



WARWICK INTERNATIONAL INTENSIVE STUDY PROGRAMME: Module booklet 2021/22



We have the pleasure of offering Warwick International Intensive Study Programme (WIISP) modules to students from our EUTOPIA partners. These modules fall under the Alliance Intensive Study Programme (AISP) umbrella which provide students from our key strategic international partners access to an alternative short term mobility opportunity alongside Warwick students. Modules are assessed at various undergraduate levels.

Fundamentals of AISP:

- Gain global exposure, experience and new employability skills relevant to today's globalised world
- Engage and be part of a wider interdisciplinary community
- Be part of the unique AISP community
- Study alongside students from top international universities in the world
- Learn collaboratively and connect with others to experience innovative, active learning and apply theory to real world issues working in teams and individually
- Experience a new curriculum of blended study options, learning from leading academics
- Access specialised Intercultural Training

What's special about our modules?

This programme will challenge your thinking, develop your confidence and open up a world of new opportunities. You'll consider new ideas, apply theory to real world issues working in teams and individually, and develop new networks, connections and friendships. This will provide you strong analytical and research methods skills which also enhance your employability profile for a globalised world of work, derived from a transformative blend of online learning and intercultural engagement.

Access to Intercultural Training and the wider AISP community will provide further enhancement of your skills and network.

The intensive nature of our programme lets you focus purely on your chosen modules.

You should expect one to two weeks of daily face-to-face sessions (on location or online as appropriate and possible) and one to two weeks of online activities. The aim is to work in groups consisting of a mix of Warwick and incoming students (including Monash Universities, Cornell University and EUTOPIA partners) during the module. Assessments will consist of a mix of group and individual activities.

Where will modules be taught?

Our intensive modules are taught in various ways: either blended (combing online learning and face-to-face teaching) or fully online. Blended modules will be based at Warwick central campus, or our overseas residentials will be based at selected European locations relevant to module content (Covid-19 permitting). Our modules are designed to be taught in an intensive way, combining physical teaching, where possible, and online activities. We have the flexibility to move wholly online if it's needed too.

Table 1: Available WIISP modules

MODULE [level]	Warwick Department	Mode of study	Page reference	EUTOPIA	CORNELL
Achieving Sustainability: Potentials and Barriers [Current year - 5/Diploma; Carry credit - 6/Bachelors]	School of Cross Faculty Studies (Global Sustainable Development)	Online	4	Yes	No
A Sustainable Serenissima: Water and the Future of Venice [6/Bachelors]	School of Cross Faculty Studies (Liberal Arts)	Face-to-face (Venice)	10	Yes	Yes
Contemporary Britain in Historical Perspective [5/Diploma]	History	Online	15	Yes	No
Engaging with International Business - Strategic Luxury Leadership [5/Diploma]	Warwick Business School	Face-to-face (Venice)	20	Subject to availability	Yes
Farewell to Arms? War in Modern European History (1815-2015) [5/Diploma]	History	Face-to-face (Brussels)	25	Yes	Yes
Indigenous North America [5/Diploma]	History	Online	29	Yes	No
Multilingualism and Diversity [5/Diploma, 6/Bachelors 7/ Masters]	Centre for Applied Linguistics	Face-to- face/blended (Warwick)	33	Yes	Yes
Stories of Objects [5/Diploma]	Classics and Ancient History	Face-to-face (Warwick)	39	Yes	Yes
Venice in the Renaissance [5/Diploma]	History	Face-to-face (Venice)	44	Yes	Yes

Achieving Sustainability: Potentials and Barriers

Sustainability is the most significant societal challenge of our age and it is therefore imperative that we all engage with this critical topic that occupies such a central role in our lives.

Earth is the only home we have. Its living systems, on which we depend, are being destroyed at an increasing rate by human activity. Finding how we can exist sustainably within those systems is what this module is about. It is not merely an academic topic, but an urgent matter that requires making personal and collective decisions about how we live.

About this module

Who is this module open to?

Open to all current intermediate level (level 5) students.

- GD213-15 - Intermediate, for 15 CATS/ 7.5 ECTS credit in current year (2021/22)
- GD320-15 - Finalist, taken in intermediate year for 15 CATS/ 7.5 ECTS credit to final year (2022/23)

Key dates

This module will take place 9 May - 3 June 2022.

- Prep week: 9-13 May 2022
- Teaching: 16 May - 3 June 2022
- Final assessment deadline:
 - Current year credit: 6 June 2022
 - Carry credit: w/c 3 October 2022

Costs

No costs have been identified for this module.

Location

This module will be taught online.

Tutors

Dr Maria Gavrís

Maria is a political economist, with a particular interest in the macroeconomic and governance aspects of sustainable development. Her interest in and passion for interdisciplinarity date back to her first degree in Economics and Politics (University of Leeds).

Her doctoral research was an interdisciplinary case study, which combined perspectives in comparative and international political economy (models of capitalism, theories of hegemony), modern history and employment relations to analyse the multifaceted power relations at the heart of the EU which currently inhibit good governance and call into question the sustainability of the European Economic and Monetary Union.

Prior to joining the School for Cross-Faculty Studies in September 2020, Maria worked at Warwick Business School and the University of Sheffield, on projects around labour governance, in collaboration with the ILO.

