CertHE in Arts, Humanities and Social Sciences: Module Overviews

Contents

Term 1

Paper 1 | Education, Policy and Politics: Examining the British Education System (Working with Textual Sources)

This paper will explore the ways that political ideology and socio-historical context have shaped education policy in the UK. It will reflect on the academic and non-academic purposes of education, both as ideally conceived and as conceived by different political ideologies. This will facilitate a critical evaluation of the concepts central to those purposes, including (for instance) *meritocracy*, *social mobility*, and *equality*. The paper will then examine several key pieces of British legislation from the past 80 years, considering whether and how they achieved their intended ends; this will include an examination of the ways in which success is measured in the current education system. Finally, the paper will conclude by contemplating the future of education in the UK in light of the contemporary political and technological landscape.

Learning Outcomes

By the end of the paper, students will be able to…

1. Critically assess legislation and policy documents.

2. Apply concepts of *liberty*, *meritocracy*, and other theoretical and philosophical approaches that frame educational policies.

3. Evaluate education policies and practices designed to address inequality in the UK.

4. Critically examine the idea of *success* and the use of various metrics to evaluate success in education.

The content and approaches of this paper has particular relevance for students who may progress to: Education; History; History and Politics; Human, Social and Political Sciences; Law; Philosophy.

Paper 2 | Poetry and Generation Windrush (Working with Textual Sources)

The Empire Windrush arrived in Britain in June 1948, carrying Caribbean immigrants who had the right to live and work in the UK. The welcome received by those immigrants fell far short of that they had hoped for. This paper considers the literary writing of poets who either moved to the UK from the Caribbean between 1948 and the 1970s, or who were born in the UK as second- or third-generation immigrants.

The paper introduces students to a range of Caribbean-heritage British writers, from The Caribbean Artists Movement (CAM), including Edward Kamau Brathwaite, Andrew Salkey, and

John La Rose, to the contemporary poet Jay Bernard, who writes about Black British identity today. Students will also be introduced to dub poetry and music. The paper will help students develop an understanding of the history, culture, and politics informing Windrush writing, along with how these are manifested in poetry and prose. By engaging in a close literary study of different poetic styles and forms, students will be asked to consider what constitutes 'value' in the context of literary prizes, academic study and different forms of culture and music.

Students will:

- examine political and cultural contexts and their relationship to literary form;

- assess different forms (musical and literary) and consider value judgements.

- study literary texts from across literary careers and the development of writers;

- learn how to read closely;

Learning Outcomes

By the end of this paper, students will be able to:

1. recognise and assess the cultural, intellectual, historical, and socio-political contexts of the Windrush era;

2. produce critical close readings of literary and archival texts from the Windrush generation;

3. assess the value of archival materials in the study of poetry and its historical context;

4. distinguish connections between Windrush poetry and its various contexts: cultural, social, and/or political;

5. identify and analyse thematic and stylistic links between individual poems by different authors.

This paper has particular relevance for students who may progress to: English; History; HSPS; Music; Modern Languages; Classics.

Paper 6 | "The King in the Car park: A study of Richard III and the 2012-13 excavations (Working with Material Sources)

In 2012, the skeleton of Richard III was discovered under a carpark in Leicester resulting in much media excitement. Through this unique case study, we will consider what material sources can contribute to our understanding of the late medieval period. We will be looking at medieval burials and comparing Richard's burial in Leicester Friary with those of other late medieval kings. We will look at the legal and ethical issues which arise when studying human remains. The course also provides a broader introduction to archaeological research: we

consider the challenges of excavating in a modern city and contrast these with the difficulties encountered investigating the battlefield at Bosworth, where Richard III was killed. Finally, we will also consider the impact of the discoveries on Leicester's society, economy and culture in the 21st century, and the final teaching session is a field trip to Leicester.

