

School of European Languages, Culture and Society (SELCS)

YEAR 1 MODULES

COMPARATIVE LITERATURE

LITC0001: Cultural Encounters in World Literature

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term/s: TBC

Available to Affiliates: No

Academic Year: 2018/19

Convenor: [Dr Florian Mussgnug](#)

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

LITC0002: How to Read Text

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: 2

Available to Affiliates: No

Convenor: [Dr Jann Matlock](#)

Assessment: one 1,500 word essay (40%); one unseen 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 of 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 as noted below; 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)

Useful for thinking about narrative texts (free Ebook via UCL library):

H. Porter Abbott, *The Cambridge Introduction to Narrative*, 2nd ed. (Cambridge UP, 2008)

LITC0003 - Intimate Strangers: Devils, Monsters, Beasts

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term/s: Term 1

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

Academic Year: 2018/19

Convenor: [Dr Florian Mussnug](#)

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

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

Course 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.

Primary reading will include selections from the following texts:

- Dante Alighieri, *Divina Commedia* (1304-21).
- Mikhaíl 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 Marilyn Butler, Oxford, 2009.
- H.G. Wells, *The Island of Doctor Moreau* (1896), ed. by P. Parrinder, London, 2005.

LITC0004 - Literature of Travel

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term/s: Term 1

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

Academic Year: 2018/19

Convenor: [Prof. Phiroze Vasunia](#)

Assessment: one 1,500 word essay (40%); one unseen three-hour written examination (60%)

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

Module Description

Each text was written by an individual in one culture, but each deals with individuals or communities of another culture. How does one culture think about another culture, and what is at stake in cross-cultural representation? What does the cross-cultural representation say about the author's own culture? What kind of identity and value do cultures impart to other cultures? How do texts deal with the problem of cross-cultural representation? We approach this set of questions through the literature of travel. The themes that we shall consider include the figure of the traveler, exoticism, ethnography, translation, tourism, and colonialism.

Running through these themes is a focus on the concept of the foreigner, and we shall examine the foreigner as he/she/it appears in texts from different cultures and periods. What is a foreigner? How was the idea of the foreigner first proposed? What are the consequences of this idea in the West? What do words such as "barbarian" or "savage" signify and how are they related to the concept of the foreign? We shall attempt to ascertain the influence of these notions on Western thought and literature, and at the same time we shall ask if there are non-Western ways of approaching the problem of cultural difference. The course will consider how the idea of the other is complicated by issues of gender, sexuality, race, nation, and modernity. We shall also examine the problem for what it has to say to people such as ourselves who live in a multicultural society.

The course is designed for students in Greek & Latin and in Comparative Literature. There will be a mixture of ancient and non-ancient texts. All texts will be read in English, though parallel texts in the original languages may also be supplied.

Reading List

Students will be asked to read a selection from texts such as the following:

- *The New Oxford Annotated Bible*
- Homer, *The Odyssey*, trans. R. Fagles
- Virgil, *Aeneid*, trans. R. Fitzgerald
- Attar, *The Conference of the Birds*, trans. A. Darbandi and D. Davis
- Christopher Columbus, *The Four Voyages*, trans. J. M. Cohen
- Jean de Léry, *History of a Voyage to the Land of Brazil*, trans. J. Whatley
- William Shakespeare, *The Tempest*, ed. S. Orgel
- Rudyard Kipling, *Kim*, ed. E. Said
- *Marco Polo, Travels of Marco Polo*, trans. R. Latham
- Mary Montagu, *Letters*
- Claude Lévi-Strauss, *Tristes Tropiques*

LITC0006 - Questions of Realism

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term/s: Term 1

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

Academic Year: 2018/19

Convenor: [Prof. Rachel Bowlby](#)

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

Term 1 only Affiliates: 1 x essay plan (500 words, 0%), 1 x essay (3000 words, 100%). Submission deadlines will be communicated to students by SELCS.

Module Description

It is often assumed that stories are one thing, reality another. Stories are made of words, reality is what you see and stand on. Stories are full of surprising events and people, whereas real life is dull and predictable. And most obviously: stories are fiction, reality is facts. But in reality-'in' reality-we are constantly making up narratives and producing images of the reality we're in. In the 18th and 19th centuries the new genre of the novel was beginning to put what was starting to be called 'real life' into literature; the international 'realist' movement of the 19th century extended the reach of narrative into regions and classes of social life that had previously had no literary representation. At the same time newspapers, seeking to fill their daily space, now came up with daily 'stories' of ordinary and extraordinary life.

This course looks at the conditions and purposes of various types of 'real-life' narrative through literary history. As well as considering stories in diverse genres and periods: from epic to tragedy to novels, it offers an introduction to theories of literary representation and realism.

Reading List

Primary texts for this module may include

- Homer, *Odyssey*, Book VI (c. 700 BCE)
- Madame de Lafayette, *La Princesse de Clèves* (1678), trans. The Princess of Cleves
- Daniel Defoe, *Robinson Crusoe* (1719)
- J.M. Coetzee, *Elizabeth Costello* (2004)
- Gustave Flaubert, *Madame Bovary* (1857)
- Emile Zola, *Thérèse Raquin* (1873)
- Franz Kafka, 'Die Verwandlung' (1915), trans. 'The Metamorphosis'
- Arthur Miller, *Death of a Salesman* (1949)
- Annie Ernaux, *La Place* (1983); trans. A Man's Place
- Georges Perec, *Les choses: Une histoire des années soixante* (1965), trans. Things
- Ben Lerner, *10:04* (2014)