Besides Achieving Sustainability, Maria also teaches on Economic Principles of Global Sustainable Development and the Global Sustainable Development Project.

Overview

Module aims

The aim of this module is to explore sustainability and sustainable development from a variety of cross-disciplinary perspectives through a holistic and systemic approach. The module therefore focuses on the three main pillars of sustainable development (economic, environmental, social) as well as good governance as a necessary fourth pillar, and the interactions between them. In so doing, the module also aims to provide students with a variety of sources of knowledge that will allow them to make connections between their own experiences and the theme of sustainability.

Other aims:

- To make students aware of the urgent issues around sustainability, sustainable development and how they are relevant to their own study area
- To facilitate conversations between students and teachers in different subject areas, on the key topics of sustainable development.
- To approach sustainability from a variety of perspectives, in order to encourage students to develop their own views and critique by examining how 'sustainability' is used in different ways in different disciplines and contexts
- To make students aware of work outside their own subjects that may be relevant to what they study in their own degrees

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module will introduce the UN Sustainable Development Goals (SDGs) as well as critiques of the SDGs. It will provide an overview of the three main pillars of sustainability - economic, social, and environmental - and will explore good governance as a necessary fourth pillar, focusing on the role of the state in development, from the early state-led models of development to the post-Washington Consensus landscape, multilevel governance and more place-based approaches to governance. The module will also address the problem of defining what is actually meant by 'sustainability' and the challenges in achieving it, from a range of interdisciplinary perspectives.

The module will be taught so as to be accessible to undergraduates from all faculties. Students will not require detailed scientific, mathematical or social science skills or background.

Indicative content:

- Week 1: What is sustainability?; The Sustainable Development Goals; Unsustainability: some causes and possible cures; The Economic Pillar of Sustainable Development
- Week 2: The Environmental Pillar of Sustainable Development; The Social Pillar of Sustainable Development; Good Governance as a necessary fourth pillar of Sustainable Development
- There will also be a tutorial on reflective writing in week 2 to help students prepare their first piece of assessment. At the start of week 3, students will have one to one supervision meetings with the module convenor to discuss their essay plans

Learning outcomes

Credit in current year

By the end of the module, students should be able to:

- Understand key concepts related to the theme of sustainability (sustainable development, unsustainable behaviours, pillars of sustainability)
- Engage with different interdisciplinary perspectives on sustainability
- Use evidence to evaluate different policies in terms of their sustainability implications
- Understand the interconnections between the different pillars of sustainable development
- Critically evaluate the main theoretical and empirical issues relating to what is sustainable and what is not
- Carry out independent research and develop reflective thinking
- Apply analytical and problem-solving skills to specific sustainable development problems

Carry credit

By the end of the module, students should be able to:

- Apply key concepts related to the theme of sustainability and understand the interconnections between the different pillars of sustainable development
- Distinguish between, and critically assess, different interdisciplinary perspectives on sustainability and sustainable development
- Engage in debates on the complex issue of what is sustainable and what is not, and how the main barriers to achieve sustainability can be overcome
- Carry out independent research and develop reflective thinking
- Apply analytical and problem-solving skills to specific sustainable development problems

Indicative reading list

- Chang, H-J. (2003), *Kicking away the ladder : development strategy in historical perspective*, London : Anthem
- Edgar et al., (2014) Global conservation outcomes depend on marine protected areas with five key features. *Nature* 506: 216-220
- Jackson, T. (2017) *Prosperity without growth : foundations for the economy of tomorrow*, London: Routledge
- Klein, N. (2014) *This Changes Everything: Capitalism vs. the Climate*, London: Allen Lane
- Murphy, K. (2012) *The social pillar of sustainable development: a literature review and framework for policy analysis*, *Sustainability: Science, Practice and Policy*
- Pettifor, A. (2019) *The Case for the Green New Deal*, London: Verso
- Raworth, K. (2017) *Doughnut economics : seven ways to think like a 21st-century economist*, London : Random House
- Rees, W. (2010) What's blocking sustainability? Human nature, cognition, and denial, *Sustainability: Science, Practice and Policy*, 6:2, 13-25
- *Routledge International Handbook of Sustainable Development* (2015), London: Routledge
- Spaiser, V. et al. (2017) The sustainable development oxymoron: quantifying and modelling the incompatibility of sustainable development goals, *International Journal of Sustainable Development & World Ecology*, 24:6, 457-470
- Townsend et al. "Essentials of Ecology", 3rd Edition, Blackwell Publishing
- World Commission on Environment and Development. (1987). *Our common future*. Oxford, Oxford University Press.

Additional texts, specific book chapters and articles will be set for further reading.

