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DUTCH MODULES

DUTC0001: An Introduction to Dutch Language and Culture

Value: 30 UCL credits / 1 course unit / 15 ECTS

Level: Total Learning Hours: 300

Term/s: Term 1&2

Available to Affiliates: Subject to availability

Academic Year: 2019-20

Convenor: Ms Christine Sas

Assessment:

Module description

This is an intensive language module for beginners. Five hours per week are devoted to developing practical language skills alongside basic grammatical competence, to enable students to participate in a wide variety of language exchanges and transactions. By the end of the first year students should be able to communicate fluently in basic written and spoken Dutch, expressing ideas and feelings about non-specialist topics. Attention is paid to developing a critical language awareness. Two hours per week are set aside for self-study, over and above homework tasks and module assessments, in order to consolidate and complement classroom work.

Preparatory Reading

Students should obtain a copy of Routledge Intensive Dutch Course (London/New York: Routledge 2006).

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

DUTC0003: Born out of Rebellion: The Netherlands from the Dutch Revolt to the Eve of World War I

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: Yes

Academic Year: 2019-20

Convenor: Ulrich Tiedau

Assessment: 2 x essays (1500 words each, 25% each), 1 x end of year exam (2 hours, 50 %)

Assessment for Affiliates who are here in term 1 only: 3 x essays (1500 words each, 33.3%)

Module description

Situated at the crossroads between the Anglophone, Francophone and German-speaking cultures, “the Low Countries”, present-day Belgium, Luxembourg and the Netherlands (plus some adjacent areas in what today is Germany and France), offer a fascinating picture of European history *en miniature*. Many common traits and similar developments have differentiated these countries from the surrounding great powers and have given them a distinct character.

The module offers a broad survey of Low Countries History from the late Middle Ages to the eve of World War I. It aims to: develop a good understanding of the major topics of Dutch and Belgian history from the late Middle Ages to the early 20th century; introduce basic concepts and approaches in the study of history; and help you develop analytical, writing and presentation skills.

Although mainly directed at students of Dutch, the module is also suited for all learners with an interest in this European neighbour region of the UK, whose early modern history was closely intertwined with that of Britain. No previous historical knowledge or competence in Dutch is required.

Preparatory Reading

The following textbook, a standard history, provides backup to the programme:

J. C. H. Blom and E. Lamberts (eds), *History of the Low Countries* (New York/London: Berghahn Books, 1999, 2nd ed. 2004). Several copies are held by UCL Library at DUTCH H32.51 BLO.

Shorter introductions:

Paul Arblaster, *A history of the Low Countries* (Basingstoke, 2006). UCL Library DUTCH H 32.51 ARB.

J. A. Kossmann-Putto, and E. H. Kossmann, *The Low Countries: History of the Northern and Southern Netherlands* (Flemish-Netherlands Foundation, 1994). UCL Library: DUTCH H32.51 KOS.

P. J. A. N. Rietbergen, *A Short History of the Netherlands: from Prehistory to the Present Day* (Amersfoort, 1992). UCL Library: DUTCH H32.51 RIE.

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

DUTC0004: Modern Dutch Literary Texts

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Hans Demeyer

Assessment: one unseen two-hour written examination (50%); and one 2000 word coursework essay (50%)

Module description

This module introduces students to Dutch and Flemish literature through the analysis of four canonical works. We will situate those texts in their historical context and relate them to dominant literary movements and tendencies within Dutch literary history. To open these literary works to contemporary preoccupations and issues we will adapt a critical perspective that is informed by gender, masculinity and postcolonial studies. The course has thus the threefold aim to acquaint students with Dutch literary history, literary analysis and literary/critical theory.

Preparatory Reading

Primary texts will be made available in English.

Primary texts may include (fragments of):

Louis Paul Boon, Minuet

Louis Couperus, The Hidden Force

Maria Dermoût, The Ten Thousand Things

Willem Elsschot, Cheese

Marcellus Emants, A Posthumous Confession

Multatuli, Max Havelaar

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

ELCS MODULES

ELCS0002: How to Read Film: Critical Analysis and Key Concepts

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 2

Available to Affiliates: No

Academic Year: 2019-20

Convenor: Dr Claire Thomson

Assessment: 1 x sequence analysis (weighting 35%, 1500 words), 1 x essay (weighting 65%, 2500 words)

Module description

This is a First Year foundational module which introduces students to aspects of Film Studies. Weekly core lectures provide a historical perspective on the aesthetic and technological building blocks of film as well as an overview of cinema institutions and their impact on filmmaking. In smaller groups, the weekly seminars consolidate lecture topics and develop skills in film analysis, especially critical sequence analysis (including editing, mise-en-scène, sound, etc). Students are required to view a specified selection of films in their own time (via the Box of Broadcasts on-demand facility), and these case studies provide a concrete basis for lecture and seminar discussion.

Preparatory Reading

In preparation for the module, students are encouraged to read one or more of the following:

David Bordwell, Kristin Thompson and Jeff Smith, *Film Art: An Introduction*, New York: McGraw-Hill, 2017 (this is the 11th edition of this book; earlier editions are also fine).

Marilyn Fabe, *Closely Watched Films: An Introduction to the Art of Narrative Film Technique*, Berkeley: University of California Press, 2004.

James Monaco, *How to Read a Film: Movies, Media, and Beyond. Art, Technology, Language, History, Theory* (3rd edition), Oxford, New York: Oxford University Press, 2009.

Kristin Thompson and David Bordwell, *Film History: An Introduction*, Boston and London: McGraw-Hill, 2010 (this is the 3rd edition of this book; earlier editions are also fine).

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

ELCS0003: Understanding European History: Facts, Interpretations, Stories

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 2

Available to Affiliates: No

Academic Year: 2019-20

Convenor: Dr Carlotta Ferrara Degli Uberti

Assessment: Class participation, 15%, 1 x report (700 words, 15%), 1 x essay (2500 words, 70%)

Module description

This is a first year foundational module which introduces students to aspects of studying European history from the Protestant Reformation to present days. The core lectures introduce key historical topics - the relationship between religion and politics; sovereignty and citizenship; nationalism; colonialism - providing the major contextual parameters for each topic and outlining the contours of the relevant historiographical debate. The small group seminars are based on focused analysis of specific aspects of historical evidence in the contexts set out by lectures. The seminar aims to aid students to critically evaluate different kinds of evidence (documents, academic argument, testimonials etc) and develop skills of historical and contextual analysis.

All materials will be available in English or English translation but may also be read in the original language.

Preparatory Reading

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

ELCS0004: Introduction to the Study of Language and Linguistics

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: No

Academic Year: 2019-20

Convenor: Ms Christine Sas

Assessment: 1 x essay (weighting 50%, 2000 words), series of language learning tasks (weighting 50%)

Module description

This is a First Year foundational module which introduces students to aspects of the study of language and introductory linguistics, from a social and learner's perspective. Topics include critical discussions of the concepts of language and their formal study, the relationship between language and culture, society and the mind.

The lectures will explore and explain concepts and theories, and the small group seminars will offer room for discussion, case studies and practical tasks.

All primary materials will be available in English or English translation but may also be read in the original language.

Preparatory Reading

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

FRENCH MODULES

FREN0002: Use of French 1

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1&2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Ms Marie Fournier

Assessment: 1 x coursework (written expression, 500-600 words, 10%), 1 x in-class written exam (10 minute tests, 10%), 1 x written exam (3 hours, 80%)

Students must pass this exam to be able to progress onto second year.

Module description

The aim of this first-year core language module is to establish a firm grasp of basic grammatical structures and tenses and to engender the skills of comprehension, explanation and free production of written French in a variety of forms. The module is taught in French. Satisfactory attendance and completion of the coursework are normally prerequisites for examination entry.

Preparatory Reading

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

FREN0004: Projects in the French Language

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1&2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Benjamin Bacle

Assessment: 100% coursework - 2 reports of 1,000 words each

Module description

The module aims to foster research skills and independent learning in French, leading to the production of pieces of discursive French. In the course of the year, students are required to write two reviews in French, each of 1000 words, the subjects of which will normally be a recent book, video or film of their choice. BA French with Film Studies students will produce two film reviews. The module is taught through a mixture of seminars and individual tutorials.

Preparatory Reading

There is no preparatory reading for this module. Students are encouraged to get acquainted with contemporary French literature and cinema, in order to make an informed choice when the academic year starts.

These websites can help keep up to date with the latest publications and releases:

<https://www.lire.fr/>

<https://www.nouveau-magazine-litteraire.com/>

<https://www.cahiersducinema.com/>

<https://www.telerama.fr/>

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

FREN0005: The Making of Modern France

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr James Connolly

Assessment: one unseen two-hour written examination (100%). Satisfactory completion of the coursework is normally a prerequisite for examination entry.

Module description

The aim of this module is to introduce students to some of the key historical events which have shaped modern France, and to develop their critical and essay-writing skills. It will examine documents relating to the Revolution, the Dreyfus Affair, Vichy and the decolonization of Algeria, and encourage students to question the discursive and rhetorical forms which shaped these historical debates. The module looks at the historical context and explores the social, political and symbolic significance of the events. It also incorporates an element of peer-editing which will ask students to reflect upon and improve their own writing practices.

Preparatory Reading

These works are useful for the wider context, but reading them is not compulsory and all the set reading will be provided via the module's web page during the course:

Colin Jones, *The Cambridge Illustrated History of France* (Cambridge: Cambridge University Press, 1999).

Jonathan Fenby, *The History of Modern France: From the Revolution to the War on Terror* (London: Simon & Schuster, 2016).

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

FREN0006: Reading French Texts

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1&2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Thibaut Maus De Rolley

Assessment: one unseen three-hour examination (100%).

Module description

The aim of this core course taught over two terms (Terms 1 & 2) is to introduce students to different literary genres of writing in French (prose narrative, theatre, poetry) and to equip them with the analytical skills they will need in subsequent years to study texts in greater depth.

We will study (not necessarily in chronological order) six texts or group of texts: the 12th-century *Lais* by Marie de France, a collection of twelve short narrative poems; *L'Heptaméron*, a collection of short stories written by Marguerite de Navarre in the first half of the 16th century; Molière's *L'Avare* (1668), a comedy in prose about a miser, Harpagon, who wants to marry his daughter to a wealthy man; Denis Diderot's *Supplément au Voyage de Bougainville* (1796), a dialogue contrasting European society with that of a utopian Tahiti; a selection of 19th-century sonnets; and finally, Marguerite Duras's *L'Amante anglaise* (1968), a play based on a violent true crime from 1949.

Students will attend a series of lectures (13 hours over two terms) and seminars (14 hours). Assessment will involve both literary essays and critical commentaries (which analyse the text in close detail).

Preparatory Reading

* *Lais de Marie de France*, ed. Philippe Walter (Paris: Gallimard, coll. Folio classique, 2000). We'll read and study the following *lais*: Le Fresne (Le Frêne); Lanval; Chaitivel (Le Malheureux).

* Marguerite de Navarre, *L'Heptaméron*, ed. Simone de Reyff (Paris: Flammarion, coll. 'GF'). We'll read the 'Prologue' (pp. 39-49) and the 'Quatrième Journée' (pp. 286-335).

* Molière, *L'Avare* (Paris: Gallimard, coll. Folio Théâtre)

* Denis Diderot, *Supplément au Voyage de Bougainville* (Paris: Gallimard, coll. Folio classique)

* Marguerite Duras, *L'Amante anglaise* (Paris: Gallimard, coll. Folio Théâtre)

A selection of nineteenth-century sonnets will be made available at the beginning of the course.

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

FREN0008: French Film

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Roland-Francois Lack

Assessment: one 2000-word assessed essay (50%) and one 90-minute unseen examination (50%). Satisfactory completion of the coursework is normally a prerequisite for examination entry.

Module description

Through close and intensive study of two key films, one from 1985 and one from 2012, these seminars introduce students to the methodology of film study, including sequence analysis, in the context of French art cinema between 1959 and 2012. In conjunction with the two principal films, eight related films will also be studied, enabling students to develop a comparative approach to film study.

Preparatory Reading

You should obtain, in any edition, one of the following three books:

David Bordwell and Kristin Thompson, *Film Art*; James Monaco, *How To Read A Film*; Louis Giannetti, *Understanding Movies*.

These are expensive volumes to buy new, so you might want to look for second-hand copies.