- **Further reading**

- Auerbach, Erich, *Mimesis: The Representation of Reality in Western Literature* (1946), trans. Willard R. Trask (Princeton: Princeton UP, 1968)
- Beaumont, Matthew (ed.), *Adventures in Realism* (Oxford: Basil Blackwell, 2007); reprinted as *A Concise Companion to Realism* (2010).
- Becker, George J. (ed.), *Documents of Modern Literary Realism* (Princeton: Princeton UP, 1963)
- Bowlby, Rachel, *Everyday Stories* (Oxford: OUP, 2016)
- Brooks, Peter, *Reading for the Plot: Design and Intention in Narrative* (Cambridge: Harvard UP, 1984)
- Brooks, *Realist Vision* (New Haven: Yale UP, 2005)
- Cogy, Pierre, *Le Naturalisme* (1953; 5th edn 1976)
- Genette, Gérard, *Figures I* (1966; Paris: Seuil, 1976) *Figures II* (1969; Paris: Seuil, 1979) *Figures of Literary Discourse*, trans. Alan Sheridan (Oxford: Basil Blackwell, 1982)
- Hemmings, F.W.J. (ed.), *The Age of Realism* (Harmondsworth: Penguin, 1974)
- Levine, George, *The Realistic Imagination: English Fiction from Frankenstein to Lady Chatterley* (Chicago: U Chicago P, 1981)
- Lovell, Terry, *Pictures of Reality: Aesthetics, Politics and Pleasure* (London: BFI, 1980)
- Lukács, Georg, *Studies in European Realism* (New York: Grosset & Dunlap, 1964)
- Lukács, 'Narrate or Describe?', in *Writer and Critic*, trans. Arthur Kahn (London: Merlin, 1978)
- Morris, Pam, *Realism* (London: Routledge, 2003)
- Nochlin, Linda, *Realism* (Harmondsworth: Penguin, 1971)
- Robbe-Grillet, Alain, *Pour un nouveau roman* (Paris: Gallimard, 1963)
- Trilling, Lionel, *The Liberal Imagination: Essays on Literature and Society* (1950; New York: Doubleday, 1957)
- Watt, Ian, *The Rise of the Novel* (1957; London: Hogarth P, 1987)
- Williams, Raymond, *The Country and the City* (London: Chatto & Windus, 1973)
- Virginia Woolf, 'Modern Fiction' (1924)
- Woolf, 'Mr Bennett and Mrs Brown' (1924)
- Zola, Preface to the second edition of *Thérèse Raquin*

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

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 2

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

Academic Year: 2018/19

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.

Reading List

Primary texts for close reading are as follows:

- Lu Xun, *A Madman's Diary* (1918)
- Yu Dafu, *Sinking* (1921)
- Shen Congwen, *Xiaoxiao* (1929)
- Mu Shiyong, *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)

LITC0009 - Music, Film and Media in Africa

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term/s: Term 2

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

Academic Year: 2018/19

Convenor: [Dr Hélène 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.

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.

LITC0010 Topics in the Modern Novel

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 2

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

Academic Year: 2018/19

Convenor: [Professor Stephanie Bird](#)

Assessment: Essay one 1,500 words (40%); Essay two 2,500 words (60%)

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.

Reading List

Primary texts for this module:

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

Michael Ondaatje, *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

DUTCH

DUTC0001 - Dutch Language 1

Value: 30 UCL credits / 1.0 course units / 15 ECTS

Level: First Year (Level 4)

Total Learning Hours: 300

Term/s: Term 1 and Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [Christine Sas](#) and language assistants

Assessment: one unseen two-hour examination (35%); one listening comprehension and oral examination (30%); and a portfolio including essays, listening and vocabulary tests and grammar assignments (35%).

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 and Set Texts:

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

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: First Year (Level 4)

Total Learning Hours: 150

Term: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [Dr Reinier van Straten](#)

Assessment: two 1500 word essays (25% each) and one unseen two-hour examination (50%).

For Term 1 only Affiliates: 3 x essays (1500 words each, 33.3% each)

Module Description:

Situated at the crossroads between the Anglophone, Francophone and German-speaking cultures, "the Low Countries", present-day Belgium and the Netherlands, 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; 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 and set texts:

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.
- 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.

DUTC0004: Modern Dutch Literary Texts

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [Hans Demeyer](#)

Assessment:

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

Module Description:

This term 2 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 adopt 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 and set texts:

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*

ELCS MODULES

ELCS0001 - Reading European Literature: Period, Context, Text

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

Level: First Year (Level 4)

Total Learning Hours: 150

Terms: Term 2

Available to Affiliates: No

Academic Year: 2018/19

Convenor: [Dr Haki Antonsson](#)

Tutor: various

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

This module introduces students to aspects of literary texts across periods from the Medieval through to the modern. It provides insight into a range of genres and

literary cultures, including verse, drama, essays and prose fiction. We'll be reading and discussing works by writers who have been central to European culture, such as Diderot's *The Nun*, Goethe's *Faust Part 1* and Nootboom's *Rituals*.

Core lectures introduce the text/s while small group seminars focus on close reading of specific short texts in the contexts set out by lectures. All primary texts will be available in English translation but may also be read in original versions.

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

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 1

Available to Affiliates: No

Academic Year: 2018/19

Convenor: [Dr Claire Thomson](#)

Tutors: various

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

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

All primary materials will be available with English subtitles but may also be viewed in original versions. Set viewings, weekly preparatory reading, and other links will be available via the module's moodle page from Summer 2018.

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).

ELCS0003 - Politics, Religion and Culture: Topics in European History

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 2

Available to Affiliates: No

Academic Year: 2018/19

Convenor: [Dr Carlotta Ferrara degli Uberti](#)

Tutor: various

Assessment: 2 x short written reports (weighting 10% each, 500 words each), 1x oral presentation (10 minutes) 10%, 1 x essay (2,500 words) 70%.

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.

ELCS0004 - Introduction to the Study of Language and Linguistics

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 1

Available to Affiliates: No

Academic Year: 2018/19

Convenor: [Christine Sas](#)

Tutor: various

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

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.