Research element

A 2,500 word essay

Interdisciplinary

The module is designed to provide the students with an understanding of relationships between the different disciplinary areas within sustainability and sustainable development, particularly Economics, Environmental Science, Politics, Sociology, Philosophy. It also invites to the students to make connections with other disciplinary areas covered in their main study programme. It provides the students with a critical understanding of dominant traditions and methodologies associated with the main phenomena covered in the module and enables the students to transcend disciplinary boundaries. The interdisciplinary course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

International

The module draws on cases from different contexts, including different geopolitical areas, professional environments and linguistic contexts. The content and assessment invite the students to reflect on the societal relevance in different environments of the phenomena covered in the module. The assessment involves students working in groups with academic and ideally non-academic stakeholders which (will) allow for a global and local outlook to be built into the module's work. The international and diverse course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

Subject specific skills

- An advanced understanding and critical perspective on the relevance of sustainability discourses for different disciplines
- An understanding of the four pillars of sustainable development and the interactions between them
- An ability to engage with different outlooks on sustainability and use evidence to evaluate a variety of policies relating to the topic
- An ability to articulate a detailed and evidenced-based account of unsustainable economic, environmental and social activities on societies, individuals and habitats

Transferable skills

- Analytical skills:
 - Find, evaluate and use previous research at a level appropriate for a second/final year module
 - Use appropriate analytic methods to analyse research data on sustainability
 - Read academic papers effectively in the context of an intensive programme
- Reflective writing
- Work effectively with others in group tasks and in teams
- Plan and manage time
- Communicate clearly and effectively in discussions
- Communicate ideas effectively in writing

Study time

Type	Required
<i>Seminars</i>	6 sessions of 2 hours (8%)
<i>Tutorials</i>	1 session of 1 hour (1%)
<i>Project supervision</i>	1 session of 1 hour (1%)

Online learning (independent)	3 sessions of 2 hours (4%)
Private study	75 hours (50%) <ul style="list-style-type: none"> ▪ Week 1 (prep before teaching): Preparatory and background readings (35 hours independent learning) ▪ Week 2 (teaching): Readings for seminars/workshops, contributions to online discussion boards (20 hours) + writing reflective piece (counted in assessment hours) ▪ Week 3 (teaching): Readings for seminars/workshops, contributions to online discussion boards (20 hours) + writing reflective piece (counted in assessment hours) ▪ Week 4 (teaching): Essay writing (counted in assessment hours)
Assessment	55 hours (37%)
Total	150 hours

Assessment

You must pass all assessment components to pass the module.

Credit in current year

	Weighting	Study time
Essay on sustainability	60%	35 hours
	This is the main piece of assessment for this module. Students will choose an essay question from 5 set questions which cover the main themes of the module.	
Reflections on sustainability	40%	20 hours
	A reflective piece which will enable students to make connections between the themes of the module and their own experiences.	

Carry credit

	Weighting	Study time
Essay on sustainability	70%	40 hours
	This is the main piece of assessment for this module. Students will choose an essay question from 5 set questions which cover the main themes of the module.	
Reflections on sustainability	30%	15 hours
	A reflective piece which will enable students to make connections between the themes of the module and their own experiences.	

Feedback on assessment

- Formative feedback on essay plans will be provided in the project supervision sessions at the start of the week after teaching
- Detailed feedback for written assignments will be provided via Tabula

A Sustainable Serenissima: Water and the Future of Venice

This residential module will take place in Venice and examines the ways in which contemporary Venice confronts sustainability challenges and develops resilience.

We will consider past, present, and future threats to a sustainable Venice, along with complex and unique local solutions using the three main pillars of sustainability (social, environmental, and economic areas) as lenses to focus our interdisciplinary discussions.

The theme of 'water' will serve as a conceptual anchor to ground our consideration of issues such as rising sea levels, urbanization, resource management, energy production and distribution, along with historical Venetian industries such as, for example, publishing, shipbuilding, munitions, glassmaking, finance, and tourism.

We will also consider Venice's long tradition of hospitality as a sanctuary city, and the challenges Venice faces when welcoming migrants and refugees today.

[About this module](#)

Who is this module open to?

Open to all current intermediate level (level 5) students.

- IP315-15 - Finalist, taken in intermediate year for 15 CATS/ 7.5 ECTS credit to final year (2022/23)

Key dates

This module will take place 27 June - 15 July 2022.

- Prep week: 27 June - 1 July 2022
- Teaching: 4-15 July 2022
- Final assessment deadline: w/c 3 October 2022

Costs

Students would be required to pay for accommodation and travel/subsistence.

Location

This is a residential module and will be taught in Venice, Italy.

[Tutors](#)

Dr Bryan Brazeau

Bryan Brazeau is Associate Professor in Liberal Arts at the University of Warwick, where he teaches classes on Science, Society, and the Media, Underworlds, Paradises, Quests, Heroism and its Discontents, and Exile and Homecoming.

His wide-ranging research interests include Renaissance poetics, digital pedagogy, Venice and its postmodern representations, the history of emotions, and classical reception. Bryan previously held a postdoctoral research fellowship on the ERC-funded 'Aristotle in the Italian Vernacular' project at Warwick, working on the vernacular reception of Aristotle's *Poetics* and *Rhetoric* and the intersections of this reception with Counter-Reformation religious culture.

He received his Ph.D. in Italian Studies from New York University in 2015 with a dissertation that examined the figure of the hero in sixteenth-century Italian Christian epic.

He is the editor of *The Reception of Aristotle's Poetics in the Italian Renaissance: New Directions in Criticism* (Bloomsbury, 2020), and his articles have appeared in *Renaissance and Reformation*, *MLN*, *The Italianist*, *California Italian Studies*, *Humanities* and *History of European Ideas*. He is also a series editor for *Sources in Early Poetics* (Brill).