You should also have your own copy of the two principal films to be studied:

Sans toit ni loi (Agnès Varda 1985)

Holy Motors (Léos Carax 2012)

These films will be studied in conjunction with the two principal films:

Les Yeux sans visage (Georges Franju 1959)

Cléo de 5 à 7 (Agnès Varda 1961)

Pierrot le fou (Jean-Luc Godard 1965)

La Noire de... (Ousmane Sembene 1966)

Messidor (Alain Tanner 1979)

Beau Travail (Claire Denis 1998)

Dans ma peau (Marina de Van 2002)

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

FREN0065: French Oral 1

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1&2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Ms Marie Fournier

Assessment: 1 x coursework (participation/performance in class, 5%, preparation and research for class, 5%), 1 x oral presentation (1 or more video presentation, 3-4 minutes, 10%), 1 x oral exam (15 minutes, 80%)

Module description

In this first-year language module, students are required to respond in French to a variety of texts and other stimuli in different linguistic situations - dialogue, group presentation, synopsis, judgment etc. Topics will include a variety of subjects.

Preparatory Reading

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

FRENXXX1: (New Module) French for Beginners 1

Value: 30 UCL credits / 1 course unit / 15 ECTS

Level: Total Learning Hours: 300

Term/s: Term 1&2

Available to Affiliates:

Academic Year: 2019-20

Convenor: TBC

Assessment: 1 x coursework portfolio (30%), 1 x oral exam (15 minutes, 35%), 1 x written exam (2 hours, 35%)

Module description

The module is designed to help students with no or little knowledge of French to achieve a level of competence equivalent to A2 of the Common European Framework Reference for Languages, as well as a foundation in cultural and historical topics necessary to study French as an academic subject at university level. The module is divided into three phases (terms 1-3) and will combine classroom teaching with online activities and guided learning exercises. In Phase 1 students will work towards Level 1 of the CEFR and will focus on understanding simple listening and reading passages; they will acquire basic vocabulary and knowledge of grammatical structures that will enable them to communicate within the context of social, cultural and historical topics and themes relevant to their undergraduate studies.

Preparatory Reading

Eric Pessan, Edito livre de l'élève A1 (Paris: Didier, 2016).

Eric Pessan, Edito A1 cahier d'exercices (Paris: Didier 2016).

Eric Pessan, Edito livre de l'élève A2 (Paris: Didier 2016).

Eric Pessan, Edito A2 cahier d'exercices (Paris: Didier 2016).

Marie-Laure Charalon, La Grammaire des premiers temps a1/a2 (Grenoble: Presse Universitaire de Grenoble, 2015).

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

FRENXXX2: (New Module) French Literature in Translation

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates:

Academic Year: 2019-20

Convenor: TBC

Assessment: 1 x written exam (2 hours, 100%)

Module description

This module aims to introduce first-year students who are taking French for beginners to aspects of French and Francophone literature by considering various genres of writing (narrative, poetry, theatre), different periods and themes. It also will equip them with the analytical skills they will need in subsequent years to study literary texts in greater depth and get them to reflect critically on the question of reading in translation. The teaching will be organised around two five-week blocks (20 hours in total) which will focus on specific texts representative of literary periods, movements or genres. Possible blocks include: Medieval and Renaissance literature; 17th century theatre; The Enlightenment; the 19th-Century Novel; Avant-garde Poetry; Post-colonial Literatures; Experimental Writing in 20th/21st century.

Preparatory Reading

Aucassin and Nicolette, trans. Robert Sturges (Michigan: Michigan University Press, 2015).

Corneille, P., The Cid, the Cinna, the Theatrical Illusion, trans. John Cairncross (London: Penguin, 1975)

Djebab, A., Women in Algiers in the Apartment (Virginia: University of Virginia Press, 1999).

Djebab, A., Fantasia (London: Heinemann 1993).

Duras, M., The Lover (London: Harper Collins, 2006).

Glissant, E., The Poetics of Relation, trans. Betsy Wing (Michigan: Michigan University Press, 1997).

Flaubert, G., The Sentimental Education, trans. Geoffrey Wall (London: Penguin 2004).

Gide, A., The Immoralist, trans. Alan Sheridan (Penguin: London, 2000).

Lafayette, The Princess of Clèves, trans. Robin Buss (London: Penguin, 1992).

De Navarre, M., Heptameron, trans. Paul Chilton (London: Penguin, 1984).

Molière, The Misanthrope, Tartuffe, and Other Plays, trans. Maya Slater (London: Penguin, 2008).

Montesquieu, Persian letters, trans. Margaret Mauldon (Oxford: Oxford University Press, 2008).

Proust, M., In the Search of Lost Time: The Way by Swann's, trans. Lydia Davis (London: Penguin, 2003).

Rabelais, F., Gargantua and Pantagruel, trans. Michael Screech (London: Penguin 2006).

- Racine, J., *Iphigenia / Phaedra / Athaliah*, trans. John Cairncross (London: Penguin, 2004).
- Roubaud, J. *Something Black*, trans. Rosemary Waldrop (Illinois: Dakley Archive Press, 2002).
- Rousseau, JJ., *The Confessions*, trans. J. Cohen (London: Penguin, 1973).
- Rousseau, JJ., *The Reveries of the Solitary Walker*, trans. Robin Goulborne (Oxford: Oxford University Press, 2011).
- Sand, G., *Indiana*, trans. Naomi Schor (Oxford: Oxford University 2008).
- The Penguin Book of Modern French Poetry 1820-1950, trans. William Rees (London: Penguin 2005).
- The Song of Roland, trans. Michael A.H. Newth (New York, Italica Press, 2016).

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

GERMAN MODULES

GERM0001: Modern German Language I

Value: 30 UCL credits / 1 course unit / 15 ECTS

Level: Total Learning Hours: 300

Term/s: Term 1&2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Dagmar Ingela Paulus

Assessment: 1 x written exam1 (3 hours, 40%), 1 x written exam2 (2 hours, 35%), 1 x oral exam (15 minutes, 25%)

Module description

This is a language module that develops a range of core linguistic skills, including spoken and written German, reading comprehension, and translation from German into English. The module consists of 3 components:

Discussion and Essay: students write essays and give presentations on selected literary, historical and cultural themes.

Translation and Reading Comprehension: this seminar provides an introduction to translation techniques, addresses linguistic differences between English and German, and develops techniques for reading and understanding German texts.

German Grammar: this seminar will focus on the structure and use of the German language. Topics include word order, case, adjectival endings and verb forms.

Preparatory Reading

Hilke Dreyer and Richard Schmitt, Lehr- und Übungsbuch der deutschen Grammatik + Lösungsschlüssel (Hueber, 2009) or

Hilke Dreyer and Richard Schmitt, A Practice Grammar of German, trans. by Gerald R. Williams (Hueber, 2010) + Answer Key.

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

GERM0002: German for Beginners

Value: 30 UCL credits / 1 course unit / 15 ECTS

Level: 4

Total Learning Hours: 300

Term/s: Term 1&2

Available to Affiliates: No

Available to: This module is for Year 1 students studying German at ab initio level.

Academic Year: 2019-20

Convenor: Dr Dagmar Ingela Paulus

Assessment: 1 x written exam (3 hours, 40%), 1 x oral exam (10 minutes, 30%), vocabulary tests (30%)

Module description

This module is aimed at students with little or no knowledge of German. The module introduces students to various aspects of the German-speaking world as a way of enabling them to begin building communicative abilities in German in all four language modalities: reading, listening, writing, and speaking. Through diverse collaborative and individual tasks and exposure to a range of topics, text types, and different socio-cultural situations, students acquire basic strategies for reading, listening, and writing, and for participating in every-day conversations. In the process they will learn to use with some confidence major sentence patterns and grammatical features of German as well as high-frequency vocabulary of everyday life. Integration of current technology (e.g., the Internet, e-mail, video) familiarises students with the German-speaking world while at the same time enhancing language learning.

Preparatory Reading

Motive. Kompaktkurs DaF, A1-B1, Kursbuch und Arbeitsbuch. (Ismaning: Hueber Verlag)

Paul Rusch/Helen Schmidt, Einfach Grammatik: Übungsgrammatik Deutsch A1 bis B1 (Berlin: Langenscheidt, 2007). (recommended)

We also recommend:

Martin Durrell, Hammer's German Grammar and Usage, 5th edition (London and New York: Routledge, 2011). This will prove an invaluable reference text throughout your German studies here at UCL.

Sarah Fagan, Using German Vocabulary (Cambridge: Cambridge University Press, 2004)

Susan Wilkin (ed.), Oxford German Wordpack, (Oxford: OUP, 2000).

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

GERM0003: An Introduction to German History

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: 4

Total Learning Hours: 150

Term/s: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Jeff Bowersox

Assessment: One take-home exam in Term III (100%).

For Term 1 only Affiliates: 1 x essay plan (500 words, 0%), 1 x essay (3000 words, 100%)

Module description

In this course students will explore German history from the Reformation to the present day. We will cover major events in early modern times, including the Reformation and the Enlightenment, but our main focus will be on the nineteenth and twentieth centuries. We will engage with a variety of topics, including nationalism and nation-building, revolution and reaction, industrialization and urbanization, changing gender roles and social structures, empire at home and abroad, mass politics and culture, Germans' roles and experiences in two world wars, Nazi racism and genocide, and Cold War division and unification. The common threads running throughout will be Germans' persistent experimentation with defining 'Germany' and the consequences for those variously included and excluded according to gender, class, religion, race, politics, and other categories. Upon successful completion of the class, students will be able to discuss fundamental trends in German historiography, will be able to make effective use of secondary and primary sources to make a historical argument, and will be able to present their analysis in both written and oral form. Students will come away with a foundation for future classes as well as a basic understanding of trends that continue to shape German society today.

Preparatory Reading

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

GERM0004: Introduction to German Language and Literature up to 1740

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: special agreement with module convenor required.

Academic Year: 2019-20

Convenor: Dr Seb Coxon

Assessment: coursework (10%); assessed essay (45%); timed exam (45%)

Module description

This course gives a taste of pre-modern literature, taking a range of works including medieval short stories, an Arthurian romance and an early German novel. All of these texts were intended to both entertain and instruct their audiences and readers. The aim is to understand how these dual functions worked and what such earlier forms of literature can tell us about the history of storytelling and poetic expression. The course is conducted through a mixture of lecture and discussion classes. Students will have plenty of opportunity to learn to read medieval texts in the original.

Preparatory Reading

Der Stricker: Erzählungen, Fabeln, Reden, ed. O. Ehrismann, Stuttgart 1992 etc (Reclam)

Ein kurtzweilig Lesen von Dil Ulenspiegel. Nach dem Druck von 1515 mit 87 Holzschnitten, ed. Wolfgang Lindow, Stuttgart 1978 etc (Reclam)

Hartmann von Aue: Erec, ed. Volker Mertens, Stuttgart 2008 (Reclam)

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

GERM0005: German Film I: An Introduction to German-Language Film since 1945

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Annie Ring

Assessment: 1 two-hour written examination 50%; 1 assessed essay (2,500 words) 50%

Module description

This module will examine a representative selection of German-language films made since 1945 by post-war directors in the Federal Republic of Germany, the German Democratic Republic and Austrian such as Frank Beyer, Helke Sander, Michael Haneke and Maren Ade. These films pay particular attention to post-war history and society in Germany and Austria, and we will discuss as an ongoing theme the ways in which they reflect contemporary perceptions of the German-speaking world and its troubled past. The course will thus introduce students to post-war German-speaking culture more broadly, as well as to techniques of film analysis.

Preparatory Reading

Wolfgang Jacobsen / Anton Kaes / Hans Helmut Prinzler (eds), *Geschichte des deutschen Films*, (Stuttgart 1993)

Anton Kaes, *Deutschlandbilder. Die Wiederkehr der Geschichte als Film*, (Munich 1987) (English publication: From Hitler to Heimat)

James Monaco, *How to read a film*, (New York 1977)

Thomas Elsaesser, *New German Cinema*, (London 1989)

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

GERM0006: Introduction to Modern German Literature

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1&2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Prof Susanne Kord

Assessment: one assessed 2,500 word essay (50%); and one unseen two-hour written examination (50%)

Module description

This module introduces students to the systematic and rigorous study of modern German literature. Some of you may have done very little literature at school; others may be used to discussing literary texts. Our introductory module is meant to speak to both the beginners and the ‘old hands’. We explore a selection of relatively short texts – drama, prose fiction and poetry – written between the second half of the eighteenth century and the present. An average of three contact hours will be spent on each, and the module will focus on developing both analytical skills and essay-writing techniques.