ELCS0048 - Reading European Poetry

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

Level: Year 1 or Year 2 (Level 5)

Total Learning Hours: 150

Term: Term 2

Available to Affiliates: Yes

Academic Year: 2018/19

Convenor: [Dr Catherine Keen](#) and [Dr Beatrice Sica](#)

Tutor: various

Assessment: Report 1 (500 words, 10% weighting), Report 2 (750 words, 20% weighting), Essay (2500 words, 70% weighting)

Module description

This module introduces students to the history and forms of European poetry. Theories of poetry, the sonnet, octave poetry, free verses, visual, narrative and love poetry are some of the topics that will be addressed from a Medieval/Renaissance as well as a Modern/Contemporary perspective. In the seminars, students will look closely at specific poems from English, French, and Italian literature that are related to the topics or exemplify the forms presented in the lectures, and will also have the opportunity to bring their own examples from other literatures and share them with the class. At the end of the module, they will be able to read, interpret, comment on and write about different aspects of European poetry.

Initial Reading List:

To be confirmed.

FRENCH

FREN0002 - Use of French 1

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term/s: Full year

Available to Affiliates: Yes, subject to space.

Available to: non-specialist students from outside the department who have an A in French at GCE A level.

Academic Year: 2018/19

Convenor: [Ms Marie Fournier](#)

Tutor: various

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

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.

All the course materials are provided on Moodle but students are required to buy the following manuals:

R. Hawkins and R. Towell, *French Grammar and Usage*, Hodder Education: 2010 (latest edition)

P. Humberstone, *Mot à Mot*, Hodder Murray, 2010 (latest edition).

FREN0065 - French Oral 1

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term/s: Full year

Available to Affiliates: Yes, subject to space.

Available to: non-specialist students from outside the department who have an A in French at GCE A level. This module is not available to francophone students.

Academic Year: 2018/19

Convenor: [Ms Marie Fournier](#)

Tutor: various

Assessment: one fifteen minute oral examination (100%). Satisfactory completion of the coursework is normally a prerequisite for examination entry.

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.

FREN0004 - Projects in the French Language

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Full year

Available to Affiliates: Yes, subject to space.

Available to: This module is compulsory for BA French and French with Film Studies students. It is available to BA Modern Languages and BA Modern Languages Plus francophone students who do not take FREN0065 - French Oral 1.

Academic Year: 2018/19

Tutor: [Dr Benjamin Bâcle](#)

Contact hours: 5 hours (3 seminars, 4 supervisions). Please note that the timetable will be arranged in consultation with the tutor and students.

Student workload: Watching video or film, reading, supplementary tasks to support writing of the reports

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

Prerequisites: GCE A level French

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.

FREN0005 - The Making of Modern France

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Convenor: [Dr James Connolly](#)

Tutor: various

Teaching structure: weekly lecture and seminar

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.

FREN0006 – Reading French Texts

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Full Year

Available to Affiliates: Yes, subject to space.

Available to: ESPS students for whom French is a minor language choose between this module and FREN1101 - The Making of Modern France.

Academic Year: 2018/19

Course Convenor: [Dr Jane Gilbert](#)

Tutors: Various

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'École des femmes* (1662), a comedy in verse on the education of women; 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, Jean-Paul Sartre's *Huis Clos* (1944), an existentialist play in which three deceased characters find themselves locked in a room for eternity.

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).

Prescribed texts:

- *Lais de Marie de France*, ed. Laurence Harf-Lancner (Paris: Livre de Poche, coll. Lettres gothiques).
- Marguerite de Navarre, *L'Heptaméron*, ed. Simone de Reyff (Paris: Flammarion, coll. 'GF', 1982): 'Prologue' (pp. 39-49) and 'Quatrième journée' (pp. 286-335).
- Molière, *L'École des Femmes* (any edition with line numbers, for instance Paris: Gallimard, coll. Folio classique).
- Diderot, *Supplément au Voyage de Bougainville* (Paris: Gallimard, coll. Folio classique).
- A selection of 19th-century sonnets will be available to download on the course's Moodle page.
- Sartre, *Huis Clos* (Paris : Gallimard, coll. Folio).

FREN0008 - French Film

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [Dr Roland-François 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 and Set Texts:

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)

GERMAN

GERM0001 - The Modern German Language 1

Value: 30 UCL credits / 1.0 course unit / 15 ECTS

Level:

Total Learning Hours: 300

Terms: Full year

Available to Affiliates: Yes, subject to space.

Available to: Year 1 students studying German at post-A level/-IB and Year 2 students who studied GERM1002 in their First Year.

Academic Year: 2018/19

Convener: [Dr Geraldine Horan](#)

Tutor: Various

Assessment: Coursework (10%), Oral Examination (20%), Timed Examinations - Paper 1 (40%): translation, reading comprehension and grammar (3 hours); Paper 2 (30%): essay (2 hours).

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 and Set Texts:

- 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.

GERM0002 - German for Beginners

Value: 30 UCL credits / 1.0 course unit / 15 ECTS

Level: First Year (level 4)

Total Learning Hours: 300

Terms: Full year

Available to Affiliates: Yes, subject to space.

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

Academic Year: 2018/19

Tutor: [Dr Dagmar Paulus](#)

Teaching structure: This is a 3-term module (10 weeks per term). Language learning moves from guided to more creative and independent work.

- Phase I (Terms 1 and 2) will consist of 5 hours of seminars per week accompanied by online activities.
- Phase 2 (Term 3): creative and independent online learning, which will consolidate the knowledge and skills acquired in Terms 1 and 2.

Assessment: portfolio (30%), oral examination (20%), oral presentation (10%), one unseen three-hour written examination (40%).

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.

Course books:

- *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).

