Liberal Arts Summer 2018

Module Catalogue
<table>
<thead>
<tr>
<th>Module title</th>
<th>HIS404 History of London</th>
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<tr>
<td>Level</td>
<td>4</td>
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<tr>
<td>Module Author</td>
<td>Dr Nick Holder</td>
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<tr>
<td>Credit value</td>
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<tr>
<td>ECTS* Credits</td>
<td>6</td>
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<tr>
<td>Module type</td>
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<td></td>
<td>Elective for others</td>
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1. Module aims

This course will explore the history of London, from the time of its foundation in the first century AD to the twenty-first century. The course aims to give students a sense of the chronology of London, from Roman to medieval, and from early modern to the present day. It also aims to give a sense of the diversity of historical evidence: buildings, artefacts and images as well as traditional documents. We will cover themes such as religion, architecture and disease, and look at the varied experience of ordinary Londoners.

2. Pre-requisite modules or specified entry requirements

None

3. Intended level learning outcomes

a) Knowledge and understanding

At the end of the module, learners will be expected to:

A3 Demonstrate development of discrimination between relevant historical information sources in the library, on the internet and 'in the field' (in London). Be able to show an ability to search, locate and collate appropriate information.

A4 Demonstrate an ability to synthesise data from different sources and of differing natures. Be able to communicate findings and conclusions derived from the historical evidence, in other words how to marshal the evidence into a historical narrative or analysis.

b) Cognitive skills

At the end of the module learners will be expected to:

B2 Effectively enter into debate with different historical viewpoints, theories and approaches. Demonstrate a growing ability to deploy academic and historical discourse in written and oral intellectual debate.

c) Practical and professional skills

At the end of the module, learners will be expected to:
c) Practical and professional skills

C1 Demonstrate an ability to reflect on how knowledge gained in the classroom may be applied in broader context, for example how diverse historical evidence can be used to understand other cities and places besides London.

d) Key transferable skills

At the end of the module, learners will be expected to:

D1 Write essays and answer questions based on the synthesis of a large amount of complex information.
D2 Work independently in libraries and online in searching out new sources to answer complex historical problems.

4. Indicative content

We will study the history of London and Londoners by looking at the varied historical evidence, with different types of evidence being more appropriate or informative for different periods. For Roman London, for example, we will look at the primary evidence of Roman artefacts (discovered by archaeologists). For medieval London we will consider the religious beliefs of the day and visit a surviving medieval church. To understand the Great Fire of 1666 we will read contemporary accounts and go and look at buildings from before and after the Fire. For London in the twentieth century we will look at images and film of the Second World War and consider the impact that war had on ordinary Londoners.

5. Assessment strategy, assessment methods and their relative weightings

Assessment 1: 1,500-word Essay  50%  (week 6)
Written assignment of 1,500–words based on a question relevant to the course, requiring the student to consult a variety of historical sources. Due after midterm.

Assessment 2: 1-hour Test  50%  (exam week)
Unseen written tests of one hour consisting of three image-based questions and one short essay answer chosen from a list of five questions. The first test will be at midterm and the second test will be at the end of the module. Questions for the first test will be drawn from the material studied up to that point; the second test will be drawn from the entirety of the module content and will test understanding of the readings, concepts and events studied.

6. Mapping of assessment tasks to level learning outcomes

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<thead>
<tr>
<th>Assessment tasks</th>
<th>Level Learning outcomes</th>
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<td>A3</td>
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<tr>
<td>Essay</td>
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<td>Exam</td>
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7. Teaching staff associated with the module

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<td>Dr Nick Holder - <a href="mailto:holdern@regents.ac.uk">holdern@regents.ac.uk</a></td>
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8. Key reading list


1. Module aims

The purpose of this module is to introduce students to the concepts and theories that shape the study of human rights. The module will focus on the historical and philosophical underpinning of human rights as well as major debates about human rights protection and promotion. The module will encourage students to critically analyse the construction and application of human rights language in a wide variety of cases pertinent to the study of international relations.