Preparatory Reading

It is important that students acquire these texts and read them well in advance of the tutorials.

Term one

Bertolt Brecht, *Der gute Mensch von Sezuan* (Suhrkamp).

Franz Kafka, *Das Urteil* (Fischer).

Günter Grass, *Katz und Maus* (dtv).

Term two

Friedrich Schiller, *Maria Stuart* (Reclam).

Ludwig Tieck, *Der blonde Eckbert* (Reclam).

Various authors, Poetry [handout to be provided].

Recommended translations for German beginners

- Bertolt Brecht, *The Good Person of Szechwan*, trans. by John Willett, ed. by Tom Kuhn and Charlotte Ryland (Methuen, 2009)
- Günter Grass, *Cat and Mouse*, trans. by Ralph Manheim (Vintage, 1997)
- Franz Kafka, “The Judgement”, in *The Metamorphosis and Other Stories*, trans. by Joyce Crick (Oxford World’s Classics, 2009)

- Friedrich Schiller, Mary Stuart and Don Carlos, trans. by Hilary Collier Sy-Quia (Oxford World's Classics, 2008)
- Ludwig Tieck, 'Eckbert the Fair', in Romantic Fairy Tales: Goethe, Tieck, Fouqué and Brentano, trans. by Carol Tully (Penguin Classics, 2000)
- A selection of poetry to be provided

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

GERM0007: Introduction to German Linguistics

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Geraldine Horan

Assessment: 1 x worksheet (3 written tasks of 500 words each, 45%), 1 x research project (2000 words, 55%)

Module description

The module will provide an introduction to linguistic concepts and topics which help us to understand the structure and use of the German language in contemporary times. The fields studied in the module include: phonetics and phonology; inflection and derivation; syntax; lexical structure, lexical borrowing, and sociolinguistic variation. Although the main focus of the module will be on the German language, comparisons with contemporary English will also be made where relevant. Primary material will be taken from newspapers and magazines, television and the internet where necessary. Students will be encouraged to find their own examples of linguistic phenomena from these sources. An essential part of the module will involve background reading of secondary material to consolidate understanding of guiding linguistic theories and principles.

Preparatory Reading

Jean Aitchison, Aitchison's Linguistics: Teach Yourself (London, Hodder and Stoughton, 2010).

Christopher Beedham, German Linguistics: An Introduction (Munich, Iudicium, 1995).

Susan B. Fagan, German: A Linguistic Introduction (Cambridge, Cambridge University Press, 2009).

Anthony Fox, The Structure of German, 2nd edition (Oxford, Oxford University Press, 2005).

Sally Johnson and Natalie Braber, Exploring the German Language, 2nd edition (Cambridge: Cambridge University Press, 2008).

Patrick Stevenson, Kristine Horner, Nils Langbein and Gertrud Reershemius, The German-Speaking World. A Practical Introduction to Sociolinguistic Issues (London and New York: Routledge, 2017).

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

ITALIAN MODULES

ITAL0001: First Year Italian Language

Value: 30 UCL credits / 1 course unit / 15 ECTS

Level: Total Learning Hours: 300

Term/s: Term 1&2

Available to Affiliates: No

Academic Year: 2019-20

Convenor: Dr Cristina Massaccesi

Assessment: one oral examination (25%), coursework (10%) and one unseen three-hour written examination (65%) consisting of the following three questions:

Post-beginners:

Essay (approximately 250 words)

Grammar Test

Reading Comprehension with a translation component

Beginners:

Essay (approximately 250 words)

Grammar test

Reading Comprehension

Module description

This is an intensive mandatory module for all students studying Italian in any Modern Languages and Modern Languages Plus combination, as well as for those taking single honours Italian. Students with previous knowledge of Italian are tested during Induction Week and streamed into groups (advanced and intermediate). All other students will attend the beginners' module. Teaching focuses on the development of integrated skills (written and oral production and reception) and on the appropriate use of language functions.

The aim is to bring all students to post-A level standards of communicative competence in Italian in its linguistic, socio-linguistic and pragmatic aspects by the end of the academic year.

Preparatory Reading

You will be placed in a language group appropriate to your level of Italian at the start of term.

Essay/ Oral

Beginners: Matteo La Grassa, L'italiano all'universita' (A1-A2), Edilingua

Post-beginners: Matteo La Grassa, L'italiano all'universita' 2 (B1-B2), Edilingua

Grammar/Translation (All Students)

Marco Mezzadri, GP. Grammatica pratica della lingua italiana (A1-C1), Loescher

All students must own a bilingual dictionary. We recommend Oxford Paravia Italian Dictionary English-Italian Italian-English, Milan, Paravia Bruno Mondadori Editori, 2001 (or a later edition).

Books can be purchased from the Italian Bookshop (<http://www.italianbookshop.co.uk/>) with a 10% discount.

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

ITAL0002: Cinema and Literature from War to Reconstruction

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Prof John Dickie

Assessment: one unseen two-hour written examination (100%) plus two formative assessments (600 words each)

For Term 1 only Affiliates: 2 x essay plan/ commentary (500 words each, 0%), 1 x essay (3000 words, 100%)

Module description

In July 1943, Allied armies invaded Sicily, leading to the collapse of Mussolini's Fascist regime. Thereafter, Italy lived through perhaps the most tumultuous period in its history. As the Allies and Nazis battled it out, the resistance and recalcitrant Fascists fought a civil war behind the lines. With the Liberation came new expressive freedoms, but also social conflict and economic crisis, and the difficult process of constructing the political ground rules for the post-war Republic. When the Cold War began in 1947, Italy, which had the largest Communist Party in Western Europe, found itself on the front line. Meanwhile, as the first signs of economic recovery appeared, Hollywood, and American culture generally, fuelled new aspirations.

This course studies the cinema and literature that reflected many of the issues of the decade following Mussolini's fall. It will also serve as an introduction to the study of narrative in film and literature more generally. The themes covered may include: realism and 'Neorealism'; ideological conflict and propaganda; the legacy of the resistance; consumerism and glamour.

Preparatory Reading

Our reading will concentrate on the following books:

Alberto Moravia, Agostino (Agostino, from Two Adolescents, 1945)

Italo Calvino, Il sentiero dei nidi di ragno (The Path to the Spiders' Nests, 1947)

Background Reading

Paul Ginsborg, A History of Contemporary Italy 1943-1988 (London: Penguin, 1990)

Prescribed Films

All films studied during the module are available to borrow from the UCL Library and have English subtitles. There will also be showings timetabled during the first term. The precise films studied may vary, but will certainly include the following:

Ossessione (Luchino Visconti, 1943)

La terra trema (Luchino Visconti, 1948)

Roma città aperta (Roberto Rossellini, 1945)

Paisà (Roberto Rossellini, 1946)

Ladri di biciclette (Vittorio de Sica, 1948)

Riso amaro (Giuseppe De Santis, 1949)

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

ITAL0003: Introduction to Dante's Inferno

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Catherine Keen

Assessment: 1 x assessed commentary (1000 words, 15%), 1 x unseen exam (2 hours, 85%)

Module description

In this module, we engage with one of the most famous works in European literature: Dante's *Inferno*. We begin by briefly reviewing the life and times of Dante Alighieri (1265-1321): his career as a writer, and his experiences in the social world of medieval Florence, and later as a political refugee after he was exiled from his home town. This prepares us for reading the *Inferno*, the first part of Dante's great narrative poem, the *Commedia*, telling of a journey through the afterlife from hell to heaven. It is a poem that has fascinated readers for nearly 700 years, with its vivid language immersing us into a compellingly imagined otherworld. The *Inferno* is at once a ghost story, a quest, a road-trip, a love story, a virtual reality, and a spiritual vision - though as we will discover, each of these terms requires definition in the context of medieval life and thought.

In the first weeks, we will explore the general form of Dante's *Inferno* and get to grips with some of his leading ideas and his writing style. Classes combine introductory lectures with close reading of selected passages from the *Inferno*, corresponding to the lecture topic. In the second part of term we concentrate more closely on reading sections from the poem, improving analytical and interpretive skills via discussion and informal presentations. These classes provide opportunities to focus especially on the 11 canti that have been selected for close study, from the 34 canti that make up the complete *Inferno*. The set canti are: canti 1, 4, 5, 10, 13, 15, 21, 25, 26, 33 and 34.

The module is open to students whose degree programme includes Italian language study (beginners, intermediate or advanced), and also to students who will be reading only in English. The Italian text will be referenced in class, but will always be glossed with English.

Preparatory Reading

There is only one set text for this module: Dante's *Inferno*. Most of the affordable student editions are bilingual texts, with Italian and English versions on facing pages: e.g. the translations by Kirkpatrick (Penguin 2006), Hollander and Hollander (Doubleday, 2003), Robert Durling (OUP, 1996). Students taking a BA including Italian language are strongly recommended to use a bilingual copy of this kind.

Excellent introductory critical studies include:

The Cambridge Companion to Dante's Commedia, ed. Zygmunt G. Barański and Simon Gilson (Cambridge: Cambridge University Press, 2019)

Dante: the Divine Comedy, Robin Kirkpatrick (Cambridge: Cambridge University Press, 2003)
Understanding Dante, John A. Scott (Notre Dame: University of Notre Dame Press, 2004).

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

ITAL0004: Introduction to Linguistics and Syntactic Theory

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Prof Vieri Samek-Lodovici

Assessment: Assessment: one three-hour written examination (100%).

For Term 1 only Affiliates: 3 hour department test on the last week of term (100%)

Module description

This module explores how our mind conceives and represents linguistic knowledge. The course will concentrate on Morphology and Syntax, that is on the way the human mind builds words out of sub-word units like prefixes and suffixes, and sentences out of words. We will discover that words and sentences are objects with a complex structure (as opposed to simple strings of sounds and words) and we will examine the most fundamental factors shaping their internal architecture.

I will use examples from English and Italian, but presume no prior knowledge of Italian, so beginners are very welcome.

Students will be able to practice their knowledge through weekly exercises, with the corresponding model answers made available on Moodle.

Preparatory Reading

Any necessary material in addition to the adopted textbook will be made available on Moodle.

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

ITAL0006: Italian Culture during Fascism

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Beatrice Sica

Assessment: written essay plan of 1000 words accompanied by an annotated bibliography of 500 words (15% weighting)

final essay of 2,500 words (85% weighting)

This module introduces students to Italian culture during Fascism, focusing on education, gender, literature, arts, and cinema during Mussolini's dictatorship (1922-1943). Students look at Fascist policies in a European context and in a transnational comparative perspective, and are invited to reflect upon different methods in historical research as well as upon the historiography on Mussolini's dictatorship, considering how scholars have seen Italian Fascism over time. By looking at Italian culture and society under the Fascist rule, the module also aims to make students reflect upon issues of censorship and freedom of speech, nationalism and internationalism, propaganda, education, and the relationship between culture and politics.

Note on assessment: during Reading Week, students will produce a written essay plan (1000 words) accompanied by an annotated bibliography (both valued at 15% of the final mark); the purpose of this exercise is to make students decide on a topic early and research it extensively before the term comes to its end. After Reading Week, students will present their plan, assumptions, and goals in class; the purpose of this is to give students a further opportunity for self-reflection on their research and to allow for re-direction if necessary. At the end of the course, students will have to produce a final essay of 2,500 words, valued at 85% of the final mark.

Preparatory Reading

Martin Blinkhorn, Mussolini and Fascist Italy, 3rd edition, New York–London, Routledge, 2006

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

ITAL0008: Introduction to Renaissance Italy

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Lisa Sampson

Assessment: one 2000 word essay (50%); one unseen two-hour written examination (50%).

Module description

The 'Renaissance' refers to the rebirth of classical culture and is associated with a period of innovation in Italy across the arts and sciences. This introductory module allows students to broaden their understanding of this key period of Italian civilization by exploring the politics, society and culture from the late 14th to the 16th centuries. The module discusses a variety of topics, such as the political landscape, the rise of the papacy, the role of the family and friends, the Medici, humanism and education, and the changing status of artists. Students will also have the opportunity to study two of the most significant works of the period both linked to the Medici dynasty of Florence. Machiavelli's *Prince* (1513) presents a fascinating and still very relevant analysis of the darker aspects of political life; Vasari's *Lives of the Artists* (1550; 1568) is an influential history of art, with vivid biographies of artists like Giotto and Michelangelo and perspectives on their masterpieces. The module will be taught by a combination of formal lectures and seminars.