Learning Outcomes:

By the end of this paper, students will be able to

1. situate the 2012-3 excavations in the wider context of the archaeology of medieval Leicester

2. understand how material evidence contributes to our understanding of the circumstances surrounding the death of Richard III

3. demonstrate the importance of an interdisciplinary approach which integrates documentary evidence with scientific analysis

4. critically consider the commercialisation of heritage and the impact of the discoveries for the city of Leicester

This paper has particular relevance for students who may progress to: History, History of Art, Archaeology, HSPS, Land Economy

Paper 9 | The history of English: from a local Germanic dialect to a global language (Working with Languages)

This paper will introduce students to the long, rich, and fascinating story of the English language. We begin with a conceptual attention to the idea of language as a dynamic construct, in order to get students thinking critically and intelligently about the history of English. We ask: **how and why does language change and grow? What sources can we use to understand the history of English?**

The paper offers a clear and in-depth look at important linguistic shifts that have taken place in the English language, in its winding and complex journey from an obscure German dialect through to the global Englishes that we recognise today. Students will encounter key stages of the language's history, from Old English through Middle English and into Early Modern English. This will include a consideration of the variety and richness of English vocabulary, an introduction to the many sources for this rich vocabulary, and a survey of the challenges that regional dialects produced, including non-standard spelling. We will also consider the lexical influence of Latin on English, particularly in technical and academic fields, but also due to the fact that Latin was the language of religion and the Church. The lectures will also explore the influence of French on English syntax, grammar, orthography, and pronunciation.

In addition to charting the history of English from a linguistic perspective, the paper will also explore the social, religious, and political influences upon the development of the English language. Students will encounter a series of case studies which look at how institutions like the church, and technologies like the printing press, changed the way English was spoken, written and understood. Along the way, students will be invited to engage with influential texts and authors in the history of the language, including Beowulf, Chaucer, and Shakespeare. There will even be opportunities to view and interact with manuscripts written in Old English, Middle English and Early Modern English in some of Cambridge's libraries.

Finally, the paper will also take the opportunity to ask a number of **key questions** about the history of English. It will encourage students to consider how English became a global language. It will investigate the idea that there is no one single "proper" way of speaking or writing English, and the political and historical reasons behind this idea. It will ask what kind of relationship there is between language use and identity. This will mean discussing the relationship between the English language and **cultural identity**. Who were the 'Anglo Saxons', for example, and what does it mean to speak of "Anglo-Saxon" England today? Moreover, one of the major consequences of the English Reformation was the publication of the Christian Bible in the language of the people: English. We will consider the impact of the King James Version of the Bible alongside other culturally significant religious texts like the Book of Common Prayer. The paper will also consider the relation between language and **regional identity**, by introducing students to questions about different English dialects. Students will also be invited to explore how new words and influences can continue to enter the English Language today.

Students will:

- consider the long history and development of the English language;

- gain an understanding of different linguistic features and how they entered the language, as well as an awareness of some anomalies unique to English;

- be able to appreciate the links between different language families;

- develop a basic understanding of different language structures;

- Encounter a variety of textual source material, including Old English manuscripts

Learning Outcomes

By the end of the paper, students will be able to:

1. recognise and describe major underlying concepts and principles associated with the history of the English language

2. situate key changes to the English language within their wider socio-cultural, historical, and political contexts

3. analyse the relationship between English language and issues of social, cultural, and regional identity at key stages in the history of English.

4. evaluate the role of influential texts and authors in forming the English language over time

The content and approaches of this paper has particular relevance for students who may progress to: Anglo-Saxon Norse and Celtic, Classics, English, Modern and Medieval Languages, Linguistics, Theology, Religion, and Philosophy of Religion.

Paper 12 | Data and Policy-Making in the COVID-19 Pandemic (Working with Data)

This paper examines challenges and theoretical questions that arose from the use of data in policy-making during the COVID-19 pandemic of 2020-22. It explores the difficulties of policy-making and science communication in an on-going public health crisis. Through the use of the pandemic as a case study, it explores key aspects of qualitative and quantitative research such as (1) the ways that purportedly 'objective' data can be biased, (2) the limitations of quantitative research, and (3) the difference between models and predictions. Finally, the paper will encourage students to think critically about the social, political and ethical implications of these challenges.