GERM0003 - An Introduction to German History

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [Dr Anna Koch](#)

Teaching Structure: Term 1. 2-hour weekly seminar taught in English, consisting of lectures, class discussions, and student presentations. Moodle to be used as a repository for reading materials as well as for preparatory assignments.

Teaching Structure: One class presentation; one set of practice questions.

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 Middle Ages to the present day. We will cover major events in medieval and early modern times, including the German Reformation and the Thirty Years War, 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 division and unification in the Cold War world. 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 and Set Texts:

- S. Berger, *Germany (Inventing the Nation)* (2004).
- D. Blackbourn, *History of Germany 1780-1918: The Long Nineteenth Century* (2003)
- T.A. Brady Jr., *German Histories in the Age of Reformations* (2009)
- J. Breuilly (ed.), *Nineteenth-century Germany: Politics, Culture and Society 1780-1918*(2001)
- J. Caplan (ed.), *Nazi Germany* (2008)
- M. Fulbrook, *A Concise History of Germany*, 2nd ed. (2004)
- M. Fulbrook (ed.), *Twentieth-century Germany: Politics, Culture and Society 1918-1990*(2001)
- M. Fulbrook, *A History of Germany 1918-2008: The Divided Nation*, 3rd ed. (2009)
- M. Hughes, *Early Modern Germany 1477-1806* (1992)
- M. Kitchen, *A History of Modern Germany 1800-2000* (2006)
- A. McElligott (ed.), *Weimar Germany* (2009)
- S. Ogilvie and B. Scribner, eds., *Germany: A New Social and Economic History*, 3 vols. (1996-2003)
- P. O'Dochartaigh, *Germany since 1945* (2004)
- J. Retallack (ed.), *Imperial Germany 1871-1918* (2008)
- R.W. Scribner and L. Roper, *Religion and Culture in Germany, 1400-1800* (2001)
- R. Scheck, *Germany 1871-1945: A Concise History* (2008)
- H.W. Smith (ed.), *The Oxford Handbook of Modern German History* (2011)
- J. Sperber (ed.), *Germany 1800-1871* (2004)
- P.H. Wilson, *From Reich to Revolution: German History, 1558-1806* (2004).

GERM0004 Introduction to German Language and Literature up to 1740

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Full year

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19 **Tutor:** [Dr Sebastian Coxon](#)

Teaching structure: The module is conducted through a mixture of lecture and discussion classes; one hour per week over two terms.

Assessment: one unseen two-hour written examination (45%), one 2,500 word essay (45%) and coursework (10%).

Module Description:

This module gives a taste of premodern literature, taking a range of works including medieval short stories, the first Arthurian romance in German and an early novel. All of these texts were designed to entertain and instruct their audiences and readers. Our 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.

Students will have plenty of opportunity to learn to read medieval texts in the original.

Please note this module is not available to students who have undertaken GERM1002. (Most of the relevant secondary literature is in German.)

Preparatory Reading and Set Texts:

- *Topic I: Der Stricker: Erzählungen, Fabeln, Reden*, ed. O. Ehrismann, Stuttgart 1992etc (Reclam 8797).
- *Topic II: Ein kurzweilig Lesen von Dil Ulenspiegel*, ed. W. Lindow, Stuttgart 1970etc (Reclam 1687)
- *Topic III: Hartmann von Aue: Erec*, ed. V. Mertens, Stuttgart 2008etc (Reclam 18530)

GERM0005 - German Film 1: An Introduction to German Film since 1945

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 2

Available to: Year 1 and Year 2 students

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [Dr Mererid Puw Davies](#)

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 films made, mostly before 1989, by prominent post-war directors in the Federal Republic of Germany, such as Herzog, Wenders, Fassbinder and Tykwer. These films pay particular attention to German history and society and we will discuss as an ongoing theme the ways in which they reflect contemporary perceptions of Germany and its troubled past. The course will thus introduce students to post-war German culture more broadly, as well as to techniques of film analysis.

Preparatory Reading and Set Texts:

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

GERM0006 - Introduction to Modern German Literature

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

Level: Year 1 (Level 4)

Total Learning Hours: 150

Term: Full year

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: Various (convener: [Dr Sebastian Coxon](#))

Teaching structure: All teaching for this module will be in small tutorial groups.

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 and Set Texts:

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 that this module is assessed by both essay and examination. In order to allow students full coverage of the module, the deadline for submission of the essay is the beginning of Term 3. In practice, this will leave no or, at best, limited time to receive feedback on the essay before the examination.

GERM0007 - Introduction to German Linguistics

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [Dr Geraldine Horan](#)

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

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

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 and Set Texts:

- Jean Aitchison, *Teach Yourself Linguistics* (London, Hodder and Stoughton, 1992).
- C. Beedham, *German Linguistics: An Introduction* (Munich, Iudicium, 1995).
- Michael G. Clyne, *The German language in a changing Europe* (Cambridge, Cambridge University Press, 1995).
- Anthony Fox, *The Structure of German* (Oxford, Clarendon, 1990).
- Christopher Hall, *Modern German Pronunciation. An Introduction for Speakers of English* (Manchester and New York, Manchester University Press, 1992).
- Sally Johnson, *Exploring the German Language* (London, Arnold, 1998).
- Charles V. J. Russ, *The German Language Today* (London and New York, Routledge, 1994).*
- Patrick Stevenson, (ed.), *The German Language and the Real World. Sociolinguistic, Cultural, and Pragmatic Perspectives* (Oxford, Clarendon, 1995).
- Patrick Stevenson, *The German-Speaking World. A practical introduction to sociolinguistic issues* (London and New York, Routledge, 1997).

* You should purchase a copy of this if possible.

** Please note that this module is assessed by both essay and examination. In order to allow students full coverage of the module, the deadline for submission of the essay is the beginning of Term 3. In practice, this will leave no or, at best, limited time to receive feedback on the essay before the examination.