All primary Italian materials will be available in English translation to accommodate the requirements of ab initio students, but may also be read in the original Italian.

Preparatory Reading

Machiavelli, Niccolò, *The Prince* (preferred edition by Quentin Skinner and Russell Price (Cambridge, 1988))

· Vasari, Giorgio, *The Lives of the Artists*, transl. with intro. and notes by Julia Conaway Bondanella and Peter Bondanella (Oxford: Oxford University Press, 1998) (or any edition that includes the Prefaces, Giotto, Masaccio, Raphael and Michelangelo)

[*the Italian texts can both be accessed online: <http://www.bibliotecaitaliana.it/>]

Background reading/viewing

- Najemy, John M., ed., *Italy in the Age of the Renaissance* (Oxford: Oxford University Press, 2004)
- Cox, Virginia, *A Short History of the Italian Renaissance* (London: I.B.Tauris, 2015)
- Skinner, Quentin, *Machiavelli: A very short introduction*, 2nd edn (Oxford: OUP, 2000)
- Hay, Dennis and John Law, *Italy in the Age of the Renaissance* (London: Longman, 1989)
- Burke, Peter, *The Italian Renaissance: culture and society in Italy*, 2nd edition (Oxford: Polity Press, 1999)

- Cole, Alison, *Art of the Italian Renaissance courts: virtue and magnificence* (London: George Weidenfeld and Nicolson, 1995)
- F. W. Kent and Patricia Simons, with J. C. Eade, eds, *Patronage, Art, and Society in Renaissance Italy* (Oxford: Clarendon, 1987)
- Najemy, John M., *A History of Florence, 1200-1575* (Oxford: Blackwell, 2006)
- Web Gallery of Art: <http://www.wga.hu/> (look at works by Giotto, Masaccio, Raphael and Michelangelo)

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

LANGUAGE AND CULTURE MODULES

LCUL0001: Language, Culture and Representation

Value: 30 UCL credits / 1 course unit / 15 ECTS

Level: Total Learning Hours: 300

Term/s: Term 1&2

Available to Affiliates: No

Academic Year: 2019-20

Convenor: Dr Eleanor Chiari

Assessment: essay one: (2,500 words) 42% (2,500 words), essay two: (2,500 words) 42% and oral presentation (20 minute) 16%.

Module description

This interdisciplinary module introduces students to theory and methods that will be useful across languages and departments in and beyond SELCS. Topics covered will include general introductions to cultural studies, visual culture, translation studies, gender studies, postcolonial studies, sociolinguistics and intercultural communication among others. The course also includes practical training from conducting oral history interviews, to analysing a wide range of media sources (from films to advertising), to museum field trips. The second term will see students prepare independent research projects in teams, which they present to classmates and a panel of 'judges'. Students are encouraged to participate in weekly discussions, on-line fora and learn as much from the lecturer as from their multi-talented and multilingual classmates.

Suggested Background Reading

Kramsch, Claire, *Language and Culture*, Oxford, Oxford UP, 1998.

Holliday, Adrian, Kullman, John, and Hyde, Martin, *Intercultural Communication: An Advanced Resource Book*, London, Routledge, 2004.

Hall, Stuart, 'Cultural Studies: Two Paradigms', *Media, Culture, and Society*, vol. 2 (1980).

Williams, Raymond, *Keywords: A Vocabulary of Culture and Society*, New York: Oxford University Press, 1985. Available online.

Glover, David, and Kaplan, Cora (eds), *Introduction to Genders*, London: Routledge, 2000.

Bassnett, Susan, and Lefevere, André (eds), *Translation, History and Culture*, London: Pinter, 1990.

Mirzoeff, Nicholas, *An Introduction to Visual Culture*, London: Routledge, 1999.

Bruhn, Mathias, 'Aby Warburg (1866-1929). The Survival of an Idea', Enciclopédia e Hipertexto (online).

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

COMPARATIVE LITERATURE MODULES

LITC0001: Cultural Encounters in World Literature

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: No

Academic Year: 2019-20

Convenor: Dr Hans Demeyer

Assessment: 1 x portfolio (3 x writing exercises, 40%), 1 x essay (2500 words, 60%)

Module description

"Cultural Encounters in World Literature" considers the reception, international circulation and translation of literary texts as part of the wider dynamics of transnational history. Discussions focus on literary writing not in the form of a stable canon, but as an active engagement with diverse and changing cultural environments. Attention will be paid to recent accounts of world literature, a concept which globalization has propelled to the forefront of literary studies. You will assess how literary writing and intellectual debates about literature have widened in response to the pressures of a fast-changing world, marked by new media and networks of communication, the transnational movement of people, capital, and goods, and the shifting of centers of power and cultural production. Hegemonic accounts of world literature will be contrasted with diasporic perspectives, both calling into question traditional nation-based accounts of culture. Topics for discussion include: world literature across the ages, travel, reception and translation studies, exile and diaspora, colonialism and postcolonialism.

Each weekly session will consist of a one-hour lecture and a one-hour small-group seminar. Both are compulsory. Lectures will engage with general critical theory, with a focus on contemporary debates. Seminars will concentrate on case studies, including literary works from earlier periods. Primary texts will be chosen from different periods and languages, including English. All text will be made available in English or English translation, as appropriate, but may also be read in the original language.

The course convenor will normally teach 60% of the course, the other 40% will consist of guest lectures by other members of the Comparative Literature core teaching team. The course has a dedicated Moodle site with reading lists linked to the UCL library website. Students will regularly write short texts, online, for peer- and formative assessments.

Primary reading may include selections from various authors including Montesquieu; Jonathan Swift; Heinrich von Kleist; Guy de Maupassant; Giovanni Verga; Virginia Woolf; Doris Lessing; V.S. Naipaul; J.M. Coetzee.

Preparatory Reading

Theo D'haen, *The Routledge Concise History of World Literature*, London and New York, 2012.

César Domínguez, Haun Saussy and Darío Villanueva, *Introducing Comparative Literature: New Trends and Applications*, London and New York, 2015.

Johann Wolfgang von Goethe “Conversations with Eckermann on Weltliteratur” (1827), trans. John Oxenford (1850) in David Damrosch (ed.), *World Literature in Theory*, Oxford, 2014.

Franco Moretti, “Conjectures on World Literature” (2000) in David Damrosch (ed.), *World Literature in Theory*, Oxford, 2014.

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

LITC0002: How to Read Texts

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 2

Available to Affiliates: No

Academic Year: 2019-20

Convenor: Dr Jann Matlock

Course Tutors: Dr Jann Matlock and Prof Phiroze Vasunia

Assessment: one 1,500 word essay (40%); one seen 3 hour written examination (60%)

Module description

How do we read a text? The analysis of all texts begins with the thoughtful speculation that we call critical theory. This course will introduce students to ways of thinking about texts in theory as well as practice. Each week we will look at a literary text alongside analyses of that text by one or more critical theorists. Our readings should propel us into discussions about what we do with texts, what we expect from literature, and what we want from our readings. We will explore contemporary debates over interpretation, authorship (and readership), structuralism and narrative theory, psychoanalysis, post-structuralism, ideology, feminisms, sexual and racial difference, queer theory, colonial and post-colonial theory, and the uses of history.

We will read all literary and critical texts in English though you are welcome to read the original texts. Your essay and exams will draw on your required readings but also encourage you to think about your investments in reading. Additional recommended reading can help you delve more deeply into questions you are exploring in class but the course requirements depend only on your studying the required texts.

Preparatory Reading

Required Background Reading:

Andrew Bennett & Nicholas Royle, *Introduction to Literature, Criticism, and Theory*, 5th edition 2016.
(specific chapters will be required; you may opt to read the rest where useful)

Highly Recommended Background Reading:

Terry Eagleton, *Literary Theory: An Introduction*, esp Intro + Chapters 3, 4, 5, & Conclusion

(The Intro is required for Week 1; I recommend skimming the other chapters early in the term)

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

LITC0003: Intimate Strangers: Devils, Monsters, Beasts

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: Yes (SELCS only), subject to space.

Academic Year: 2019-20

Convenor: Dr Florian Mussgnug

Assessment: class presentation (0 %); written presentation summary (700 words, 10%); one 2.500 word essay (90%).

For Term 1 only Affiliates: class presentation (0 %); written presentation summary (700 words, 10%); one 2.500 word essay (90%).

Module description

"Intimate Strangers" examines theories and literary representations of otherness. Devils, monsters, and beasts signal a split between conscious and unconscious, familiar and unfamiliar, same and other. They mark a zone where fantasy flourishes, a threat to established categories, an invitation to think again. Are these figures tokens of fracture within the human psyche? Do they represent what we wish to repudiate, repress, or project onto outsiders? Or do they signal the possibility of a real encounter, a dialogue that transcends our subjective awareness of the world? Can they grant new forms of knowledge? What are the myths or ideologies through which authors and readers, consciously and unconsciously, interpret otherness, and hence our place in the world?

Primary texts range from Dante to Frankenstein and from Milton to Kafka, and have been chosen on the basis of formal and ideological affinity. New layers of relations will emerge, across time and space, but we will also consider how representations of otherness are affected by changing historical and cultural circumstance. We will explore different critical approaches to literature (ethics, psychoanalytic criticism, deconstruction, archetypal criticism, critical animal studies, genre theory) and assess their relevance to comparative literary studies.

Each weekly session consists of a one-hour lecture and a one-hour seminar. Both are compulsory. Lectures explore different philosophical and critical approaches and engage with historical and cultural context. Seminars concentrate on close textual analysis. Primary texts will be made available in English or English translation, as appropriate, but may also be read in the original language. Secondary literature will be read in select form, through extracts chosen by the course tutor.

Preparatory Reading

Dante Alighieri, *Divina Commedia* (1304-21).

Mikhail Afanasyevich Bulgakov, *Heart of a Dog* (*Sobach'e serdtse* / Собачье сердце, 1925), transl. by A. Kurkov, London, 2009.

Franz Kafka, "A Report to an Academy" ("Bericht an eine Akademie", 1917) transl. by Willa and Edwin Muir, in Collected Stories, New York and London, 1946.

John Milton, Paradise Lost (1667, revised 1674), either edited by Alastair Fowler (2nd ed. Longman), or edited by John Leonard (Penguin).

Johann Wolfgang v. Goethe, Faust: Part I (Faust: Der Tragödie erster Teil, 1808) transl. by David Constantine, London, 2005.

Les Murray, Translations From the Natural World, Paddington, 1992, now in New Collected Poems, Sydney, 2002.

Mary Shelley, Frankenstein or The Modern Prometheus: The 1818 Text, ed. by Marylin Butler, Oxford, 2009.

H.G. Wells, The Island of Doctor Moreau (1896), ed. by P. Parrinder, London, 2005.

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

LITC0007: Re-imagining the Self: Reading Chinese Short Fiction

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 2

Available to Affiliates: Yes (SELCS only), subject to space.

Academic Year: 2019-20

Convenor: Dr Kate Foster

Assessment: one 1,500 word essay (40%); one 2,500 word essay (60%)

Module description

This module will introduce students to short-form fiction from the modern and contemporary Chinese literary tradition. Drawing on works produced in China, Taiwan, Hong Kong, and by Chinese writers based in the West, the module will focus on the analysis of modern and contemporary literature within the changing cultural landscape. Extending from canonical works from the early Republican era, to writings of diaspora and distance in the late twentieth century, the module will explore how narratives engage with ideas of home, identity and self. Topics will include: modernity and the self; writing women; narrating trauma; and writing identity across borders. All primary texts will be available in translation, and the module will explore discourses on Chinese literature within a global context.

Weekly 2-hour sessions will combine lecture-based parts and seminar-style discussion. 2-hour sessions will combine an introduction to China's modern and contemporary literature, including an introduction to texts and authors and historical context, with the close reading and discussion of one primary text each week.

Preparatory Reading

Primary texts for close reading are as follows:

Lu Xun, A Madman's Diary (1918)

Yu Dafu, Sinking (1921)

Shen Congwen, Xiaoxiao (1929)

Mu Shiying, Shanghai Foxtrot (1934)

Lu Xinhua, The Scar (1978)

Gao Xingjian, Buying a Fishing Rod for My Grandfather (1983)

Can Xue, Hut on the Mountain (1985)

Zhu Tianwen, Fin de Siècle Splendour (1987)

Zhu Wen, I Love Dollars (1994)

Ha Jin, The Woman from New York (1996)

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

LITC0009: Music, Film and Media in Africa

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: Yes (SELCS only), subject to space.