He is currently developing a monograph on the philosophy, poetry, and literary theory of Torquato Tasso.

Overview

Module aims

This module examines the ways in which contemporary Venice confronts sustainability challenges and develops resilience. We will consider past, present, and future threats to a sustainable Venice, along with complex and unique local solutions using the three main pillars of sustainability (social, environmental, and economic areas) as lenses to focus our interdisciplinary discussions. The theme of 'water' will serve as a conceptual anchor to ground our consideration of issues such as rising sea levels, urbanization, resource management, energy production and distribution, along with historical Venetian industries such as, for example, publishing, shipbuilding, munitions, glassmaking, finance, and tourism. We will also consider Venice's long tradition of hospitality as a sanctuary city, and the challenges Venice faces when welcoming migrants and refugees today.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module's structure is based on the three pillars of sustainability. Social and historical aspects will be studied initially. Then the focus will be on contemporary environmental and economic issues. The final session will focus on bringing together interdisciplinary knowledge and asking how Venice's past can inform both its present challenges and implementations of future solutions.

Week 1: Introduction and Intersecting Contexts

- M. Introduction: Venice, Representations, and Sustainability Challenges
- Tu. Cultural Contexts: Migration and Sanctuary at the Crossroads of Global Trade
- W. Ecological Contexts I: Sustaining The Venetian Empire
- Th. Ecological Contexts II: Forestry and Fisheries Management
- F. Economic Contexts: Tourism from the 'Grand Tour' to the 'Grandi Navi'

Week 2: Case Studies and Problems in Contemporary Venice

- M. Holding Back the Tides 1: Wet and Dry Urban Infrastructure
- Tu. Global Gentrification, Cruise Ships, and Civic Resistance: The Fondaco de' Tedeschi
- W. Holding Back the Tides 2: the MOSE Project and the Venetian Lagoon
- Th. Industrial Arts and Crafts in Crisis: Porto Marghera, Burano, Arzanà
- F. A New Atlantis: Rebuilding For A Sustainable Future? (Fondazione Cini, Arsenale) / — Conclusions

Learning outcomes

By the end of the module, students should be able to:

- Identify the key sustainability challenges currently facing present-day Venice and the perspectives of concerned stakeholders
- Engage in detailed reflection on how the city has dealt with such complex problems and competing economic, political, social, cultural, and environmental interests in the past

- Critically analyse existing local sustainable solutions, and future implementation plans, along with their scalability and adaptability to other global challenges
- Apply advanced cognitive skills to develop evidence-based policy proposals and critically reflective research
- Implement meta-cognitive skills to approach wicked problems through Problem-Based Learning and gain greater understanding of their own role in the learning process

Indicative reading list

Selections from the following monographs and edited collections will be assigned:

- Anheier, Helmut and Yudhishthir Raj Isar, eds., *Cities, Cultural Policy and Governance*. Sage (2012)
- Appuhn, Karl. *A Forest on the Sea: Environmental Expertise in Renaissance Venice*. Johns Hopkins UP (2009)
- Beatley, Timothy, ed. *Green Cities of Europe: Global Lessons on Green Urbanism*. Island Press (2012)
- Caroli, R. and S. Soriani, eds., *Fragile and Resilient Cities on Water: Perspectives from Venice and Tokyo*. Cambridge Scholars (2017)
- Da Mosto, Jane, Thierry Morel, Renato Gibin, et al., eds. *The Venice Report: Demography, Tourism, Financing and Change of Use of Buildings*. Cambridge UP (2009)
- Davis, Robert C. *Venice, the Tourist Maze: A Cultural Critique of the World's Most Touristed City*. University of California Press (2004)
- Ferraro, Joanne M. *Venice: History of the Floating City*. Cambridge UP
- Fletcher, C.A. and T. Spencer, eds. *Flooding and Environmental Challenges for Venice and its Lagoon*. Cambridge UP (2005)
- Hom, Stephanie Malia. *The Beautiful Country: Tourism & The Impossible State of Destination Italy*. University of Toronto Press (2015)
- Lanaro, Paola, ed. *At the Centre of the Old World: Trade and Manufacturing in Venice and the Venetian Mainland, 1400-1800*. Centre for Reformation and Renaissance Studies (2006)
- Lane, Frederic Chapin. *Venetian Ships and Shipbuilders of the Renaissance*. Johns Hopkins UP (1992)
- McCray, W. Patrick. *Glassmaking in Renaissance Venice: The Fragile Craft*. Routledge (1999)
- Mann, Thomas. *Death in Venice*. Vintage Classics (2001)
- Musu, Ignazio, ed., *Sustainable Venice: Suggestions for the Future*. Kluwer Academic (2001)
- Pertot, Gianfranco. *Venice: Extraordinary Maintenance*. Holberton (2004)
- Plant, Margaret. *Venice, Fragile City 1797-1997*. Yale UP (2003)
- Redford, Bruce. *Venice and the Grand Tour*. Yale UP (1996)
- Rosi, Gianfranco. *Fire at sea (Fuocoammare)*. [Film] (2016)
- Standish, Dominic. *Venice in Environmental Peril? Myth and Reality*. University Press of America (2011)

Additional texts, specific book chapters and articles will be set for additional reading.