ITALIAN

ITAL0001 - First Year Italian Language

Value: 30 UCL credits / 1.0 course units / 15 ECTS

Level: First Year (Level 4)

Total Learning Hours: 300

Term/s: Term 1 and Term 2

Available to Affiliates: No

Academic Year: 2018/19

Convenor:

Tutor: Various

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.

Set Texts:

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.

ITAL0002 - Cinema and Literature from War to Reconstruction

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [Professor John Dickie](#)

Assessment: one unseen two-hour written examination (100%) plus two formative commentaries (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 and Set Texts:

Our reading will concentrate on a selection of the following books:

- Carlo Levi, *Cristo si è fermato a Eboli* (Christ Stopped at Eboli, 1945)
- Alberto Moravia, *Agostino* (Agostino, from *Two Adolescents*, 1945)
- Italo Calvino, *Il sentiero dei nidi di ragno* (The Path to the Spiders' Nests, 1947)
- Primo Levi, *Se questo è un uomo* (If This is a Man, 1947)
- Giovannino Guareschi, *Don Camillo. Mondo piccolo* (The Little World of don Camillo, 1948)

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 Italian Departmental office 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)
- *Risoamaro* (Giuseppe De Santis, 1949)

ITAL0003 - Introduction to Dante's Inferno

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [Dr Catherine Keen](#)

Teaching structure: Classes will be based around a combination of tutor-led lectures with discussions of the text in seminar format between tutor and students.

Assessment: one 800 word commentary exercise (15%); one unseen two-hour written examination (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, 19, 26, 27, 33 and 34.

Dante's *Inferno* will be studied with reference to the original Italian text, but all classes are designed to be accessible to beginners' level students of Italian. Dual-language texts can be used in class, and study materials are provided in dual-language form.

Preparatory Reading and Set Texts:

A reading list will be available on Moodle and in the first class. Students who wish to begin preparation for the module are recommended to read all or part of Dante's *Inferno* - for instance, the first 10 canti - in one of the many good translations available. You may also wish to look at some introductory studies, such as *Dante: the Divine Comedy*, by Robin Kirkpatrick (Cambridge: Cambridge University Press, 2003), or *Understanding Dante*, by John A. Scott (Notre Dame: University of Notre Dame Press, 2004).

ITAL0004 - An Introduction to Linguistics and Syntactic Theory

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [Dr Vieri Samek-Lodovici](#)

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

For Term 1 only Affiliates: 3 hour department test (100%)

Module Description:

This module explores how our mind conceives and represents linguistic knowledge, familiarising students with a test-based approach to the study of language. The course will concentrate on Morphology and Syntax, that is on the way we humans build words and sentences. I will use examples from English and Italian, but presume no prior knowledge of Italian, so beginners are very welcome.

Preparatory Reading and Set Texts:

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

ITAL0006 - Italian Culture during Fascism

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [Dr Beatrice Sica](#)

Assessment: two 2,000-word essays (50% each).

Module Description:

This module is an overview of Italian culture during Fascism. It gives an introduction to the literature, art, and cinema during Mussolini's dictatorship (1922-1943) and provides an understanding of the relationship between Italian intellectuals and the Fascist State, the places, institutions, and events (Accademia d'Italia, Littoriali della cultura e dell'arte, etc.) for the production of culture during the regime, and issues of censorship and cultural propaganda. It also considers Italy's cultural relationships with other countries during the Fascist regime, looking at international exchanges and initiatives, translations of foreign books into Italian, and the look of foreigners visiting the peninsula.

Preparatory Reading and Set Texts:

The following texts provide the general historical and cultural context for the understanding of literary and visual productions analysed during the module, and also set the terms for broader debates, themes, and questions.

- Martin Blinkhorn, *Mussolini and Fascist Italy*, 3rd edition, New York-London, Routledge, 2006
- Marla Susan Stone, *The Patron State. Culture & Politics in Fascist Italy*, Princeton, NJ, Princeton University Press, 1998.

ITAL0007- World War I as an Italian War

NOT RUNNING 2018-19

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [Dr Carlotta Ferrara degli Uberti](#)

Assessment: 2 assessed essays of 2000 words each

For Term 1 only Affiliates: 1 x essay plan (500 words, 10%), 1 x essay (2500 words, 90%)

Module Description:

The module will present various aspects of WW1 viewed by an Italian perspective. A general historical introduction to the main events in a chronological order will be followed by the analysis of a set of specific problems, such as the army, religious revival, the Catholic Church, propaganda, consensus, civil society, gender roles. The students will be asked to read and analyse primary sources: letters written by soldiers, prayers, political speeches, songs, pieces of literature and poetry. The concluding sessions will focus on the memory of the war and on the representations of Italy, Italians and the Italian War on the big screen.

Preparatory Reading and Set Texts:

- J. Gooch, *The Italian Army and the First World War*, Cambridge University Press 2014
- N. Labanca, *The Italian Front, in The Cambridge History of the First World War*, volume 1, *Global War* (ed. By J. Winter)
- M. Mondini, The Construction of a Masculine Warrior Ideal in the Italian Narratives of the First World War (1915-1968), in «Journal of Contemporary European History», 2014, 2, pp. 307-327
- M. Mondini, The Warlike Hero in World War I Literature: The Italian case, in C. Glunz and T.F. Schneider (eds.), «Then Horror Came Into Her Eyes...». Gender and the Wars, Vandenhoeck & Ruprecht 2014, pp. 97-118
- M. Mondini, *La guerra italiana. Partire, raccontare, tornare 1914-18*, Il Mulino 2015
- M. Thompson, *The White War. Life and Death on the Italian Front, 1915-1919*, Basic Books 2010

ITAL0008 - Introduction to Renaissance Italy

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [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 and may involve a study trip to the V&A museum.