Students will:

- consider critically methods and strategies for gathering health data for analysis;

- gain experience interpreting data used in policy-making;

- consider the competing interests of various stakeholders and the impacts of policies on different communities

- gain an understanding of the relationship between research questions, data collection, and data interpretation

Learning Outcomes

By the end of the paper, students will be able to:

1. explain the underlying concepts and principles associated with the policy-making during the COVID-19 pandemic.

2. infer meaning from data relating to key non-specialist epidemiological measures and interpret them accurately

3. identify the complexities of intersectionality (race, gender, ethnic communities) in the collection and interpretation of data on the pandemic.

4. evaluate the appropriateness of different approaches to studying the course of the pandemic and the impact control measures have on societies

5. recognise the challenges inherent in communicating effectively to diverse audiences during the pandemic and evaluate different approaches to presenting complexity and responding to misunderstandings/conspiracy theories

Term 2

Paper 3 | Perspectives on History and the Law (Working with Textual Sources)

This paper explores the interrelationship between History and the Law, both in theory and in practice. It will do so by exploring three key themes: (1) the purpose of the law; (2) law, morality and justice; and (3) law and power. While reflecting on these themes, students will examine history and the law through the lens of other disciplines such as archaeology, sociology, philosophy, and politics. In doing so, they will begin to gain an understanding of the methods and questions peculiar to different fields of study.

Students will:

- critically read and understand materials drawn from a range of disciplines (e.g., law, history, politics, sociology)

- gain an understanding of the way historical context has informed conceptions of the law

- gain skills in written and oral argumentation

- develop an ability to identify and interrogate theoretical assumptions implicit in text, including case law

Learning Outcomes

By the end of the paper, students will be able to:

1. Recognise differences in disciplinary approaches to the law

2. Analyse and evaluate archival sources and their use as forms of evidence in legal cases and/or for the study of the past

3. Identify and critically analyse different theories surrounding the function of the law

4. Apply the concepts of power, morality and justice in analyses of historic cases and legal debate

The content and approaches of this paper has particular relevance for students who may progress to: Law; History; Human, Social and Political Sciences; Linguistics; Archaeology; Philosophy.

Paper 4 | Exploring the Religions of South Asia (Working with Textual Sources)

This paper explores and critically evaluates how different religions and religious communities co-exist with one another in social and political contexts. It draws on particular case studies from South Asia, but it also considers the South Asian diaspora in the UK context. Along the way, students will engage with ideas, teachings, tenets and rituals from a series of distinctive religious and philosophical traditions, including Buddhism, Sikhism, Christianity, Hinduism, Judaism, and Islam.

An introductory unit at the outset will teach students about the different methodological approaches that can be used to study religions and religious practices, incorporating perspectives from anthropology, sociology, cultural studies, politics, and theology. After this introduction, the course will then turn to consider two major motifs in detail, which will form the basis for the rest of this course: (1) encountering and analysing **religious difference** and (2) examining **religious identity**.

Over the course of FYP4, there will be opportunities to think about the way that the category of **religious tolerance** has been used and understood in different South Asian contexts. We will also consider the notion of **religious syncretism**, and look at how some sacred sites are shared by different religions and faith traditions. Students will learn about the historical, geographical, and cultural roots of particular religious and philosophical traditions. And excitingly, they will encounter portrayals of religious difference and **religious community** in literature. They will also be invited to consider how **secularism** is understood in different political and national contexts, and how this relates to the portrayal of religion and religious ideas.

Learning Outcomes

By the end of this paper, students will be able to:

1. employ appropriate critical and theoretical frameworks (e.g. feminist theory, postcolonial theory) in the study of textual sources regarding religion(s) in South Asia

2. distinguish between different methodological approaches to the study of religion(s) in South Asia, and evaluate their effectiveness and relevance

3. critically analyse the relationships between different religious communities in particular South Asian contexts, using appropriate categories and concepts

4. identify the relevance of religion in everyday practice and how it is shaped by and shapes specific social and political contexts with particular attention to concepts of tolerance, sacred space, syncretism.