Research element

Students will produce a final research essay on a topic of their own choosing related to the themes of the module

Interdisciplinary

This module offers a unique transdisciplinary learning experience allowing students to achieve breadth and depth of knowledge. The module is designed to provide the students with an understanding of relationships between the different disciplinary areas within sustainability, urban studies, and cultural studies, with a particular focus on Venice. It also invites to the students to make

connections with other disciplinary areas covered in their main study programme. It provides the students with a critical understanding of dominant traditions and methodologies associated with the main phenomena covered in the module and enables the students to transcend disciplinary boundaries. The interdisciplinary course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

International

The module draws on cases from different contexts, including different geopolitical areas, professional environments and linguistic contexts. The content and assessment invite the students to reflect on the societal relevance in different environments of the phenomena covered in the module. The assessment involves students working in groups with academic and ideally non-academic stakeholders which (will) allow for a global and local outlook to be built into the module's work. The international and diverse course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience. The module will include experiential learning onsite in Venice.

Subject specific skills

Analytical skills attained through the analysis of existing local sustainable solutions, and future implementation plans, along with their scalability and adaptability to other global challenges.

Transferable skills

- Advanced cognitive skills of critical reflection
- Meta-cognitive skills gained through Problem-Based Learning which aid understanding of own role in the learning process
- Work effectively with others in group tasks and in teams
- Plan and manage time in projects
- Develop strong analytical skills
- Find, evaluate and use previous research at a level appropriate for a final-year module
- Use a range of tools and resources effectively in the preparation of course work
- Read and critically discuss academic papers effectively in the context of an intensive programme
- Communicate clearly and effectively in discussions
- Communicate ideas effectively in writing

Study time

This is an indicative breakdown

Type	Required
Lectures	6 sessions of 1 hour (4%)
Seminars	10 sessions of 1 hour (7%)
Tutorials	3 sessions of 1 hour (2%)
Project supervision	1 session of 1 hour (1%)
Private study	76 hours 30 minutes (51%)

	<ul style="list-style-type: none"> ▪ Week 1 (prep before teaching) – Preparatory and background readings, online quiz (30 hours independent learning) ▪ Week 2 (teaching) – Readings for daily sessions, onsite fieldwork, and collaborative group work (20 hours independent learning) ▪ Week 3 (teaching) – Readings for daily sessions, onsite fieldwork, and collaborative group work (26.5 hours independent learning) ▪ Post teaching – Assessments (covered in the assessment hours)
Assessment	53 hours 30 minutes (35%)
Total	150 hours

[Assessment](#)

You must pass all assessment components to pass the module.

Credit in current year

	Weighting	Study time
Essay on sustainability	60%	35 hours
	This is the main piece of assessment for this module. Students will choose an essay question from 5 set questions which cover the main themes of the module.	
Reflections on sustainability	40%	20 hours
	A reflective piece which will enable students to make connections between the themes of the module and their own experiences.	

Carry credit

	Weighting	Study time
Essay on sustainability	70%	40 hours
	This is the main piece of assessment for this module. Students will choose an essay question from 5 set questions which cover the main themes of the module.	
Reflections on sustainability	30%	15 hours
	A reflective piece which will enable students to make connections between the themes of the module and their own experiences.	

Feedback on assessment

- Formative feedback on essay plans will be provided in the project supervision sessions at the start of the week after teaching
- Detailed feedback for written assignments will be provided via Tabula

Contemporary Britain in Historical Perspective

This module explores how history can inform our understanding of contemporary Britain. It focuses on three main inter-related issues:

1. Brexit
2. The 'break-up' of Britain and challenges of post-colonial identity
3. The place of the NHS in national identity.

Students work together to design and run a conference on these themes and each present a paper based on original research.

About this module

Who is this module open to?

Open to all intermediate level (second year) students at Warwick.

- HI2G7-15 - Intermediate, for 15 CATS/ 7.5 ECTS credit in current year (2021/22)

Key dates

This module will take place 23 May - 3 June 2022.

- Teaching: 23 May - 3 June 2022
- Final assessment deadline: 3 June 2022

Costs

No costs have been identified for this module.

Location

This module will be taught online.

Tutors

Professor Mathew Thomson

Mathew Thomson is a professor of modern British history, with a particular interest in the history of medicine.

Overview

Module aims

The module will show how history can advance our understanding of three areas of debate in Britain today: Brexit; the 'break-up of Britain' and post-colonial challenges to national identity; and Protection of the NHS. Students will develop an appreciation of the deeper history of these issues and critically reflect on the role of history within public debate. They will work together to design and run a mini conference on the history of contemporary Britain and will each present a paper based on an element of original research.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

This module will introduce students to the history of contemporary Britain through a focus on three main themes:

1. the history of Brexit (including the slow post-war move to join the EEC, the Referendum of 1975, historical explanations for the patterns of voting in the 2016 Referendum, and how history can inform understanding of subsequent political battles over delivering Brexit)
2. the history of the 'break-up' of Britain and the challenges of post-colonial national identity (including the long history of the making of the United Kingdom, the challenges of a four-nation history, the history of nationalism and devolution, and the legacies of imperial history)
3. the history of the National Health Service as a symbol of national identity (including the history of the creation of the NHS, evidence on evolving popular attitudes, the history of its representation, and the place of the NHS in the politics of Brexit and Coronavirus).