2. Pre-requisite modules or specified entry requirements

None

3. Intended level learning outcomes

a) Knowledge and understanding

At the end of the module, learners will be expected to:

A1 Demonstrate basic but wide range of concepts pertinent to the study of human rights and apply at least two of these concepts to the analysis of a current human rights issue.
A2 Identify and evaluate appropriate sources and apply a limited range of strategies to collect the data that will inform their contributions in class as well as written assessments.
A4 Demonstrate an ability to synthesise data from different sources and communicate their findings in class discussions and assignments.

b) Cognitive skills

At the end of the module learners will be expected to:

B1 Show that you are beginning to analyse appropriate information collected from professional and academic sources including human rights reports and peer-reviewed journals.
B2 Begin to build and present arguments that engage with different professional and academic viewpoints in class debates and assessments.
B5 Be able to support conclusions with evidence that draws on theories relevant to the study of human rights and international relations.
### c) Practical and professional skills

*At the end of the module, learners will be expected to:

- **C1** Be capable of applying knowledge gained outside the classroom to in-class discussions and assessments.
- **C2** With guidance, begin to develop arguments that are informed by concepts and theories drawn from more than one field of study such as philosophy, history, and international relations.
- **C3** Demonstrate the ability to apply knowledge to future situations by coming to class prepared and informed by previous topics covered on the module.

### d) Key transferable skills

*At the end of the module, learners will be expected to:

- **D1** Demonstrate the ability to work independently and in a group by submitting work in a professional and timely manner.
- **D2** Demonstrate that you are developing the ability to conduct independent research about a variety of topics in human rights including first, second, and third generation rights.
- **D3** Start to apply prior learning and skills to new tasks in class including discussions, debates, and assignments.

### 4. Indicative content

This module will introduce you to the theory and practice of human rights in the context of international relations. You will learn about key theoretical debates about universalism and cultural relativism and uncover how human rights can be used to condemn the behaviour of states. You will also study the creation of the international human rights regime and examine the work of major international non-governmental organisations including Human Rights Watch and Amnesty International. You will also apply the theories and concepts discussed in class to case studies about current human rights violations in countries around the world.

### 5. Assessment strategy, assessment methods and their relative weightings

The assessment structure for this course will consist of on-going individual and group formative verbal feedback as required.

**Assessment 1:** 1,500-word Essay 50% (week 5)

Students will answer one question chosen from a list presented early in the semester. This essay will require the creation of an original argument supported with relevant evidence from a variety of academic sources.

**Assessment 2:** One-hour Exam 50% (exam week)

Students will answer three questions in essay format. They will be given a choice of ten topics discussed in class and the readings completed throughout the term.
6. Mapping of assessment tasks to level learning outcomes

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<td>Dr Jennifer Melvin - <a href="mailto:Jennifer.melvin@regents.ac.uk">Jennifer.melvin@regents.ac.uk</a></td>
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8. Key reading list

Module title | PHT401 Digital Photography | Level | 4
---|---|---|---
Module Author | Philip Grey | Credit value | 12
---|---|---|---
Module type | Core for Media & Communications and Journalism majors Elective for others | ECTS* Credits | 6
---|---|---|---
Notional learning hours | 120

1. Module aims

This module covers the basic concepts and practice of digital photography, including understanding and use of the camera, lenses, and other basic photographic equipment. The module will address aesthetic principles as they relate to composition, space, exposure, light and colour. Technological requirements of digital formats will be discussed, such as formats and resolution. Students will learn basic digital manipulation of images in preparation for creating a photo portfolio of images. Students will produce photographs in response to seminars looking at the work of notable photographers, and give an oral presentation about the work of a photographer of their choice.

2. Pre-requisite modules or specified entry requirements

None

3. Intended level learning outcomes

a) Knowledge and understanding

*At the end of the module, learners will be expected to:*

A2 Show evidence of independent research in preparation for classroom activities and the production of assessed work.

A4 Demonstrate the ability to source material from a wide range of sources and synthesise this into a coherent and well-argued presentation, encompassing historical and aesthetic contexts.

b) Cognitive skills

*At the end of the module learners will be expected to:*

B1 Begin to show confidence in analysing appropriate information within a limited but developing range of technical photographic applications and demonstrate an increasing ability to challenge established critical and practical practice of professional and academic experts.