Academic Year: 2019-20

Convenor: Dr Helene Neveu Kringelbach

Assessment: one 1,500 word essay (40%); one 2,500 word essay (60%)

Module description

This module focuses on musical performance (broadly defined), film, photography, TV and radio in Africa. The course is designed to give students a sense of how social change on the continent may be understood in fresh ways through various forms of cultural production, which often offer a counterpoint to enduring representations of Africa as exclusively characterized by conflict, disease and poverty. This is an interdisciplinary course with a strong anthropological focus, but which also draws on history and literary criticism. There is emphasis on the contents and aesthetic qualities of the cultural forms and works considered, as well as on their social context. The works might be explored in relation to such themes as gender, youth cultures, intergenerational relations, new identities, power and resistance, religious change, and globalization.

The module also emphasizes the interrelatedness between different genres within a broader region, as well as the continuities between past and present. For example, to what extent do Nollywood films build on Yoruba popular theatre? Are principles of West African verbal arts present in Francophone African cinema? How may political life be explored through music and dance? How have images (photography, film) been produced in different social contexts, and for what purposes? How does the appeal of radio in many African contexts relate to the social significance of voice, the unseen, and the world of sounds more generally? What kind of narrative space does popular fiction create?

The regional focus is on Sub-Saharan Africa due to a (somewhat arbitrary) division between Sub-Saharan and North Africa in academic scholarship, but students who wish to draw on North African sources are welcome to do so. Students with a specific interest in North Africa should discuss alternative reading choices with the course tutor before completing their assignments.

The module consists of 10 sessions of 2 hours each, divided between a lecture, student presentations and a class discussion. Students are required to familiarize themselves with at least two of the readings ahead of the class. Documentary and fiction films form an important part of the source material for this course.

There will also be a non-compulsory class trip to a relevant exhibition or African cultural event in London during the term.

Preparatory Reading

Outline:

1. Introduction – Africa, popular culture and imagination

2. Music and verbal arts
3. Popular music
4. Dance, theatre and masquerade
5. Everyday literacy
6. Photography
7. Francophone African film
8. Nollywood
9. Radio
10. Popular fiction

Selected readings

- Agawu, V. K. 2003. *Representing African Music: Postcolonial Notes, Queries, Positions*. New York: Routledge.
- Argenti, N. 2006. 'Remembering the future: slavery, youth and masking in the Cameroon Grassfields', *Social Anthropology* 14(1): 49-70.
- Askew, K. 2002. *Performing the Nation: Swahili Music and Cultural Politics in Tanzania*. Chicago: University of Chicago Press.
- Barber, K. (ed.) 1997. *Readings in African Popular Culture*. London & Oxford: International African Institute & James Currey.
- Barber, K. 2000. *The Generation of Plays: Yoruba Popular Life in Theater*. Bloomington: Indiana University Press.
- Barber, K. 2005. 'Text and performance in Africa.' *Oral Tradition* 20(2): 264-277.
- Barber, K. (ed.) 2006. *Africa's Hidden Histories: Everyday Literacy and Making the Self*. Bloomington: Indiana University Press.
- Charry, E. S (ed.) 2012. *Hip Hop Africa: New African Music in a Globalizing World*. Bloomington: Indiana University Press.
- Chikowero, M. 2015. *African Music, Power and Being in Colonial Zimbabwe*. Indiana University Press.
- Enwezor, O. 2006. *Snap Judgments: New Positions in Contemporary African Photography*. Steidl Verlag.
- Haynes, J. 2016. *Nollywood: the Creation of Nigerian Film Genres*. Chicago: University of Chicago Press.
- Jaji, T. E. 2014. *Africa in Stereo: Modernism, Music, and Pan-African Solidarity*. Oxford: OUP.
- McGovern, M. 2013. *Unmasking the State: Making Guinea Modern*. Chicago: University of Chicago Press.
- Mulvey, L. 1991. 'Xala, Ousmane Sembene 1976: the carapace that failed.' *Third Text*, 5(16-17): 19-37
- Murphy, D. 2001. *Sembene: Imagining Alternatives in Film and Fiction*. Oxford: James Currey.
- Neveu Kringelbach, H. 2013. *Dance Circles: Movement, Morality and Self-Fashioning in Urban Senegal*. Oxford: Berghahn.

- Newell, S. (ed.) 2002. *Readings in African Popular Fiction*. Oxford: James Currey.
- Pratten, D. 2008. 'Masking youth: transformation and transgression in Annang performance.' *African Arts* 41(4): 44-60.
- Tang, P. 2007. *Masters of the Sabar: Wolof Griot Percussionists of Senegal*. Philadelphia: Temple University Press.
- Ukadike, N. F. & D. D. Mambety. 1998. 'The hyena's last laugh.' *Transition* 78: 136-153
- Vokes, R. (ed.) 2012. *Photography in Africa: Ethnographic Perspectives*. London: James Currey.
- White, B. W. 2008. *Rumba Rules: The Politics of Dance Music in Mobutu's Zaire*. Durham: Duke University Press.

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

LITC0010: Topics in the Modern Novel

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 2

Available to Affiliates: Yes (SELCS only), subject to space.

Academic Year: 2019-20

Convenor: Dr Tim Beasley-Murray

Assessment: commentary (1500 words, 0 %); two-hour unseen examination (100%).

Module description

This module introduces students to the modern novel through a series of comparative case studies. We will examine and challenge established ideas of the novel as a literary expression of modernity, and will pay close attention to the deeper historical roots of the genre, and to its earliest extra-European articulations. We will further examine thematic and philosophical approaches and will discuss how they subvert familiar models of literary history and established principles of cultural belonging.

Primary texts will be chosen from a variety of historical periods and languages, on the basis of formal and ideological affinity. New layers of relations will emerge, across time and space, but we will also consider how the novel responds to changing historical and cultural circumstance. We will explore different critical approaches to the novel and will assess their relevance to comparative literary studies.

Preparatory Reading

Primary texts for this module:

Ronit Matalon, *The Sound of Our Steps* (Hebrew, 2008) Trans by Dalya Bilu (Metropolitan Books, 2015)

Michael Ondatjee, *The English Patient* (1992)

Agota Kristof, *The notebook* (French, 1986), *The Proof* (French, 1988), *The Third Lie* (French, 1991) Trilogy in English trans by Alan Sheridan (Grove Press, 1997)

Ngugi wa Thiong'o, *Devil on the Cross* (Gikuyu, 1980; English, 1982)

Gabriel Garcia Marquez, *The Autumn of the Patriarch* (Spanish, 1975) Trans by Gregory Rabassa (Penguin Classics, 2007)

Robert Musil, *The Confusions of Young Törless* (German, 1906). Trans by Mike Mitchell, Oxford World's Classics, 2014.

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

LITCXX10: (New Module) Canons and Creativity: Period, Context, Text

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates:

Academic Year: 2019-20

Convenor: Dr Florian Mussgnug

Assessment:

Module description

<not found>

Preparatory Reading

<new module>

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

LITCXXX6: (New Module) From Page to Stage: How to Read Plays

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 2

Available to Affiliates: No

Academic Year: 2019-20

Convenor: Dr Judith Beniston

Assessment: 1 x coursework (2500 words, 60%), 1 x exam (2 hours, 40%)

Module description

Most plays were not written to be read but to be performed on stage by live actors and to be received by an audience. ‘From Page to Stage’ explores this distinctive feature of drama and develops the analytical skills needed to study dramatic texts, as literature and as one element in a collaborative theatrical event. The module gives students the opportunity to read plays that are drawn from a range of cultures and historical periods and that, vitally, continue to be performed. It introduces key theoretical approaches to drama and theatre as well as reflecting on questions of character, action and genre; on staging and theatrical spaces; and on the relationship between audience and performers.

Preparatory Reading

Sophocles, *Antigone*

William Shakespeare, *The Tempest*

Molière, *The Misanthrope*

Henrik Ibsen, *A Doll’s House*

W.B. Yeats, *At the Hawk’s Well*

Bertolt Brecht, *The Caucasian Chalk Circle*

Caryl Churchill, *Top Girls*

The list of texts will include one further play that is or has recently been staged in London when the module is taught. For plays that were not originally written in English, please read a recent scholarly translation of the original text, such as those in the Penguin Classics series, or in the ‘World’s Classics’ series published by Oxford University Press. Versions or adaptations produced for particular theatre productions should not be used. Please read Brecht in the Methuen Student Edition.

Secondary Texts

Brook, Peter, *The Empty Space. A book about the theatre. Deadly, Holy, Rough, Immediate* (London: Penguin, 1968).

Lennard, John and Luckhurst, Mary, *The Drama Handbook: A Guide to Reading Plays* (Oxford: Oxford University Press, 2002).

- Meisel, Martin, *How Plays Work. Reading and Performance* (Oxford: Oxford University Press, 2007).
- Pickering, Kenneth, *Studying modern drama*, 2nd edn (Basingstoke: Palgrave Macmillan, 2003).
- Shepherd, Simon and Wallis, Mick, *Drama/theatre/performance* (London: Routledge, 2004)
- Shepherd, Simon and Wallis, Mick, *Studying Plays*, 3rd edn (London: Bloomsbury, 2010).
- Shepherd-Barr, Kirsten E., *Modern Drama. A Very Short Introduction* (Oxford: Oxford University Press, 2016).

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

LITCXXX8: (New Module) Political Histories in Latin American Culture

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 2

Available to Affiliates:

Academic Year: 2019-20

Convenor: Dr Emily Baker (New Staff Member)

Assessment: 2 x coursework essay (2,500 words, 50% each)

Module description

This module will introduce students to novels and short fiction from modern and contemporary Latin America and will take a comparative approach to questions and theories of political history as they arise in a number of literary texts, including E. Poniatowska's *Tinísima*, T. Eloy Martínez's *Santa Evita*, R. Bolaño's *Estrella distante*, and C. Líspector's 'Beauty and the Beast or the Enormous Wound'. Topics will include the Mexican post-revolutionary cultural landscape, mid-century populism (Peronism and the myth of Evita), the Cold War and Southern Cone dictatorships (Pinochet's Chile) as well as questions of gender, class, nationhood, race, memory and justice.

Preparatory Reading

<new module>

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

PORTUGUESE MODULES

PORT0001: Beginners Portuguese

Value: 30 UCL credits / 1 course unit / 15 ECTS

Level: Total Learning Hours: 300

Term/s: Term 1&2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Ana Cláudia Suriani da Silva and Roosevelt de Paula

Assessment

3-hour desk exam with components of Grammar, Writing, Translation into Portuguese and Translation into English (50%); Oral Exam (20%); Coursework (30%). The coursework consists of 1 grammar quiz, 1 oral presentation, 1 writing exercise, 1 translation into Portuguese and 1 translation into English. The breakdown for coursework marks is 6% for each component. There will be extra formative assignments for each skill.

Module description

Taken over two terms, this is an intensive ab initio course designed for students who have had little or no exposure to Portuguese. It aims to take you from basic to pre-intermediate level, matching the linguistic ability of level A2 of the Common European Framework of Reference for Languages (CEFR), with some aspects of B1 also being explored. The general language class is designed to help you practise and gradually build up confidence in spoken and written Portuguese. Both the European and Brazilian varieties are explored. The intensive grammar classes establish the foundations for the reading and translation of more advanced texts. The translation classes equip you with the relevant competences to tackle translations of literary and non-fiction texts from Portuguese into English. They will also help you work towards accurate translations from English into Portuguese. Over the two terms, you will learn about some key Lusophone writers, artists, contemporary and historical personalities, watch carefully selected video materials, and familiarize yourself with some of the key media outlets of the Lusophone world. By the end of the module, you will be able to communicate fluently in a wide range of everyday situations, hold conversations on routine topics, write and translate simple texts into Portuguese, and read and translate more advanced Portuguese texts into English. You will be acquainted with key aspects of Lusophone cultures across the globe, and be able to establish connections between the language classes and the literary and intellectual worlds explored in the PORT* content modules. We will encourage you to work over the summer to ensure that you start Year 2 with confidence.

Preparatory Reading

Your tutor will make use of a combination of online resources, grammars, textbooks and other materials. You are asked to bring the following books to class. Whilst the library has copies for reference or short loan, purchasing these materials is strongly recommended for use in class and at home:

- Anna Klobucka et al, *Ponto de Encontro: Portuguese as a World Language*, second edition, Pearson Education Limited, 2013. ISBN-13: 978-1292022482,
http://wps.prenhall.com/ml_ponto_de_encontro_2e/220/56433/14446952.cw/index.html
- Carla Oliveria et al, *Gramática Aplicada. Português para Estrangeiros. Níveis A1, A2, B1*, Texto Editores, 2016. ISBN-13: 9789724734705.