Learning outcomes

By the end of the module, students should be able to:

- Demonstrate a knowledge and understanding of the historical underpinnings of recent debate about Brexit, the break-up of Britain and impact of end of Empire, and the NHS
- Formulate a focused research question that shows how history can inform contemporary debate
- Demonstrate cooperation, ability to provide peer feedback, initiative, responsibility, and leadership in working in a small group
- Generate historical arguments through analysis of primary source material
- Communicate an historical analysis clearly and cogently through presentation in a conference setting
- Ask and respond to questions in a way that constructively builds group discussion
- Analyse and evaluate the contributions made by existing scholarship about the history of modern Britain

Indicative reading list

- David Edgerton, *The Rise and Fall of the British Nation: A Twentieth Century History* (2018)
- Robert Saunders, *Yes to Europe! The 1975 Referendum and Seventies Britain* (2018)
- David Edgerton, 'Brexit is a Necessary Crisis', *Guardian* (9 October 2019)
- Stuart Ward and Astrid Rasch (eds), *Embers of Empire in Brexit Britain* (2019)
- Ross McKibbin, 'In the Shadows of the Referendum', *Political Quarterly* (2017)
- Linda Colley, 'Britishness and Otherness: An Argument', *Journal of British Studies*, 31 (1992) 309-29
- Tom Nairn, *The Break-Up of Britain: Crisis and Neo-Nationalism* (1981)
- Thomas Martin Devine, 'The Break-Up of Britain? Scotland and the End of Empire', *Transactions of the Royal Historical Society*, 6th series, 16 (2006) 163-80
- Andrew Seaton, 'Against the 'Sacred Cow': NHS Opposition and the Fellowship for Freedom in Medicine, 1948-72', *20th Century British History*, 26.3 (2015) 424-449
- Martin Gorsky, 'The British National Health Service 1948-2008: A Review of the Historiography', *Social History of Medicine*, 21.3 (2008) 437-60
- Nick Hayes, 'Did We Really Want a National Health Service? Hospitals, Patients and Public Opinions before 1948', *English Historical Review*, 127 (2012), 566-591
- Mathew Thomson, 'Representing the NHS in the Arts and Popular Culture'
- David Edgerton, 'British Exceptionalism: Where Brexit and Our Coronavirus Response Collide', *New European* (3 May 2020)
- James Meek, 'NHS SOS', *London Review of Books*, (April 2018)
- John Furse, 'The NHS Dismantled', *London Review of Books*, (November, 2019)

Research element

Preparation of paper for presentation at conference which will draw on some primary source material (this will be accessible electronically via the library)

Interdisciplinary

The module is designed to provide the students with an understanding of relationships between the different disciplinary areas within the Humanities and Social Sciences, particularly History, Politics and Sociology. It also invites to the students to make connections with other disciplinary areas covered in their main study programme. It provides the students with a critical understanding of dominant traditions and methodologies associated with the main phenomena covered in the module and enables the students to transcend disciplinary boundaries. The interdisciplinary course cohort provides contact opportunities. Learning to see from different perspectives is a core aspect of the learning experience.

International

The module draws on cases from different contexts and different geopolitical areas. The assessment involves students working in groups which will allow for a global and local outlook to be built into the module's work. The international and diverse course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

Transferable skills

- Work effectively with others in group tasks and in teams
- Plan and manage time in projects
- Develop strong analytical skills
- Find, evaluate and use previous research at a level appropriate for an intermediate year module
- Use a range of tools and resources effectively in the preparation of course work
- Use appropriate analytic methods to analyse research data
- Read academic papers effectively in the context of an intensive programme
- Communicate clearly and effectively in discussions
- Communicate ideas effectively in formal oral presentation.

Study time

Type	Required	Optional
<i>Lectures</i>	4 sessions of 1 hour (3%)	
<i>Seminars</i>	4 sessions of 1 hour (3%)	
<i>Tutorials</i>		9 sessions of 15 minutes
<i>Practical classes</i>		2 sessions of 2 hours
<i>Supervised practical classes</i>	3 sessions of 2 hours (4%)	

Other activity	6 hours (4%) <ul style="list-style-type: none"> Final conference
Private study	50 hours (33%) <ul style="list-style-type: none"> Students will be asked to read David Edgerton's book <i>The Rise and Fall of the British Nation</i> to develop a background understanding of twentieth-century British history. Ideally this will take place ahead of the 2 weeks teaching During the 2 weeks, private study will be used for accessing materials from the library, reading, and preparation of papers for presentation at the conference. It may also involve students working in their small groups. The calculation here for private study (50 hours) relates to background reading and seminar preparation. It is supplemented by the 80 hours related to assessment.
Assessment	80 hours (53%)
Total	150 hours

Assessment

You do not need to pass all assessment components to pass the module.