B2 Enter into discussions through classwork and practical assignments that express understanding of different expert and academic viewpoints and implementation of professional standards of practice.
c) Practical and professional skills

At the end of the module, learners will be expected to:

C1 Demonstrate the ability to implement knowledge gained in the classroom in the planning and execution of practical photographic assignments and the subsequent peer discussions of this work in seminar situations.

C2 With guidance show a growing capability to develop means of visual communication that draw on practices within other creative media.

C3 Understand the importance of forward planning and effective organisational strategies in the production of project-based work and the preparation of classroom presentations.

d) Key transferable skills

At the end of the module, learners will be expected to:

D2 Demonstrate the ability to increasingly work unaided in the creation of self-devised creative project ideas that reflect supporting research.

D4 Engage actively, knowledgably and reflectively in classroom discussions.

4. Indicative content

This module will introduce the student to the fundamental technical, aesthetic and expressive concepts of digital photographic practice. Through demonstrations and classroom workshops the student will become familiar with all stages of digital photographic workflow – operating a DSLR camera, adjusting image files on the computer, outputting them for print or web and understanding the difference between RAW and JPEG file formats. Presentations on the work of established photographers will help underpin the development of their own creative practical work and their growing understanding of the diverse manner in which photography can be used as a visual communication medium. Through personal research, seminar discussions and an oral presentation on a recognised photographer of their choice, the student will develop their ability to speak knowledgably about photography and its practitioners.

5. Assessment strategy, assessment methods and their relative weightings

Assessment 1
Presentation (Week 7) 25%
The student will produce a 15-minute presentation given to the class on a recognised photographer of their choice. This should include a broad range of visual material that examines the individual’s work and the wider historical context of its production. This will demonstrate an appreciation of the aesthetic and critical standing of the works.

Assessment 2
Portfolio (Week 10) 35%
Comprising two practical projects with interim submission deadlines:
5. Assessment strategy, assessment methods and their relative weightings

- An assignment designed to evaluate technical competencies in the use of the camera.
- A proscribed photographic project with clear subject/aesthetic guidelines.

Assessment 3

Major Project (week 12) 40%
- A self-devised assignment that demonstrates extensive research and effective development of visual approach.

6. Mapping of assessment tasks to level learning outcomes

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<td>Major Project</td>
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7. Teaching staff associated with the module

Tutor’s name and contact details

Philip Grey - greyp@regents.ac.uk
+44 (0) 207 487 7538

Contact hours

36

8. Key reading list


Research related to personal photographer selected for oral presentation
Module title | THE502 Theatre in London: From Shakespeare's Globe to the West End
---|---
Level | 5

Module Author | Anna Sullivan
---|---
Credit value | 12
ECTS* Credits | 6
Notional learning hours | 120

1. Module aims

This module explores the origins of drama and the development of the theatrical tradition in England and Western Europe. Visits to the London theatres, including the reconstructed Shakespeare's Globe on the South Bank, will provide the basis for an examination of the historical and contemporary worlds of London theatre, and how they are linked and complementary. Key texts related to the periods investigated will form the basis of seminar and workshop explorations of content and style, and how they relate to the era in which they were written and performed. Lectures on various significant periods in theatre history will be supplemented by background reading and classes on text and staging of relevant plays. These will provide context for the productions seen during the semester.

2. Pre-requisite modules or specified entry requirements

None

Students should be willing to explore London on foot, and participate in out-of-class fieldwork and visits.

3. Intended level learning outcomes

a) Knowledge and understanding

At the end of the module, learners will be expected to:

A1 Effectively define a broad range of relevant information, demonstrating understanding through the application of a number of relevant concepts used to interrogate and order the information identified.

A4 Be able to organise a wide range of different information sources that are effectively targeted to the task. Be able to synthesise this wide range and communicate precisely and with depth findings and conclusions posited. Be able to demonstrate some sophistication in debating with different forms of information as evidence.

b) Cognitive skills

At the end of the module learners will be expected to:
B3  Be able to closely analyse assumptions and contexts with a detailed awareness of contexts. Be able to organise such insights into an effective position in discussion and debate.