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 and set texts

Set texts*

- 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)
- 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)
- Skinner, Quentin, *Machiavelli: A very short introduction*, 2nd edn (Oxford: OUP, 2000)
- Grendler, Paul F., ed., *Encyclopedia of the Renaissance*, 6 vols (New York: Scribner's, 1999) [informative longer entries for reference]
- Web Gallery of Art: <http://www.wga.hu/> (look at works by Giotto, Masaccio, Raphael and Michelangelo)

LANGUAGE AND CULTURE

LCUL0001 - Language, Culture and Representation

Value: 30 UCL credits / 1.0 course units / 15 ECTS

Level: First Year (Level 4)

Total Learning Hours: 300

Term/s: Term 1 and Term 2

Available to Affiliates: No

Available to: This module is only available only to BA Language & Culture students.

Academic Year: 2018/19

Tutor: [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.

Optional preparatory 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).

SCANDINAVIAN STUDIES

SCAN0001 / SCAN0002 Scandinavian Basic Danish

Value:

SCAN0001: 30 UCL credits / 1.0 course unit / 15 ECTS

SCAN0002: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: First Year (Level 4)

Total Learning Hours:

SCAN0001: 300

SCAN0002: 150

Term:

SCAN0001: Full Year

SCAN0002: Term 1 or Term 2 (for Affiliate students or non SELCS UG only)

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [Dr Anne Grydehøj](#)

Assessment:

SCAN0002 Term 1 only: 100% coursework.

SCAN0001/SCAN0002 Term 2 only: one unseen three-hour written examination (50%); one oral examination (30%); and course assessment (20%).

Teaching Structure:

2x 2-hour seminar per week, consisting of tutor-led discussions, communicative exercises and student presentations. Moodle to be used as a repository for reading materials as well as for preparatory assignments and forum discussions.

Module Description:

The module aims to: strengthen the individual student's awareness of different strategies and methods for language learning; be goal-oriented in the work with the language skills: speaking, understanding, writing and reading and with the basic elements pronunciation, vocabulary and grammar; enable the students to express

themselves about everyday topics in speech and writing, to understand everyday conversations, and to read texts of a reasonable level of difficulty.

Class work is communicative and task-oriented, encouraging students to be active participants, to take responsibility for their own learning and to see work outside class as an integrated part of classroom teaching.

Preparatory Reading and Set Texts:

Textbooks: The tutor's own material will be used (textbook tba), along with various texts, video and audio materials, and exercises made available on the Moodle site.

Grammar: It is recommended that students have their own copy of R Allan, P Holmes & T Lundskær-Nielsen, *Danish: An Essential Grammar* (Routledge 2011).
Dictionaries: *Dansk-engelsk ordbog & Engelsk-dansk ordbog* (Gyldendal) or similar. Make sure that the dictionary gives you the gender of nouns.

SCAN0003/SCAN0004 - Basic Swedish

Value:

SCAN0003: 30 UCL credits / 1.0 course unit / 15 ECTS

SCAN0004: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: First Year (Level 4)

Total Learning Hours:

SCAN0003: 300

SCAN0004: 150

Term:

SCAN0003: Full Year

SCAN0004: Term 1 or Term 2 (for Affiliate students or non SELCS UG only)

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [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 and Set Texts:

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

SCAN0005/SCAN0006 - Basic Norwegian

Value:

SCAN0005: 30 UCL credits / 1.0 course unit / 15 ECTS

SCAN0006: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: First Year (Level 4)

Total Learning Hours:

SCAN0005: 300

SCAN0006: 150

Term:

SCAN0005: Full Year

SCAN0006: Term 1 or Term 2 (for Affiliate students or non SELCS UG only)

Available to Affiliates: Yes, subject to space.

Tutor: [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 and Set Texts:

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.

SCAN0007/SCAN0008 - Basic Modern Icelandic

Value:

SCAN0007: 30 UCL credits / 1.0 course unit / 15 ECTS

SCAN0008: 15 UCL credits / 0.5 course unit / 7.5 ECTS

Level: First Year (Level 4)

Total Learning Hours:

SCAN0007: 300

SCAN0008: 150

Term:

SCAN0007: Full Year

SCAN0008: Term 1 or Term 2 (for Affiliate students or non SELCS UG only)

Available to Affiliates: Yes, subject to space.

Tutor: [Dr Helga Hlaðgerður Lúthersdóttir](#)

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 and Set Texts:

Dictionaries

- ISLEX Orðabókin (<http://islex.hi.is/>)
- Sverrir Hólmarrson, 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* (Mímir)
- [Icelandic Online I](#)

SCAN0009 - Introduction to Linguistics and the Scandinavian Languages

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Full Year

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Convenor: [Jesper Hansen](#)

Assessment: 1 x coursework - various tasks, 60%:

- 1 x written essay (2000 words), 30%:

- 1 x internal assessment (in-class test), 15% - during term 1

- 1 x 3-minute video, communicating insight relating to essay to a non-specialist audience, 15%

1 x desk exam (3 hours, 40%)

Module Description:

It is essential for students following language modules at university level to have a grasp of basic linguistic terminology and concepts. 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 at each stage be applied to the mainland Scandinavian languages (Danish, Norwegian and Swedish).

A brief historical background, charting the main stages in the development of English and the mainland Scandinavian languages from Common Germanic to the present, will also be provided.

By the end of the module, students should thus have a sound knowledge of basic phonetics and grammar and be able to apply this chiefly to their chosen mainland Scandinavian language. They will also have an overview of the basic phonetic and grammatical data in the two other mainland Scandinavian languages and of the key stages in the historical development of English and the Scandinavian languages.

Preparatory Reading and Set Texts:

- 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).

Some handouts will be provided and other reading materials will be recommended at the start of the module.

Students are not expected to buy the books.