5. examine the distinctive nature of religious identity in relation to specific social and political contexts, and recognise different concepts of secularism and plurality

The content and approaches of this paper have particular relevance for students who may progress to: Asian and Middle Eastern Studies; Theology, Religion, and Philosophy of Religion; Human, Social and Political Sciences, History and Politics, Archaeology.

Related streams: Working with Material Sources; Working with Languages.

Paper 7 | 'Something magical, something sublime': an interdisciplinary approach to King's College Chapel (Working with Material Sources)

King's College Chapel is iconic. Built between 1446 and 1515, it is recognised across the world and has come to represent both the university and the town. The building is also still in active use: the chapel is a sacred space and it remains an important place of worship.

Students studying this paper will think about King's College Chapel's historical and political significance, and its function as a place of worship. They will learn about the history, architecture, engineering, and uses of the building, as well as the political context in which it was conceived, and the politics of what it might represent in the present. This paper will introduce you to interdisciplinary ways of thinking about the role that institutions and buildings play in cities, communities, and cultural imagination.

The course covers a wide range of approaches to King's College Chapel. Students will be encouraged to reflect on philosophical approaches to space and place, and the relationship between spirituality and material culture. It considers the development of the European Gothic architectural style, alongside the building's aesthetics and how its form relates to its function as a place for worship. It explores the music of the Chapel, and its place in the wider choral tradition. It also encourages students to think about the social and material history of the space: how did fifteenth- and sixteenth-century engineers design and build the chapel? How does the building reflect spiritual ideas? How does the collegiate university with its chapels and libraries connect to the town?

This paper puts a particular emphasis on site-based learning and students will have the opportunity to attend an evensong service -- and they may even have the chance to climb up to the roof.

Learning Outcomes

By the end of this paper, students will be able to:

1. Recognise key features of the architecture and iconography of Kings College Chapel and analyse them in terms of both the royal patronage of the building and the wider context of its foundation

2. Discuss the contribution which close examination of materials used in the Chapel can make to understanding its construction, development and uses

3. Examine the ways in which theological and religious teachings and principles have shaped the layout of the Chapel, including changes in how it is used and furnished over time

4. Apply philosophical, religious and archaeological ways of theorising space, place, and material objects when considering how the Chapel is used and understood

5. Critically consider the impact and agency of the Chapel as a building in the present day, taking into account perspectives from different approaches and disciplines

The content and approaches of this paper has particular relevance for students who may progress to: Architecture; History; History of Art; Archaeology; Music; Theology, Religion and Philosophy of Religion; Human, Social and Political Sciences.

Related Streams: Working with Textual Sources.

Paper 10 | English for Newcomers (Working with Languages)

This paper will look at the processes and strategies for giving new arrival children the English language skills they need to engage with the curriculum and interact with their peers. We will first consider the various purposes of teaching and learning English as an additional language (EAL); this will then inform our examination of EAL teaching practices. Along the way, this paper will consider the relationship between language and culture, the role of schools and community in language learning and in establishing and developing multilingual identities. We will then look at the practices and related pedagogical questions of teaching and learning English as an additional language. In doing so, we will not only examine various teaching methods, but also reflect on the concept of competency (including communication skills in higher education) as well as the question of whether and how to decolonize English language teaching.

Students will:

- consider the mechanisms for assessing linguistic competence and the pros and cons of different language learning strategies;

- understand the challenges of English language provision within the English education system;

- explore the links between language, cohesion, culture and identity in modern society;

- understand the benefits of bilingualism.

Learning Outcomes

By the end of this paper, students will be able to:

1. analyse the links between language, cohesion, culture and identity in modern society

2. distinguish between different conceptions of bilingualism

3. identify different EAL pedagogies and explain their rationales

4. critically analyse EAL teaching policy in the UK

The content and approaches of this paper has particular relevance for students who may progress to: Linguistics, Modern Languages, Education, Philosophy

Paper 13 | Environmental Change and Societies: data and assumptions (Working with Data)

This paper explores the inter-relationships between human societies and the environment. It places contemporary global climate change in a long-term perspective and uses case studies to investigate interactions between people and the environment at a more local scale both in the past and present. It will look at the links between ecosystem change and cultural developments, economies and human wellbeing.