	Weighting	Study time
Conference paper	60%	40 hours
	A paper that shows how historical research can add to our understanding of one of the contemporary themes. This will be presented orally and can be accompanied by powerpoint presentation. It will also involve response to questions from the audience	
Seminar Contribution	15%	15 hours
	Evaluation of individual student contribution in seminars and the final conference. This will involve demonstration of preparation and underlying knowledge and understanding, answering and posing questions	
Workshop Contribution	15%	15 hours
	Evaluation of your contribution to the effective running of your workshop groups and the development of a cohesive, well-designed, and well-managed and presented conference panel	
Presentation plan	10%	10 hours
	You will submit a brief plan of your presentation for feedback midway through the module. This will assist you in preparation of the final	

presentation. The plan will set out your question, the research you hope to undertake (including potential sources), and a hypothesis about your argument

Feedback on assessment

- Written feedback via Tabula on 500 word presentation plan
- Ongoing tutorial and class feedback from module leader
- Peer feedback in workshops and final conference
- Final written feedback from module leader via Tabula

Engaging with International Business – Strategic Luxury Leadership

This residential module will take place in Venice and will help anyone looking to create a career in the area of luxury and to ultimately lead organisations.

About this module

Who is this module open to?

Open to all non-WBS intermediate level (level 5) students at Warwick

- tbc - Intermediate, for 15 CATS/ 7.5 ECTS credit in current year (2021/22)

Open to all current first year WBS students

- tbc - Intermediate, taken in first year for 15 CATS/ 7.5 ECTS credit to intermediate year (2022/23)

Key dates

This module will take place 18-29 July 2022.

- Preparatory materials will be available on my.wbs from 20 June 2022
- Teaching (in Venice): 18-29 July 2022
- Final assessment deadline:
 - Current year credit: 29 July 2022
 - Carry credit: w/c 3 October 2022

Costs

Students would be required to pay for accommodation and travel/subsistence.

Location

This is a residential module and will be taught in Venice, Italy.

Tutors

Dr Ashley Roberts (Module Leader)

Ashley is the Assistant Dean (Internationalisation) at WBS and has presented his research at many conferences, most recently at The Academy of Management, The British Academy of Management and also as a visiting scholar at Harvard University. Ashley's research interests centre around High Performance Work Systems for Strategic Luxury Leadership, Organisational Culture and Growth, Creative Learning and Participatory Pedagogies.

Ashley is an Executive Team member of The British Academy of Management where he both formulates and implements strategy and policy. He is an Advanced Institute of Management (AIM) Associate, Fellow of the Higher Education Academy, an academic member of The Chartered Institute of Personnel and Development, and also a member of The International Centre for Research in Organizational Discourse, Strategy and Change.

Ashley is a National Teaching Fellow, a winner of The Warwick Award for Teaching Excellence, a Fellow of the Warwick International Higher Education Academy and is the Director of The Warwick (Full-Time) MBA.

Ashley gained a PhD from Cardiff University where he also previously taught on a variety of courses at Cardiff Business School. Ashley teaches on Undergraduate, The Warwick MBA and Master's level courses. Ashley is the internal examiner on the Organisational Behaviour Executive variant of the Warwick MBA, an editorial board member of the journal Academy of Management Learning &

Education and publishes in and reviews for top ranked academic journals. He also acts as External Examiner for the MBAs of other Russell Group Universities.

As well as teaching at Warwick and in London, Ashley has taught Organisational Behaviour MBA Modules in Belgium, Chile, China, Dubai, Hong Kong, Italy and Singapore. He also holds Visiting Professorships at leading global institutions. For the academic year 2019/20, Ashley received the WBS Award for Outstanding Contribution to Teaching. In addition, each year Ashley wins an award for his outstanding contribution to Undergraduate teaching and he also receives the Warwick Business School Outstanding MBA Teacher Award annually.

[Professor Michaela Rankin](#)

Professor Michaela Rankin is Professor of Accounting and Deputy Dean (International and Accreditation) at Monash Business School. In this role she is responsible for the strategic international engagement of the School; and has recently led the School to successful reaccreditation by AACSB, EQUIS and AMBA.

Joining Monash in 2007, Michaela is a highly regarded educator, with her passion and commitment to the student learning experience being formally recognised through numerous awards. Her research focuses on corporate governance, financial reporting, executive compensation and sustainability, and integrated reporting, with her work being published widely across a range of international journals. Michaela is an active contributor to the accounting community most recently as a member of CPA Australia's Environment, Society and Governance Centre of Excellence. She is Chair of the Australian Business Deans Council's International Education Network, and of the QTEM network, and a member of the board of the Accounting and Finance Association of Australia and New Zealand.

[Overview](#)

[Module aims](#)

The objective of this module is to explore the best-practices of growth strategy implementation adapted by successful companies operating in luxury industries. The programme will provide participants with practical managerial tools and frameworks on the formulation and implementation of unique strategic positioning in any industry. Via pre and post virtual learning, interactive face-to-face seminars, lectures, case-studies and company visits, participants will uncover a variety of best practices that can be used by companies to differentiate themselves from competitors, create value for their customers, communicate efficiently their product or service offering, and ensure the consistent delivery of quality and strategy implementation.