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

POR0003: Introduction to Portuguese Literature

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Zoltán Biedermann

Assessment: One 2,500 word coursework essay (50%) and a two hour unseen desk exam (50%).

Term 1 only Affiliates: 1 x essay plan (500 words, 0%), 1 x essay (3000 words, 100%)

Module description

This module introduces students to Portuguese literature with an emphasis on canonical texts and their historical contexts. The first part is dedicated to the origins and first apogee of Portuguese as a literary idiom. From Galician-Portuguese poetry, the module proceeds to three sessions on the various facets of the sixteenth century, and concludes with the prophetic tradition that informed António Vieira's writing in the seventeenth century. Thus the first part of the module collects references to an apparently perennial tension in Portuguese literature between imperial glory on the one hand, and loss on the other. This tension, it is argued, is to some extent constitutive of the Portuguese literary tradition. But it also calls for a critique, as the second part of the module demonstrates. In weeks 6-10 students will read modern authors who, whilst reflecting upon the decay of Empire, are most notable for personal narratives of fragmentation and loss. Materials will be available in English translation. All secondary readings for the classes will be in English

Preparatory Reading

Companion:

Tom Earle, Stephen Parkinson and Claudia Pazos-Alonso, eds., *Companion to Portuguese Literature*, London, Tamesis Books, 2009 (purchasing recommended)

Set Texts:

Gil Vicente, Three Discovery Plays: "Auto da Barca do Inferno", "Exortação da Guerra" and "Auto da Índia", ed. A. J. Lappin, Warminster, Aris & Phillips, 1997, pp. 114-167 (copies of the India Play will be provided).

Luís Vaz de Camões, *The Lusiads*, translated with an introduction and notes by Landeg White, Oxford, Oxford University Press, 1997 (copies of key passages will be provided).

Luís Vaz de Camões, *Sonnets and Other Poems*, trans. by Richard Zenith, Dartmouth MA, Tagus Press, 2009 (optional).

Fernão Mendes Pinto, *The Travels of Mendes Pinto*, ed. and tr. by Rebecca Catz, Chicago, University of Chicago Press, 1989 (available online to UCL students through UCL Explore).

António Vieira, *The Sermon of Saint Anthony to the Fish and Other Texts*, tr. by Gregory Rabassa, intr. by Vincent Barletta, Dartmouth MA, Tagus Press, 2009 (partial copy will be provided).

Eça de Queiroz, *The City and the Mountains*, tr. by Margaret Jull Costa, Dedalus Books, 2008 (please purchase).

Fernando Pessoa, *A Little Larger than the Entire Universe: Selected Poems*, tr. by Richard Zenith, London, Penguin, 2006 (copies of key poems will be provided).

António Lobo Antunes, *A Land at the End of the World*, tr. Margaret Jull Costa, Norton Reprints, 2012 (please purchase).

José Saramago, *The Elephant's Journey*, tr. by Margaret Jull Costa, London, Vintage, 2008 (please purchase).

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

POR0004: The Brazilian Novel

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Ana Cláudia Suriani da Silva

Assessment: One 2,500-word coursework essay (50%) and one unseen 2 hour desk exam (50%)

Module Description:

This course aims to introduce students to both the Brazilian novel and its cultural, social, literary and historical contexts from the nineteenth to the beginning of the twentieth century. The module will explore different traditions of novel writing in Brazil, place the emergence of Brazilian novel in relation to the contemporary European novel, and introduce students to a range of important discussions about the novel as a genre, its cultural function, its audiences, and its relation to the social world.

Aims of the module:

- to introduce analytical, historical, critical and contextual approaches to the study of the Brazilian novel;
- to cultivate a deep-rooted understanding of Brazilian literature and culture;
- to equip students with a wide range of ideas and a vocabulary to talk and write about novels with confidence;
- to gain an understanding of these novels' integral relationship to the Brazilian social, economic, and political context;
- to develop reading skills in Portuguese.

Intended learning outcomes:

Upon successful completion of the course, students are expected:

- to have a clearer understanding of the history, culture, and socio-economic realities of Brazil in the period depicted by these novels;
- to be able to analyse a given Brazilian novel independently, comparing and contrasting it with a European literary text with which they are already familiar;
- reflect critically on historical representation and contextualization in fiction;
- to be able to express their ideas, informed by suitable research and reflection, in cogent, well-structured essays.

You may start reading the primary texts for this course before classes begin.

Primary texts (in Portuguese or English translation):

- Manuel Antônio de Almeida, *Memórias de um sargento de milícias*(1854)/*Memoirs of a Militia Sergeant*: A Novel (OUP, 1999).
- José de Alencar, *Iracema* (1865)/*Iracema* (OUP, 2000).
- Machado de Assis, *Dom Casmurro* (1901)/*Dom Casmurro* (OUP, 1999).
- Mario de Andrade, *Macunaíma* (1928)/*Macunaima* (Random House, 1984).
- Pagu (Patrícia Galvão), *Parque industrial* (1933)/ *Industrial Park* (University of Nebraska Press, 1993).

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SCANDINAVIAN MODULES

SCAN0001: Basic Danish

Value: 30 UCL credits / 1 course unit / 15 ECTS

Level: Total Learning Hours: 300

Term/s: Term 1&2

Available to Affiliates: TBC

Academic Year: 2019-20

Convenor: Dr Anne Grydehoj

Assessment:

Module description

<not found - use existing Portico description>

Preparatory Reading

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SCAN0002: Basic Danish A

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: TBC

Academic Year: 2019-20

Convenor: Dr Anne Grydehoj

Assessment:

Module description

<not found - use existing Portico description>

Preparatory Reading

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SCAN0003: Basic Swedish

Value: 30 UCL credits / 1 course unit / 15 ECTS

Level: Total Learning Hours: 300

Term/s: Term 1&2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Jelena Calic

Assessment: SCAN0004 Term 1 only: 100% coursework.

SCAN0003/SCAN0004 Term 2 only: one unseen three-hour written examination (50%); one oral examination (30%); and one module assessment (20%).

Module description

The module aims to teach students basic vocabulary, grammar and sentence patterns so as to enable them to read elementary Swedish texts, understand simple everyday conversations and express themselves with some fluency in both speech and writing.

By the use of a variety of techniques the students will gradually become acquainted with spoken and written Swedish and develop the skills necessary to express themselves in the language.

Preparatory Reading

Textbook and grammar to be announced in the first week of the Autumn Term.

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SCAN0004: Basic Swedish A

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Jelena Calic

Assessment: SCAN0004 Term 1 only: 100% coursework.

SCAN0003/SCAN0004 Term 2 only: one unseen three-hour written examination (50%); one oral examination (30%); and one module assessment (20%).

Module description

The module aims to teach students basic vocabulary, grammar and sentence patterns so as to enable them to read elementary Swedish texts, understand simple everyday conversations and express themselves with some fluency in both speech and writing.

By the use of a variety of techniques the students will gradually become acquainted with spoken and written Swedish and develop the skills necessary to express themselves in the language.

Preparatory Reading

Textbook and grammar to be announced in the first week of the Autumn Term. Textbook and grammar to be announced in the first week of the Autumn Term.

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SCAN0005: Basic Norwegian

Value: 30 UCL credits / 1 course unit / 15 ECTS

Level: Total Learning Hours: 300

Term/s: Term 1&2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Ms Kristin Lorentsen

Assessment: one unseen three-hour written examination (50%); one oral examination (30%); and one assessment (20%).

Module description

The aim of the module is to teach the students basic communication skills in Norwegian: speaking, reading, writing and understanding everyday Norwegian.

In class: Reading Norwegian texts. Conversation in connection with texts and related everyday topics. Listening and pronunciation exercises. Occasional role-play and class presentations by individual students on topics they have prepared at home. Grammar is explained systematically and the students are given exercises in connection with grammatical points.

At home: Reading, essay writing, translation, grammatical exercises and occasional preparation of role-play and oral presentations.

The form of Norwegian taught will be bokmål. As soon as practical, all class interaction will take place in Norwegian.

Preparatory Reading

Elisabeth Ellingsen and Kirsti Mac Donald, Norsk på 1-2-3, Cappelen Damm, 2017.

One of the following grammars:

Åse-Berit and Rolf Strandskogen, Practical Norwegian Grammar, Oris forlag, 1986.

Åse-Berit and Rolf Strandskogen, Norwegian: An Essential Grammar, Routledge, 1994.

Kirsti Mac Donald and Marianne MacDonald, Exploring Norwegian Grammar, Cappelen Damm, 2013.

Dictionaries

All students must own a good English-Norwegian and Norwegian-English dictionary, one of the dictionaries must indicate the gender of Norwegian nouns.

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SCAN0006: Basic Norwegian A

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Ms Kristin Lorentsen

Assessment: one unseen three-hour written examination (50%); one oral examination (30%); and one assessment (20%).

Module description

The aim of the module is to teach the students basic communication skills in Norwegian: speaking, reading, writing and understanding everyday Norwegian.

In class: Reading Norwegian texts. Conversation in connection with texts and related everyday topics. Listening and pronunciation exercises. Occasional role-play and class presentations by individual students on topics they have prepared at home. Grammar is explained systematically and the students are given exercises in connection with grammatical points.

At home: Reading, essay writing, translation, grammatical exercises and occasional preparation of role-play and oral presentations.

The form of Norwegian taught will be bokmål. As soon as practical, all class interaction will take place in Norwegian.

Preparatory Reading

Elisabeth Ellingsen and Kirsti Mac Donald, Norsk på 1-2-3, Cappelen Damm, 2017.

One of the following grammars:

Åse-Berit and Rolf Strandskogen, Practical Norwegian Grammar, Oris forlag, 1986.

Åse-Berit and Rolf Strandskogen, Norwegian: An Essential Grammar, Routledge, 1994.

Kirsti Mac Donald and Marianne MacDonald, Exploring Norwegian Grammar, Cappelen Damm, 2013.

Dictionaries

All students must own a good English-Norwegian and Norwegian-English dictionary, one of the dictionaries must indicate the gender of Norwegian nouns.

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SCAN0007: Basic Modern Icelandic

Value: 30 UCL credits / 1 course unit / 15 ECTS

Level: Total Learning Hours: 300

Term/s: Term 1&2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Ms Helga Luthersdottir

Assessment: one unseen written examination (50%); one oral examination (30%); and one assessed coursework in the form of language portfolio (20%)

Module description

This module aims to give students insight into the Icelandic language, its structure and history. The module equips students with a basic knowledge of Icelandic, both written and spoken, so that they will be able to read elementary texts, engage in simple daily conversation, and pursue further studies in the modern language.

Students will gain knowledge of the fundamentals of Icelandic grammar, vocabulary, sentence structure and pronunciation. Modern texts will be studied as well, and students will practice both spoken and written Icelandic to develop their skills in expressing themselves in Icelandic. In addition, the module will cover in broad outline the history of the language and contemporary ‘language politics’ (loan-words, neologisms etc.).

Preparatory Reading

Dictionaries

ISLEX Orðabókin (<http://islex.hi.is/>)

Sverrir Hólmarsson, C Sanders & J Tucker, Íslensk-ensk orðabók (1989).

Jón Skaptason et al., Ensk-íslensk skólaorðabók (1998).

Íslensk-ensk ensk-íslensk vasaorðabók (Forlagið 2012)

Readings, Grammar and Exercises

Sólborg Jónsdóttir og Þorbjörg Halldórsdóttir, Íslenska fyrir alla (2011)

Þorbjörg Halldórsdóttir, Litli málfræðingurinn (Mímír)

Icelandic Online I

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SCAN0008: Basic Modern Icelandic A

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Ms Helga Luthersdottir

Assessment: one unseen written examination (50%); one oral examination (30%); and one assessed coursework in the form of language portfolio (20%)

Module description

This module aims to give students insight into the Icelandic language, its structure and history. The module equips students with a basic knowledge of Icelandic, both written and spoken, so that they will be able to read elementary texts, engage in simple daily conversation, and pursue further studies in the modern language.

Students will gain knowledge of the fundamentals of Icelandic grammar, vocabulary, sentence structure and pronunciation. Modern texts will be studied as well, and students will practice both spoken and written Icelandic to develop their skills in expressing themselves in Icelandic. In addition, the module will cover in broad outline the history of the language and contemporary ‘language politics’ (loan-words, neologisms etc.).

