greek or
New Testament
Greek: Language and
texts, L5)

- Johannine writings in
  Greek (resits only)

- Romans in Greek
  (resits only)

- New Testament
  theology: Texts in
  English (L6)

- The theology of
  Christian-Jewish
  relations (resits only)

- Christian-Muslim
  relations (resits only)

- Buddhism (L6) (resits
  only)

- Religions in
  relationship
  (previously named
  Interfaith relations)
  (L6)

- Religion and science
  (L6) (cannot be taken
  with Religion and
  science L5)

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	• Religion and violence (L6) • Religion and global politics (L6) • Liturgical studies (resits only) • The tasks of life (resits only)			

Combined Degree Scheme CertHE Divinity with Minor programme				
	A student must take modules or courses to the value of 90 credits.	A student must choose one of the following minor programmes. They must take modules or courses to the value of 30 credits.		
	Divinity (Major)	**English (Minor)**	**Philosophy (Minor)**	**Computing (Minor)**
Stage 1 (Level 4. Each module or course 30 credits unless otherwise stated)	• Reading the Hebrew Bible/Old Testament (cannot be taken with Introduction to the Old Testament, L4) • Reading the New Testament (cannot be taken with Introduction to the New Testament, L4) • Introduction to Islam (cannot be taken with Islam, L5)	• Explorations in literature	• Introduction to philosophy	***Computing & Cognition Pathway*** • Creative computing 1: Image, sound and motion ***Computer Science Pathway*** • Mathematics for computing ***Computing Information Systems Pathway*** • Information systems: Foundations of e-business

Appendix D – Exclusions (Divinity major or minor)

Exclusions are modules that cannot be taken together. If you are registered for, or have passed one of the listed modules, you cannot register for the other.

- Christian doctrine (level 4) [DT1003] and Christian doctrine (level 5) [DT2135]

- Christian ethics (level 4) [DT1005] and Christian ethics (level 5) [DT2007] or Religion and ethics (level 5)

- Introduction to Islam (level 4) [DT1155] and Islam (level 5) [DT2008]

- Philosophy of religion (level 4) [DT1004] and Religion and reason (level 5) [DT2145]

- Religion and science (level 5) [DT2010] and Religion and science (level 6) [DT3030]

- Johannine writings in Greek (level 6) [DT3004] and Texts in Greek: John and Romans [DT3035]

- Romans in Greek (level 6) [DT3003] and Texts in Greek: John and Romans [DT3035]

- Buddhism (level 6) and Buddhism (level 5)