We will look at data relating to land use change and historical ecology from a wide range of disciplines. We will also consider how indigenous ecological knowledge can contribute to sustainable practices and recognise the ways in which coloniality and globalisation impact communities. In a global context where "development" is portrayed as a positive goal, we will ask moral philosophical questions about sustainability such as "What do we owe to future generations?"

Misinformation and conspiracy theories are pervasive in many contexts so we will look at ways to evaluate the relationships between the data which are being cited and the interpretations offered. Using Exxon Mobile as an example, we will ask ethical questions such as "What kinds of responsibilities do stakeholders have when communicating climate / environmental data and presenting their interpretations?"

Major global challenges including how to reduce greenhouse gas emissions, pollution, and protect biodiversity have no easy solutions. The impact of recent UN Climate Change Conferences (such as COP26) and UK Government reviews on the economic implications of environmental change will be discussed. We will also look at the effectiveness of protests and campaigning in a variety of contexts.

Learning Outcomes

By the end of the paper, students will be able to:

1. explain the challenges associated with studying human-environment interactions and evaluating the impact of climate change on societies

2. infer meaning from non-specialist environmental and climatic change data and interpret them accurately

3. present, evaluate and interpret qualitative and quantitative data relating to the interactions between climate and environmental changes and human actions

4. evaluate the ways in which environmental and climate change data are presented and used by key stakeholders

5. describe interactions between key decision-making bodies (UN, nation states, NGOs, businesses and communities) and critically consider the impact of coloniality, capitalism and globalisation in such interactions

The content and approaches of this paper are particularly relevant for students who may progress to: Archaeology, History, HSPS, Land Economy, Law, Philosophy.

Term 3

Paper 5 | Romanticism, Revolutions and the search for the Sublime (Working with Textual Sources)

This paper conducts a study of Romanticism in literature, art, philosophy, and history. It considers how artists and writers responded to revolutions (political and social) and it encourages students to think about the consequences of a rural population moving to rapidly growing cities.

Students will study a wide range of Romantic writing and test Wordsworth's view, from the 1802 'Preface' to the *Lyrical Ballads* (1798), that the best poetry concerns ordinary life and is written in everyday language. Literary study of Romantic poets, including William Wordsworth, Samuel Taylor Coleridge, Charlotte Smith, and John Clare, will be conducted alongside a consideration of 'peasant poetry' and the concept of the 'sublime'.

Students will learn about the history of the Romantic era, and they will think about how concepts such as liberty, the rights of the individual and human creativity intersect in the debates and writing of the period.

Students will:

- Gain knowledge and understanding of the key characteristics of Romanticism;

- Consider the relationship between the artistic movement and the wider socio-political contexts;

- Consider the links between art, literature, philosophy, and history.

Learning Outcomes

By the end of this paper, students will be able to:

1. demonstrate an understanding of the cultural, intellectual, and socio-political contexts of the late-eighteenth and early-nineteenth centuries;

2. analyse the formal and stylistic dimensions of Romantic poetry;

3. produce critical close readings of literary and historical texts from the Romantic period;

4. identify and discuss features of Romantic writing alongside its contexts – cultural, historical, literary, social, and/or political;

5. write a comparative analysis of the work of at least two Romantic poets.

This paper has particular relevance for students who may progress to: History of Art; English; History; Philosophy; Classics; Modern Languages.

Paper 8 | The Human Body in Visual Art, from Prehistory to the Present Day (Working with Material Sources)

This paper will introduce students to a series of remarkable paintings and sculptures which represent or are inspired by the human body. Moreover, it will also offer students the opportunity to engage with objects used to adorn or embellish the body by different human societies and cultures.

Students will be encouraged to explore the significance of all of these art objects in the context of the times and societies in which they were sculpted, painted, and used.The paintings and objects covered in this course will span an immense 40,000-year chronology. It will showcase examples from prehistory, as well as from classical Greek and Roman culture, through the long Middle Ages. Students will also encounter interactions between art and medicine in the Renaissance period, learn about pre-Raphaelite bodies in the nineteenth century, visit the Womens' art collection at Murray Edwards College, and will spend a morning studying at the Museum of Archaeology and Anthropology, encountering Edo (Benin) objects. In this way, this course will get students thinking about the role of museums and galleries in establishing norms and attitudes within art.