SCAN0010 - Nordic Storytelling

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [Dr Jakob Stougaard-Nielsen](#)

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

Teaching structure: Two-hour weekly seminars consisting of lectures, class discussions and student presentations. Moodle to be used as a repository for reading materials as well as for preparatory assignments, formative assessments and forum discussions.

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 and Set Texts:

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)

SCAN0011/SCAN0012 - Histories and Cultures of the Nordic Region

Value:

SCAN0011 30 UCL credits / 1.0 course unit / 15 ECTS

SCAN0012 15 UCL credits / 0.5 course unit / 15 ECTS

Level: First Year (Level 4)**Total Learning Hours:** 300**Term:**

SCAN0011: Full Year

SCAN0012: Term 1 or Term 2 (for Affiliate Students)

Available to Affiliates: Yes, subject to space.**Tutor:** [Dr Helga Hlaðgerður Lúthersdóttir](#)**Assessment:**

SCAN0011 - coursework one (1,500 words, 15%); coursework two (2,500 words, 35%); coursework three (1,500 words, 15%); coursework four (35%)

SCAN0012 - 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 and Set Texts:

- 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.

SCAN0013 (UG)/ SCAN0051(PG)

Introduction to Old Norse

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

PG Value: 30 credits

Level: First Year (Level 4) / PG (Level 7)

Total Learning Hours: 150 (UG) / 300 (PG)

Term: Full Year

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [Dr Erin Goeres](#)

Teaching Structure:

This module is also available to both Final Year students and MA students. All students attend ten two-hour seminars; MA students have four additional tutorial hours in which to extend and deepen their exploration of the subject.

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

SCAN0013 Term 2 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 and Set Texts:

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 þáttur* 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).

SCAN0014 Vikings and Material Culture

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [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.

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

SPANISH, PORTUGUESE & LATIN AMERICAN STUDIES

SPAN0001- Spanish Language I

Value: 30 UCL credits / 1.0 course units / 15 ECTS

Level: First Year (Level 4)

Total Learning Hours: 300

Terms: Term 1 and Term 2

Available to Affiliates: No

Academic Year: 2018/19

Module convenors: [Marga Navarrete](#) & [Dr Mazal Oaknin](#)

Tutor: various

Teaching structure:

- Grammar and Communicative Language Skills (Terms 1 & 2, two hours per week)
- Additional Contents and Skills (Terms 1 & 2, one hour per week)
- Translation from Spanish into English (Term 1, one hour per week)
- Translation from English into Spanish (Term 2, one hour per week)

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.

Please note that there is no ab initio Spanish language teaching in this Department.

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.

SPAN0005 - Experiments in Modern Spanish Drama

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [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 and Set Texts:

The set texts will be as follows:

- 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).

A more detailed bibliography of secondary sources will be provided via Moodle and in class.

SPAN0006 - Introduction to Spanish Film

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

Total Learning Hours: 150

Level: First Year (Level 4)

Term: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [Professor Jo Evans](#)

Assessment:

SPAN0006: 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%).

Submission deadlines will be communicated to students by SELCS.

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, and the Transition to Democracy.

Films studied will include:

- *Un Chien andalou* (Buñuel 1929)
- *Muerte de un ciclista* (Bardem, 1955)
- *Mujeres al borde de un ataque de nervios* (Almodóvar, 1988)
- *Vacas* (Medem, 1992)

SPAN0010 Civilisation and Barbarism in Argentine Literature

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term/s: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [Dr Humberto Núñez-Faraco](#)

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

Module Description:

This course provides an introduction to 19th- and 20th-century Argentinian literature with particular attention to the dichotomy civilisation versus barbarism. Topics examined include the conflict between the colonial heritage and the progressive ideals of the liberal generation in the first half of the 19th century, the participation and/or exclusion of different ethnic groups in the process of constructing a national identity, the appropriation of Positivist ideologies, and the emergence of cultural nationalism in the 20th century. The texts studied will encourage in-class debate on the role of ideology in nation-building, as well as issues regarding race, class, and social conflict. Classes will take the form of lectures and seminars involving discussion and close analysis of the texts studied.

N.B. This course is taught in Spanish (seminar discussions are held in English)

Methodology:

All classes combine an initial lecture of approx. 45 mins followed by a reading seminar (group discussion). There will be a 5-minute pause in-between. Students are kindly requested to **read in advance** the corresponding texts for each week. Following each lecture/seminar, full class notes will be posted on Moodle.

Preparatory Reading and Set Texts:

- Esteban Echeverría, 'El matadero' (Madrid: Ediciones Cátedra, 2004).

- Domingo Faustino Sarmiento, *Facundo: civilización y barbarie* (Madrid: Alianza Editorial, 1988) [or any other critical edition], ch. 1.
- Lucio V. Mansilla, *Una excursión a los indios ranqueles* (Buenos Aires: Stockcero, 2000). [Extract]
- José Hernández, *El gaucho Martín Fierro* (Madrid: Ediciones Cátedra, 1998).
- Leopoldo Lugones, *El payador* (Buenos Aires: Stockcero, 2004). [Extract]
- Jorge Luis Borges, 'Hombre de la esquina rosada' (*Historia universal de la infamia*); 'Poema conjetural' (*El otro, el mismo*); 'El Sur' (*Ficciones*); 'Historia del guerrero y de la cautiva' (*El Aleph*), 'El evangelio según Marcos' (*El informe de Brodie*).