B5  Be able to present logical and persuasive arguments drawing on a broad range of evidence. Be able to anticipate and synthesise a broad range of perspectives and to prioritise these highly effectively.

c) Practical and professional skills

At the end of the module, learners will be expected to:

C1  Frequently and effectively articulates application of understanding beyond the classroom deepening and enhancing contributions to class discussions and academic work. Actively seek a broader perspective in order to deepen understanding.

d) Key transferable skills

At the end of the module, learners will be expected to:

D3  Habitual application of prior learning and experiences in tackling new tasks. Consequently solutions are frequently creative and innovative, comprehension is enhanced. Be able to respond with confidence to new situations.

4. Indicative content

This module provides an overview of selected key periods of theatre history and practice: the selection is dependent upon productions in London during the semester, which form a core area of experiential learning and study. Theatre history lectures and seminars on contextual material are broadly related to the plays seen. Selected periods include Greek and Roman Origins of Theatre, and the Elizabethan and Jacobean Stage; other areas have included the Restoration Stage, Medieval theatre, Brecht, Stanislavski and Chekhov, Ibsen and 19th Realism and 19th Century Popular Theatre.

Seminar topics may include:

- Why we study theatre history. What can we know? Is it relevant?
- The play in production: interpretation of text into performance
- Analysing theatrical performance
- The Early Modern English stage and Shakespeare’s Globe
- How directors work on texts

5. Assessment strategy, assessment methods and their relative weightings

Formative assessment:

- Pair Presentations (8-10 minutes)
- Theatre History Quiz
5. Assessment strategy, assessment methods and their relative weightings

Summative assessment:
Assessment 1 40%
Performance Analysis Essay (1,250 words)

Assessment 2 60%
Theatre History Production Project (1,750 words)

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<th>B3</th>
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<td>Anna Sullivan <a href="mailto:sulliva@regents.ac.uk">sulliva@regents.ac.uk</a></td>
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<tbody>
<tr>
<td>Brown, John Russell</td>
<td>2001</td>
<td>The Oxford Illustrated History of Theatre</td>
<td>Oxford</td>
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<tr>
<td>Eyre, Richard and Wright, Nicholas</td>
<td>2000</td>
<td>Changing Stages: A View of British Theatre in the Twentieth Century</td>
<td>Bloomsbury</td>
</tr>
<tr>
<td>Ibell, Paul</td>
<td>2010</td>
<td>Theatreland: A Journey Through the Heart of London’s Theatre</td>
<td>Bloomsbury</td>
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<tr>
<td>Kershaw, Baz</td>
<td>2015</td>
<td>The Cambridge History of the Theatre, Vol. 3</td>
<td>Cambridge University Press</td>
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<td>Rosenthal, Dan</td>
<td>2013</td>
<td>The National Theatre Story</td>
<td>Oberon</td>
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<tr>
<td>Shepherd, Simon and Shepherd John Ed</td>
<td>1996</td>
<td>English Drama: A Cultural History</td>
<td>John Wiley and Sons</td>
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<tr>
<td>Trussler, Simon</td>
<td>2000</td>
<td>British Theatre</td>
<td>Cambridge University Press</td>
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Websites:
London Theatre: [www.officiallondontheatre.co.uk](http://www.officiallondontheatre.co.uk)
London Theatre Guide: [www.londontheatre.co.uk/](http://www.londontheatre.co.uk/)
What’s Onstage: [www.whatsonstage.com/](http://www.whatsonstage.com/)
National Theatre: [www.nationaltheatre.org.uk](http://www.nationaltheatre.org.uk)
National Theatre Video Collection: [http://www.nationaltheatre.org.uk/discover-more](http://www.nationaltheatre.org.uk/discover-more)
Royal Shakespeare Theatre: [www.rsc.org.uk/](http://www.rsc.org.uk/)
Discount tickets for students: studentbeans.entstix.com/
[http://www.nationaltheatre.org.uk/entrypass](http://www.nationaltheatre.org.uk/entrypass)