

Module code	FND302	Level	3
Module title	Cultural Understanding	Credit value	10
Common/Core/ Elective	Common	ECTS Credits	5
		Notional learning hours	100
Courses on which the module is taught	All	Teaching Period	Autumn/ Spring

1. Module description

In this module, you will examine a broad range of case studies to enhance your understanding of culture as a matrix of power, history, values, identity, and behavioural patterns. You will recognise and describe different value systems and their representation in the physical and virtual world, acknowledging the connections between creativity, culture and identity.

You will also explore the complex processes that have led to the culture that we see around us now. This will involve demonstrating the ways in which cultural activity creates and alters the human and physical environment. Through cultural analysis, you will be encouraged to relate theoretical concepts to your own personal histories and to international and multicultural contexts.

The module will introduce you to a range of artforms and design traditions, alongside other forms of cultural expression. Case studies may come from such diverse areas as popular culture, the fine arts, music, literature, design, photography, sport and religion.

2. Learning outcomes

Upon successful completion of this module, you will be able to:

Innovation (MLO2)

Recognise and describe value propositions relating to culture and cultural experience, combining curiosity and creativity.

Interdisciplinary Perspectives (MLO9)

Describe perspectives from cultural studies and academic disciplines connected with the study of culture in well-defined scenarios

Human and Environmental Impact (MLO10)

Demonstrate the impact of human culture and cultural activity on people and on the environment.

3. Learning and teaching methods

In this module you will be introduced to different kinds of cultural expression, exploring particular case studies through the application of various theoretical frameworks. In class, you will be encouraged to provide your own examples, using these as a means of understanding human culture, cultural influence/interplay and the politics of culture. Your tutors and peers will help you reflect and critique your thinking, based on principles

demonstrated in class. Key texts will be studied alongside specific cultural artefacts. Where possible seminar teaching will be reinforced by visits to museums or other locations associated with cultural expression.

Learning hours	
Directed learning	36 hours
Workshops/classes	36
Guided/Self-guided learning	64 hours
Total	100

Reasonable adjustments will depend on a Student Support Agreement and will acknowledge accrediting body requirements. In urgent or serious situations, reasonable adjustments might be required before the Student Wellbeing & Disability Team has been able to complete a full assessment. This will usually be where a student has a severe or urgent condition and either communicates this condition to a member of staff or their behaviour is suggestive of an adjustment need. Staff may put temporary reasonable adjustments in place to support the student. These adjustments must then be promptly communicated to the Student Wellbeing & Disability Team by the staff member who made the temporary adjustments. The Student Wellbeing & Disability team will capture and confirm appropriate reasonable adjustments (which may include changing the temporary adjustments, adding in other adjustments and outlining the period of time for which they apply) in a Student Support Agreement ('SSA').

4. Assessment, formative feedback and relative weightings

Assessment: Journal

Weight (%): 100

Word Count or Equivalent: 1500 words

The assessment consists of a journal that is updated on a weekly basis around anchor subjects that are introduced in class. Through readings and discussions, you will develop your critical thinking around these subjects and record your thoughts in your journal.

Each summative assessment will be preceded by an opportunity of formative assessment and followed by formative feedback.

Mapping of assessment tasks for the module

Assessment tasks	MLO2	MLO9	MLO10				
Journal	x	x	x				

5. Indicative resources

Acton, Mary (2009), *Learning to Look at Paintings* (London: Routledge)

Ayckbourn, Alan (2003), *The Crafty Art of Playmaking* (New York: Palgrave Macmillan)

Barnard, Malcolm (2001), *Approaches to Understanding Visual Culture* (Hampshire: Palgrave)

Davis, Tracy C. (2009), *The Cambridge Companion to Performance Studies* (Cambridge: Cambridge University Press)

Furniss, Tom and Bath, Michael (1996) *Reading Poetry* (Harlow: Person Education Ltd)

Harris, Marvin and Johnson, Orna (2007), *Cultural Anthropology* (Boston: Pearson)

Monaghan, John (2000), *Social and Cultural Anthropology: a very short introduction* (Oxford: Oxford University Press)

Todd Titon, Jeff (2009), *Worlds of Music, An Introduction to the Music of the World's Peoples* (Belmont: Schirmer)

Yudkin, Jeremy (2013), *Understanding Music*, (New Jersey: Pearson)