Course schedule:

- Week 1. Introducción: La imagen de la Argentina en los viajeros y científicos ingleses de principios del S. XIX: E. E. Vidal, Francis Head y Charles Darwin.
- Week 2. Esteban Echeverría, 'El matadero' (c. 1838). Temas de discusión: federalismo vs. centralismo, la dictadura de Rosas, violencia política y represión, realismo literario.
- Week 3. D. F. Sarmiento, 'Aspecto físico de la República Argentina, y caracteres, hábitos e ideas que engendra', en *Facundo: civilización y barbarie* (1845), cap. 1. Temas de discusión: determinismo geográfico, la sociología de A. Comte, inferioridad racial, analfabetismo, progreso económico y liberalismo político.
- Week 4. José Hernández, *El gaucho Martín Fierro*. 'La ida' (1872). Temas de discusión: la defensa del gaucho, el mundo bárbaro de la 'civilización' blanca, el indio, causas sociales de la barbarie gaucha. (This lecture will be followed by a short seminar in the second half of the class.)
- Week 5. José Hernández, *El gaucho Martín Fierro*. 'La vuelta' (1879). Temas de discusión: vida en las tolderías, defensa de la civilización, orden y progreso social.
- Week 6. Reading Week
- Week 7. Análisis de la dicotomía sarmientina en *Una excursión a los indios ranqueles* de Lucio V. Mansilla (fragmentos escogidos).
- Week 8. Leopoldo Lugones, *El payador* (1916). Temas de discusión: idealización de la gauchesca, origen de la nacionalidad argentina, justificación de la desaparición del gaucho.
- Week 9. J. L. Borges, 'Hombre de la esquina rosada' (1935); 'El Sur' (1953). Temas de discusión: el compadrito, la religión del coraje, marginalidad y delincuencia, ambigüedad moral, técnica narrativa.
- Week 10. J. L. Borges, 'Poema conjetural' (1943), 'Historia del guerrero y de la cautiva' (1949).
- Week 11. J. L. Borges, 'El evangelio según Marcos' (1970). Temas de discusión: aislamiento e incomunicación entre el campo y la ciudad, ignorancia y superstición, positivismo social, intertextualidad.

SPAN0011 - Cultural Responses to the Mexican Revolution

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

Level: First Year (level 4)

Total Learning Hours: 150

Term: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [Dr María Chiara D'Argenio](#)

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)

SPAN0012 The Latin American Supernatural

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [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 the expression of the supernatural in Latin American culture, with particular reference to the ways in which the economy of the supernatural is contrasted with natural law, how it is understood and valued by individuals and specific social groups.

Topics and Primary Texts

The Literature of the Fantastic:

Horacio Quiroga, selected short stories from *El desierto y otros cuentos* (1924) and *Más allá y otros cuentos* (1935)

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

Magical Realism:

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

The Supernatural in Latin American Visual culture:

Selected visual artworks/films

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)

Chanady, Amaryll Beatrice, *Magical Realism and the Fantastic: Resolved versus Unresolved Antinomy* (New York: Garland, 1985).

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).

Bowers, Maggie, *Magical Realism* (London: Routledge, 2004).

SPAN0015 Introduction to Spanish and Latin American Studies

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Full year

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Convenor: TBC - contact [Dr Deborah Martin](#)

Tutor: Various

Teaching structure: a series of 15 one-hour lectures and 14 one-hour seminars spread over Terms 1 and 2.

Assessment : Coursework 1 (2,500 words) 50%; Written Desk Exam (2 hours) 50%

Module Description:

N.B. This course description is provisional - some changes may be made before the start of term.

This course introduces students 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 in the Department 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, we will focus on discussing the primary materials and develop key skills in reading and writing.

This module is team-taught by permanent members of academic staff, allowing students to become acquainted with a wide range of 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 their entire BA programme. A series of films will be screened as part of the module, some of which are studied in Term 2.

Course materials:

A list of course materials is available on Moodle, and many of the materials will be uploaded there. Key items will be available for purchase at the Gower Street/Tavistock Place branch of Waterstone's.

Set Readings and Viewings

Reading lists will be made available in Moodle at the beginning of the term.

PORT0001 - Beginners Portuguese

Value: 30 UCL credits / 1.0 course units / 15 ECTS

Level: First Year (level 4)

Total Learning Hours: 300

Term/s: Full year

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [Dr Joana Rita Ramalho](#)

Teaching structure:

The class meets 4 hours per week in two 2-hour classes. The teaching is divided into four main components: Oral, Grammar, Translation into Portuguese and Translation into English. Other skills, such as listening and reading comprehension and writing skills, are included in each of the four components.

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 two grammar quizzes, two oral presentations, two writing exercises in Portuguese, two translations into Portuguese, and two translations into English. The breakdown for coursework marks is 3% for each component.

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 to 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.

Course materials:

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-10: 1292022485; ISBN-13: 978-1292022482.
- Isabel Coimbra and Olga Mata Coimbra, *Gramática Ativa 1*. Livro segundo o Novo Acordo Ortográfico. Terceira Edição Atualizada e Aumentada, Lidel, 2011. ISBN-10: 9727576389, ISBN-13: 978-9727576388 (you can choose to buy either the European Portuguese or the Brazilian Portuguese edition, according to your preference.).

PORT0003 - Introduction to Portuguese Literature

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 1

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [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%)

Submission deadlines will be communicated to students by SELCS.

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.

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 Lusíads*, 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 Katz, 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).

PORT0004 - The Brazilian Novel

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

Level: First Year (Level 4)

Total Learning Hours: 150

Term: Term 2

Available to Affiliates: Yes, subject to space.

Academic Year: 2018/19

Tutor: [Dr Ana Cláudia Suriani da Silva](#)

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

Method of Delivery: Lectures and seminars convened and facilitated by the individual course tutor. Occasional guest lectures may be included in order to help expose students to new scholarship especially from Brazil. The module is supported by an individual course Moodle site. All course information will be made available via Moodle. Primary texts for lectures and seminars will be made available via Moodle.

Module Description: This course aims to introduce students to both the Brazilian novel and its cultural, social, literary and historical contexts from the 19th to the beginning of the 20th 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 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).