The wealth of material that students will encounter in this course may sound overwhelming! But in lectures and workshops, as well as in visits to local galleries and museums, the emphasis will be on taking the time to focus on particular art objects in detail, asking questions about their provenance, and about their place in the lives of the people that painted, sculpted, or used them. The idea is to help students to develop an ability to reflect critically on the complexities inherent in different portrayals of the human body. Issues of gender, race, power, politics, and the notion of the male gaze, will thus remain central to discussions.A unit on the Virgin Mary's body in the Art of the Annunciation will also enable students to engage with issues of religion and morality in connection with paintings of the human form.

The paper's topics will be organised thematically, while also focussing on discrete historical periods and geographical areas. Students will therefore be able to identify some key trends and thematic links across the works they are viewing, but will also become familiar with key shifts and differences in the way the human body has been viewed, judged, depicted and valued across a number of periods and cultural moments in human history.

Learning Outcomes

1. situate artworks in their historical, religious and cultural contexts by drawing on relevant source material

2. critically analyse a range of artworks and art objects, offering well-evidenced and viable interpretations of artworks which are informed by relevant art theory

3. critically examine issues of religion, morality, and beauty in relation to the human form through analysis of case studies (e,g, ancient Greece, Christian art of the Middle Ages through to the Renaissance)

4. evaluate the use of critical and theoretical frameworks when considering power, identity, race, gender and gaze in the complex history of depictions of the human form

The content and approaches of this paper have particular relevance for students who may progress to: History of Art, Classics, History, Archaeology, Theology, Religion, and Philosophy of Religion.

Paper 11 | Language in the Information Age (Working with Languages)

This paper will examine the ways that modern technology has affected the evolution of English in particular, and communication more broadly. It will begin with the idea that language is a social and political tool. It will then consider how the internet has changed the way that tool is used, for instance, in the rapid creation and spread of new concepts and linguistic practices. The paper will critically examine the power structures that are enforced and challenged by the unprecedented levels of access to information provided by modern technologies; it will do this, in part, by interrogating the principles of linguistic prescriptivism. Finally, it will explore the way the democratisation of journalism has affected journalistic language norms as well as socio-political movements.

Learning Outcomes

By the end of this paper, students will be able to:

1. Analyse the relationship between language and power;

2. Apply the concepts of appropriation, linguistic community, and linguistic determinism to analyses of modern English language use;

3. Explain how McLuhan's ideas can be applied to modern communications technologies;

4. Critically analyse the role of language in contemporary politics.

The content and approaches of this paper have particular relevance for students who may progress to: Linguistics, Modern Languages, Philosophy, Education

Paper 14 | Sport and Society: measuring success? (Working with Data)

Sport plays a major role in society. It influences culture, politics, business, entertainment, urban planning, health and wellbeing, and ethics. This paper explores the role of data in sport and examines the ways in which data are used. It will consider a range of challenging issues including: the categorisation of athletes; safety and concussion; doping and match-fixing; promotion of sports-related products; and questions of environmental sustainability. It will also look at the role of big data and analytics in the financially lucrative world of top flight sports. The paper will consider the impact of major events such as London 2012 and the Qatar FIFA World Cup, as well as the development of local sporting facilities.

Students will:

*   consider the wide range of data which could be collected, including both qualitative and quantitative data;

*   gain practical experience reviewing datasets and evaluate the extent to which conclusions are informed by logical principles;

*   be introduced to statistical models and how they could be used in different fields;

*   identify the ethical issues associated with the collection and use of personal data.

Learning Outcomes

By the end of the paper, students will be able to:

1. Analyse the relationship between the nation state, power, identities, and sports, with particular emphasis on coloniality.

2. Critically evaluate how categories of gender, race and ability are created and challenged by sports

3. Recognise the challenges inherent in working with big data

4. Examine inequalities and competing interests in the seemingly democratic world of sports.