Preparatory Reading

Dictionaries

ISLEX Orðabókin (<http://islex.hi.is/>)

Sverrir Hólmarsson, C Sanders & J Tucker, Íslensk-ensk orðabók (1989).

Jón Skaptason et al., Ensk-íslensk skólaorðabók (1998).

Íslensk-ensk ensk-íslensk vasaorðabók (Forlagið 2012)

Readings, Grammar and Exercises

Sólborg Jónsdóttir og Þorbjörg Halldórsdóttir, Íslenska fyrir alla (2011)

Þorbjörg Halldórsdóttir, Litli málfræðingurinn (Mímír)

Icelandic Online I

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SCAN0009: Introduction to Linguistics and the Scandinavian Languages

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term Full year

Available to Affiliates: Yes, but note that the module runs over both teaching terms and affiliates would have to do both

Academic Year: 2019-20

Convenor: Mr Jesper Hansen

Assessment:

In-class test (15%) [term 1]]

3-minute video (15%) [term 3]

2000-word Essay (30%) [term 3]

3-hour desk exam (40%) [term 3]

Module description

For students following language modules at university level it is beneficial to have a grasp of basic linguistic terminology and concepts. This both assist them in learning the languages of their choice and prepares them for later careers in areas such as teaching, translation and publishing.

This module focuses mainly on language as a set of formal, interdependent sub-systems, such as phonetics/phonology (sound production and sound systems), grammar in the sense of morphology (word-formation and word classes) and syntax (phrases, clauses, sentences and word order), as well as on broader aspects of language as a special communication system. This will initially be illustrated with the help of English and the knowledge thus gained will then be applied to the mainland Scandinavian languages (Danish, Norwegian and Swedish). Where it adds to the discussion and understanding, reference will also be made to Icelandic and Faroese.

The course takes a workshop approach where students have the opportunity to practice the analyses learned, both in class and as part of the homework.

The course focuses on: analysing sentences first in English, later in the Scandinavian languages; understanding word classes; introduction to phonetics, including phonetic transcription (IPA) and how sounds are produced; a brief historical background, charting the main stages in the development of English and the mainland Scandinavian languages from Common Germanic to the present; finally, there is scope to include topics in term two which will be decided together with the students (such as English in Scandinavia, the use and status of dialects in the different countries, language purism etc.).

By the end of the module, students should thus have a sound knowledge of basic phonetics and

grammar and be able to apply these chiefly to English and their chosen mainland Scandinavian language; they will know about the key stages in the historical development of English and the Scandinavian languages; and they will have touched on various ways to do research into various linguistic disciplines.

Preparatory Reading

Students are expected to come prepared to the first class – Moodle will contain information about this. While there is no expectation that you have read anything beyond what you can find in Moodle, the following books provide a good starting point and some of each will be used on the module

- R.L. Trask, *Language: The Basics*, 2nd ed. (Routledge, 1999 or later).
- L. Vikør, *The Nordic Languages*, 2nd ed. (Novus Press, 1995 or later).
- T. Lundskær-Nielsen, M. Barnes & A. Lindskog, *Introduction to Scandinavian Phonetics* (Alfabeta, 2005).

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SCAN0010: Nordic Storytelling

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Jakob Stougaard-Nielsen

Assessment: One essay of 4,000 words (100%)

Module description

This module aims to develop the skills required to analyse and contextualise literary prose. The texts to be studied are predominantly Nordic (in English translation), selected from the long and rich tradition of Nordic folk, fairy and fantastic tales, from Medieval ballads to Gothic tales and postmodern short stories, animated and fantasy film. More generally, the module will investigate a variety of narrative components (e.g. narrator, character, genre, theme), and will explore why storytelling has been and continues to be a central human activity, how it has changed over time and how stories reflect changing conceptions of Nordic societies, cultures and identities. The module will introduce students to a broad range of theories and methods in literary studies including narratology, gender studies, print culture and monster studies

Preparatory Reading

Reading materials and a guide for locating texts to be studied in the module will be made available on Moodle. Primary texts to be studied may include a selection of Scandinavian folk tales, Hans Christian Andersen's fairy tale The Little Mermaid (1837), the Norwegian film Trollhunter (2010) and the Swedish vampire novel, Let the Right One In (2004).

As basic text books, we suggest you use:

- Monika Fludernik, An Introduction to Narratology (Routledge, 2009)
- Andrew Bennett & Nicholas Royle, An Introduction to Literature, Criticism and Theory (Pearson, 2009).
- Marina Warner, Managing Monsters (Vintage 1994)
- Fred Botting, Gothic (Routledge, 2014)
- John Lindow, Trolls: An Unnatural History (Reaktion Books, 2014)

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SCAN0011: Histories and Cultures of the Nordic Region

Value: 30 UCL credits / 1 course unit / 15 ECTS

Level: Total Learning Hours: 300

Term/s: Term 1&2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Ms Helga Luthersdottir

Assessment: coursework one (1,500 words, 15%); coursework two (2,500 words, 35%); coursework three (1,500 words, 15%); coursework four (35%)

Module description

The module is designed to underpin a solid introduction to Scandinavian culture and language in the first year of the Department's single and joint honours degree programmes. It is meant to introduce the study of history and of various forms of cultural production, while demonstrating the interaction between these cognate disciplines. The module also aims to contribute to the students' intellectual and personal development by explicitly posing questions about power, ideology, authority and identity.

Students will gain knowledge and understanding of:

Key developments in Nordic history and culture from the Viking era to the present day

Discipline-specific methodologies and relevant approaches to history, cultural history, literature, film and other forms of art and culture

The cultural specificity and constructedness of historiography and cultural criticism.

The module will provide a thoroughgoing, wide-ranging and stimulating introduction to the history and culture of the Nordic region. Taught in an explicitly interdisciplinary manner by a number of members of faculty from the Department of Scandinavian Studies, the module will invite students to reflect on the methodologies and approaches specific to different, cognate disciplines (such as History, Literary Studies, etc.), and to identify connections between them. A central concern is to emphasise the constructed nature of historical narrative, and to this end the module will be structured around a number of key dates, moving backwards and forwards in time to explore both historical causality and relevant cultural expressions of the sociological formations under investigation.

Preparatory Reading

Jørgen Goul Andersen and Jens Hoff, *Democracy and Citizenship in Scandinavia* (Palgrave, 2001).

David Arter, *Scandinavian Politics Today* (Manchester University Press, 1999).

Rolf Danielsen, *Norway: A History from the Vikings to Our Own Times* (Scandinavian University Press, 1995).

T.K. Derry, *A History of Scandinavia* (Minnesota University Press, 1979 or new edition 2000).

Robert Geyer et al., *Globalization, Europeanization, and the End of Scandinavian Social Democracy?* (Basingstoke, Macmillan, 2000).

Tony Griffiths, *Scandinavia* (1991).

Christine Ingebritsen, *The Nordic States & European Unity* (Cornell University Press, 1998).

Matti Klinge, *A Brief History of Finland* (1994).

Ulf Lindström, *Euro-consent, Euro-contract, or Euro-coercion: Scandinavian Social Democracy, the European Impasse, and the End of Things Political* (Oslo, Scandinavian University Press, 1992).

Mary McCririck, *A History of Iceland, 1874-1974* (1984).

Lee Miles (ed.), *The European Union and the Nordic Countries* (Routledge, 1996).

Lee Miles, *Sweden and EU Integration* (Aldershot, Ashgate, 1997).

Royal Danish Ministry of Foreign Affairs, Denmark (1996).

F.D. Scott, *Sweden: The Nation's History* (1977).

Øystein Sørensen and Bo Stråth (eds.), *The Cultural Construction of Norden* (Scandinavian University Press, 1997).

Sven Tägil (ed.), *Ethnicity & Nation-Building in the Nordic World* (1995).

Journals:

Edda.

Scandinavian Journal of History.

Scandinavian Economic History Review.

Scandinavian Studies.

Scandinavica.

West European Politics.

Students will also be expected to read appropriate chapters from standard history textbooks before each lecture/seminar, and to familiarise themselves with the primary materials chosen for that week. A Moodle site will allow for posting of digitised and online resources week-by-week, as well as post-seminar discussion.

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SCAN0012: Histories and Cultures of the Nordic Region A

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Ms Helga Luthersdottir

Assessment: coursework one (1,500 words, 30%); coursework two (2,500 words, 70%)

Module description

The module is designed to underpin a solid introduction to Scandinavian culture and language in the first year of the Department's single and joint honours degree programmes. It is meant to introduce the study of history and of various forms of cultural production, while demonstrating the interaction between these cognate disciplines. The module also aims to contribute to the students' intellectual and personal development by explicitly posing questions about power, ideology, authority and identity.

Students will gain knowledge and understanding of:

Key developments in Nordic history and culture from the Viking era to the present day

Discipline-specific methodologies and relevant approaches to history, cultural history, literature, film and other forms of art and culture

The cultural specificity and constructedness of historiography and cultural criticism.

The module will provide a thoroughgoing, wide-ranging and stimulating introduction to the history and culture of the Nordic region. Taught in an explicitly interdisciplinary manner by a number of members of faculty from the Department of Scandinavian Studies, the module will invite students to reflect on the methodologies and approaches specific to different, cognate disciplines (such as History, Literary Studies, etc.), and to identify connections between them. A central concern is to emphasise the constructed nature of historical narrative, and to this end the module will be structured around a number of key dates, moving backwards and forwards in time to explore both historical causality and relevant cultural expressions of the sociological formations under investigation.

Preparatory Reading

Jørgen Goul Andersen and Jens Hoff, *Democracy and Citizenship in Scandinavia* (Palgrave, 2001).

David Arter, *Scandinavian Politics Today* (Manchester University Press, 1999).

Rolf Danielsen, *Norway: A History from the Vikings to Our Own Times* (Scandinavian University Press, 1995).

T.K. Derry, *A History of Scandinavia* (Minnesota University Press, 1979 or new edition 2000).

Robert Geyer et al., *Globalization, Europeanization, and the End of Scandinavian Social Democracy?* (Basingstoke, Macmillan, 2000).

Tony Griffiths, Scandinavia (1991).

Christine Ingebritsen, The Nordic States & European Unity (Cornell University Press, 1998).

Matti Klinge, A Brief History of Finland (1994).

Ulf Lindström, Euro-consent, Euro-contract, or Euro-coercion: Scandinavian Social Democracy, the European Impasse, and the End of Things Political (Oslo, Scandinavian University Press, 1992).

Mary McCririck, A History of Iceland, 1874-1974 (1984).

Lee Miles (ed.), The European Union and the Nordic Countries (Routledge, 1996).

Lee Miles, Sweden and EU Integration (Aldershot, Ashgate, 1997).

Royal Danish Ministry of Foreign Affairs, Denmark (1996).

F.D. Scott, Sweden: The Nation's History (1977).

Øystein Sørensen and Bo Stråth (eds.), The Cultural Construction of Norden (Scandinavian University Press, 1997).

Sven Tägil (ed.), Ethnicity & Nation-Building in the Nordic World (1995).

Journals:

Edda.

Scandinavian Journal of History.

Scandinavian Economic History Review.

Scandinavian Studies.

Scandinavica.

West European Politics.

Students will also be expected to read appropriate chapters from standard history textbooks before each lecture/seminar, and to familiarise themselves with the primary materials chosen for that week. A Moodle site will allow for posting of digitised and online resources week-by-week, as well as post-seminar discussion.

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SCAN0013: Introduction to Old Norse

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1&2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Erin Goeres

Assessment: UG Assessment: 2 x in-class tests (15% each), 1 x two-hour written exam (70%)

SCAN0013 Term 1 only Affiliate students: Two-hour written exam (100%)

PG Assessment: Three-hour written exam (100%)

Module description

Old Norse, the medieval precursor to the modern Scandinavian languages, was once heard throughout Europe and beyond. During the Middle Ages Scandinavian ships travelled west to North America and east to Istanbul. The scope and variety of the Old Norse literary corpus matches the remarkable span of these journeys: myths and legends, love- and battle-poetry, prose narratives about kings, adventurers, poets and saints are all found in Old Norse. This module will introduce students to a wide range of Old Norse language and literature, situated within the broader context of the history and culture of Viking and medieval Scandinavia. Students will develop a good understanding of the basics of Old Norse grammar and by the end of the module will be able to translate medieval Icelandic prose and some forms of poetry. They will become familiar with key texts in the Eddic, skaldic and saga traditions, and will begin to explore ways in which contemporary scholarship can shed light on the complex but rewarding world of medieval literature.

Preparatory Reading

Students are advised to obtain a copy of *A New Introduction to Old Norse – Part 1: Grammar*, ed. Michael Barnes (London, 2004).

The two set texts will be Ari Þorgilsson's *Íslendingabók* and *Auðunar þáttr* in *A New Introduction to Old Norse – Part II: Reader*, ed. Anthony Faulkes (London, 2008). Both volumes, as well as the accompanying glossary, are available online at Viking Society Publications.

The following will offer a good introduction to the subject:

Margaret Clunies Ross, *The Cambridge Introduction to the Old Norse-Icelandic Saga* (Cambridge, 2010)

Heather O'Donogue, *Old Norse-Icelandic Literature: A Short Introduction* (Oxford, 2004).

Any of the texts in *The Sagas of Icelanders: A Selection* (London, 2000).

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SCAN0014: Vikings and Material Culture

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Haki Antonsson

Assessment: two essays of 2,000 words each (50% + 50%)

Module description

This module introduces students to the material culture of Viking and medieval Scandinavia. Through a series of workshops at the British Museum, British Library and other London-based institutions, students will gain first-hand experience working with artefacts and manuscripts from the period. These workshops will complement a series of seminars held in the Department in which students will examine more broadly the archaeology and history of the period, as well as the theoretical background to the use of objects as sources for history and culture.

Preparatory Reading

A general reading list will be provided at the start of term, after which detailed reading lists will be provided on a weekly basis.

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SPANISH MODULES

SPAN0001: Spanish Language I

Value: 30 UCL credits / 1 course unit / 15 ECTS

Level: Total Learning Hours: 300

Term/s: Term 1&2

Available to Affiliates: No

Academic Year: 2019-20

Convenor: Ms Marga Navarrete Ramirez-Montesinos

Assessment: Final Desk Exam with components of Grammar, Composition in Spanish, Translation into Spanish and Translation into English (50%); Oral Exam (20%); Coursework (30%). The assessed coursework consists of one grammar quiz, one oral presentation, one writing exercise in Spanish, one translation into Spanish, and one translation into English. The breakdown for coursework marks is 6% for each component. In addition to these assessed coursework assignments, there will be other forms of non-assessed formative coursework

Module description

This is a post A-level first year Spanish language module, consolidating level B1 and exploring level B2 of the Common European Framework of Reference for Languages (CEFR). By the end of the second term, students are expected to master complex structures of written and spoken Spanish. You should be able to communicate fluently in a variety of contexts and deal with most situations likely to arise when travelling in a Spanish-speaking country. The Grammar and Communicative Language Skills class provides a friendly atmosphere where you can practice and build up confidence in spoken and written Spanish. Different varieties of Spanish will be explored. The Translation classes equip you with the relevant competences to tackle translations from both Spanish into English (literary and non-fiction texts), and English into Spanish (audiovisual materials, including a video that you will produce yourself). You will be acquainted with key aspects of the Hispanic culture(s) across the globe, especially in the Additional Contents and Skills classes.

Preparatory Reading

Set Textbooks*:

VV. AA. (2014), Aula internacional 4. B2.1. Nueva edición. Barcelona: Difusión. 160 pages. ISBN: 9788415620853

VV. AA. (2010), Todas las voces B1. Curso de cultura y civilización. Barcelona: Difusión. 144 pages. ISBN: 9788484437222

VV. AA. (2012), Developing Writing Skills in Spanish. London and New York: Routledge. 372 pages. Hardback ISBN: 9780415590822. Paperback ISBN: 9780415590839. [Digital copy available from UCL library].

VV. AA. (2011), Gramática básica del estudiante de español. Edición revisada y ampliada. Barcelona: Difusión. 302 pages. ISBN: 9788484437260. [You have the option of getting the English version: Students' Basic Grammar of Spanish. Revised and Expanded Edition. Barcelona: Difusión. 312 pages. ISBN: 9788484434375]

*Students are required to get a copy of each book and are expected to bring them to their respective classes according to the weekly syllabus specified on Moodle.

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SPAN0005: Experiments in Modern Spanish Drama

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Gareth Wood

Assessment: One 2,500 word coursework essay (50%) and a two-hour desk exam (50%)

For Term 1 only Affiliates: coursework (1000 words, 20%), 1 x written essay (2000 words, 80%)

Module description

This module will introduce students to the work of Spain's most ambitious dramatists of the early twentieth century: Ramón María del Valle-Inclán, Miguel de Unamuno, and Federico García Lorca. These three writers were key figures in the flourishing of Spanish cultural life between the end of the nineteenth century and the outbreak of the Civil War in 1936, the year in which each of them died. Their dramatic works in particular fought against the stodgy, middle-class values that they believed were preventing the Spanish stage from becoming a focus of renewed artistic energy. Working chronologically, this module will examine how these three writers experimented with dramatic form, the possibilities of staging, and the capacity of theatre to challenge its audience to experience art in new ways.

Preparatory Reading

Ramón María del Valle-Inclán, *Luces de bohemia* (1920) in following edn.: RMV-I, *Lights of Bohemia* (*Luces de bohemia*), trans. by John Lyon, rev. edn. (Oxford: Aris & Phillips, 2006)

Miguel de Unamuno, *El otro* (1926) any edition

Federico García Lorca, *Amor de don Perlimplín con Belisa en su jardín* (1928) in following edn. FGL, *Amor de don Perlimplín con Belisa en su jardín*, ed. by Maragrita Ucelay (Madrid: Cátedra, 1990 [or subsequent reprints, latest of which was in 2010])

Yerma (1933) in following edn. FGL, *Yerma*, ed. by Antonio Gómez Yedra (Madrid: Castalia, 2004).

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SPAN0006: Introduction to Spanish Film

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Maria D'Argenio

Assessment: One 2,500 word coursework essay (50%) and a two-hour desk exam (50%)

Term 1 only Affiliates: 1 x essay plan (500 words, formative only), 1 x assessed essay (3,000 words, weighting 100%).

Module description

This module will provide an introduction to film analysis and to key aspects of the development of Spanish cinema. Topics examined will include: Surrealism, Melodrama, Film noir and the influence of Italian neo-realism, Postmodernism and the influence on film of the Spanish Civil War, the Franco Regime, Censorship, the Transition to Democracy, and Postcolonialism.

Films studied will include:

Muerte de un ciclista (Bardem, 1955)

Mujeres al borde de un ataque de nervios (Almodóvar, 1988)

Vacas (Medem, 1992)

También la lluvia (Bollaín, 2010)

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SPAN0010: Civilisation and Barbarism in Argentine Literature

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: TBC

Academic Year: 2019-20

Convenor: Dr Humberto Nuñez Faraco

Assessment:

Module description

<not found - >

Preparatory Reading

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SPAN0011: Cultural Responses to the Mexican Revolution

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level/Total Learning Hours: Level 4 /150

Term/s: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Macarena Jiménez Naranjo

Assessment: One 2,500 word coursework essay (50%) and a two-hour desk exam (50%)

Structure: This course is taught by lectures and seminars which will include regular group discussion. Lectures will be taught in Spanish.

Module description

This module studies the representation of the Mexican revolution in literature and muralism. We will cover the life-course of a phenomenon that, although an extremely violent, costly and lengthy period was simultaneously, as Octavio Paz has stated ‘a sudden immersion of Mexico in her own being’. Mexico’s Revolution brought about violent but also social, political and cultural change. It shook the entire country from top to bottom and has been an obsession in culture, arts and literature ever since. During the course we will cover both the revolution’s armed struggle (a chaotic and violent period spanning the years 1910-1920), and its institutional phase ranging from about 1920 to 1946. This course examines artistic manifestations that look both analytically and critically at the Revolution and its consequences. We will discuss works such as *Los de abajo*, which was written in 1915, right in the midst of armed struggle, through to novels published in the 1980s, such as *Como agua para chocolate*. The course also focuses on the important role that visual culture played in legitimising the Revolution and creating a sense of national identity which included the poor and marginalised, for example through the work of muralists like Diego Rivera. By examining the cultural responses to the Mexican Revolution, this course seeks to analyse how the Revolution is mythologized, explained, critiqued and justified in literature and culture, how it depicts disillusionment with its promises, and issues of race, class, gender and sexuality as they relate to Mexican history.

Preparatory Reading

Students should read all the texts listed below and the supplementary readings indicated by the course tutor before the allocated class.

Texts:

Mariano Azuela, *Los de abajo* (1915)

Mexican Muralism (from 1920)

Ángeles Mastretta, *Arráncame la vida* (1985)

Laura Esquivel, *Como agua para chocolate* (1989)

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SPAN0012: The Latin American Supernatural

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2019-20

Convenor: Dr Maria Chiara D'Argenio

Assessment: One 2,500 word coursework essay (50%) plus one unseen desk exam (50%).

For Term 1 only Affiliates: coursework (1000 words, 20%), 1 x written essay (2000 words, 80%)

Module description

This module analyses a range of Latin American cultural forms (novel, short stories, visual material) which have the dialectic between the real and the unreal, the natural and the supernatural, at their core. We will analyse well-known canonical texts as well as less-known works and discuss the notions of Fantastic, Uncanny, Magical Realism and *Real Maravilloso*. Throughout the module, we will analyse how Latin American cultural production has tackled, through the uncanny and the unreal, issues of gender, politics, identity, nationhood, history, and experimented with narrative forms and genres.

Primary texts will include:

Julio Cortázar, selected short stories from *Bestiario* (1951) and *Final del juego* (1956)

Elena Garro, selected short stories from *La semana de colores* (1964)

Gabriel García Márquez, *Cien años de soledad* (1967)

Rosario Ferré, selected short stories from *Papeles de Pandora* (1976)

Initial bibliography

Cynthia Duncan, Unraveling the Real: The Fantastic in Spanish-American Ficciones. (Philadelphia: Temple University Press, 2010)

Rosalba Campra, Territorios de la ficción. Lo fantástico (Madrid: Renacimiento, 2008)

Bell-Villada, Gene H. (ed.), Gabriel García Márquez's One Hundred Years of Solitude: A Casebook (Oxford, 2002).

Harold Bloom (ed.), Gabriel García Márquez's 'One Hundred Years of Solitude' (Philadelphia, PA, 2003)

Hart, Stephen (edited with Wen-chin Ouyang), A Companion to Magical Realism (Woodbridge: Tamesis, 2005).

Parkinson Zamora, Lois, and Wendy Faris (eds), Magical Realism: Theory, History, Community (Durham, NC: Duke University Press, 1995).

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.

SPAN0015: Introduction to Spanish and Latin American Studies

Value: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: Total Learning Hours: 150

Term/s: Term 1&2

Available to Affiliates: TBC

Academic Year: 2019-20

Convenor: Dr Deborah Martin and Dr Zoltán Biedermann

Assessment: One 2,500 word coursework essay (50%) and a two-hour desk exam (50%)

Module description

This course offers an introduction to key aspects of global Hispanic history and culture from the late medieval period to the 21st century, and acts as a foundation on which students will build throughout the rest of their degree. It exposes students to a wide variety of materials – poetry, prose fiction, essay and film – and explores different ways of making sense of them through historical contextualisation, close reading and critical analysis. Students gain a critical appreciation of the canon of Spanish and Latin American Studies, whilst also developing the tools to explore less canonical authors and works. In the seminars that accompany the lectures, we will focus on discussing the primary materials and develop key skills in reading and writing.

The module is team-taught by permanent members of academic staff, and designed to allow students to become acquainted with a wide range of Hispanist topics, research methods and approaches. It runs over two terms, enabling students to engage in in-depth readings of the literary and critical materials, including some longer texts in Spanish, and in a systematic development of skills that will prove useful throughout the entire BA programme. A series of films will be also screened as part of the module, some of which are studied in Term 2.

Preparatory Reading

- Raymond Carr, ed., *Spain: a History* (Oxford: Oxford University Press, 2000)
- Edwin Williamson, *The Penguin History of Latin America* (London: Penguin, 2009)
- Gertrudis Gómez de Avellaneda, *Sab*, edited with an Introduction by Catherine Davies (Manchester: Manchester University Press, 2001)
- *La vida de Lazarillo de Tormes* edited with an Introduction by R. O. Jones (Manchester: Manchester University press, 1993).

Please note: This module description is accurate at the time of publication. Minor amendments may be made prior to the start of the academic year.