Luxury brands have seen a substantial increase in market share over the years and their appeal shows no sign of diminishing. These challenging markets bring specific demands and continually challenge our knowledge of strategic growth plus the need to remain 'current' with both macro and micro-trends. Recent innovations in digital technologies and the desire for sustainable luxury bring social, macroeconomic and political considerations for luxury goods where brand equity is to be maximised.

A relevant location will be sought for module delivery (based on access to luxury markets/alumni speakers). An example of a suitable city would be Venice and students could be taught at the same location of other WIISP modules. Venice is a culturally significant city that brings together globally-recognised brands and has access to nearby the luxury fashion world in Italy. Located close to key economic hubs in Italy with high standards of living, Venice's success can be attributed to its strong economic and logistical base that enable tourism. Venice is a venue for many designer collections,

fashion brands and luxury shopping districts plus has access to key luxury Head Quarters that would be used for corporate visits.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

- Business Models and Brand Management in luxury Companies: Six Key Dilemmas
- Key Trends: International Expansion and Growth Strategies of Luxury Firms
- Country of Origin
- The Economics of Luxury: Digital Transformation and Data Analytics
- Customer Engagement: The use of Digital Marketing
- Sustainability, Ethics and Luxury Companies

Learning outcomes

By the end of the module, students should be able to:

- Understand business models in luxury industries, the growth strategies of luxury firms plus their differentiation strategies in the international context
- Understand the international expansion of luxury companies and global fashion brand management within social, macroeconomic, political and technological contexts
- Consider the role of digital settings in enhancing the marketing strategy and the KPIs of customer engagement in luxury with lessons learned for other industries
- Evaluate macro-trends that link luxury to sustainability and to investigate sustainability as an opportunity to build trust, innovation, legitimacy and brand equity.

Indicative reading list

- Beverland, M. B., and Farrelly, F. J. (2010). "The Quest for Authenticity in Consumption: Consumers' Purposive Choice of Authentic Cues to Shape Experienced Outcomes". *Journal of Consumer Research*, 36, 838-856
- Hagtvedt, H., and Patrick, V. M. (2009). "The broad embrace of luxury: Hedonic potential as a driver of brand extendibility", *Journal of Consumer Psychology*, 19, 608–618
- Hildebrand, D. H., Harding, R. D. and Hadi R. (2018). "Culturally Contingent Cravings: How Holistic Thinking Influences Consumer Responses to Food Appeals", *Journal of Consumer Psychology*, 39-59
- Jee Han, Y., Nunes, J. C., and Dre Ze, X. (2010). "Conspicuous consumption: Signaling Status with Luxury Goods: The Role of Brand Prominence", *Journal of Marketing*, Vol. 74 (July, 2010), 15–30
- Kapferer, J.-N., and Michaut-Denizeau, A., (2017). "Is Luxury Compatible with Sustainability? Luxury Consumers' Viewpoint", in J.-N. Kapferer et al. (Eds.), *Advances in Luxury Brand Management*, Palgrave
- Kumar, A., Killingsworth and Gilovich, T. (2014). "Waiting for Merlot: Anticipatory Consumption of Experiential and Material Purchases", *Psychological Science*, 25 (10), 1924-1931
- Lojacono, G., and Pan, L., (forthcoming, 2021). "Resilience of Luxury Companies: How agile business models survive crises". Berlin, De Gruyter
- Masuda, T. and Nisbett, R. E. (2001). "Attending holistically versus analytically: Comparing the context sensitivity of Japanese and Americans", *Journal of Personality and Social Psychology*, 81(5), 922-934
- Venkatesh, A., Joy, J., Sherry Jr, J. F., and Deschenes, J. (2010). "The aesthetics of luxury fashion, body and identity formation", *Journal of Consumer Psychology*, 20, 459-470

- Van Boven, L., & Gilovich, T. (2003) “To do or to have? That is the question”. *Journal of Personality and Social Psychology*, 85, 1193–1202
- Wang, Q., and Narain, N., (2017). “Consumer Behavior in Special and Subpopulations”, Chapter 8, *Consumer Perception of Product Risks and Benefits*, Emilien, Gerard, Weitkumat, Rolf, Luldicke, Frank (Eds.), Springer.

Interdisciplinary

The module is designed to provide the students with an understanding of relationships between the different disciplinary areas within luxury management, particularly strategy, marketing and I.T. It also invites the students to make connections with other disciplinary areas covered in their main study programme. It provides a critical understanding of dominant traditions and methodologies associated with the luxury management covered in the module and enables the students to transcend disciplinary boundaries. The interdisciplinary course cohort provides contact opportunities and learning to see from different perspectives and is a core aspect of the learning experience.

International

The module is located in an international setting plus draws on cases and visits from different contexts, including different geopolitical areas, professional environments and linguistic contexts. The content and assessment invite the students to reflect on the societal relevance in different environments of the phenomena covered in the module. The assessment involves students working in groups with academic and ideally non-academic stakeholders which will allow for a global and local outlook to be built into the module’s work.

Subject specific skills

- Evaluate and deploy research tools and resources, including cases, and reference material correctly
- Weigh and compare evidence from historical and contemporary sources in order to make informed but independent evaluations and original judgements
- Appreciate the value of understanding and experiencing different disciplinary approaches and perspectives on Strategic Luxury Leadership, especially in relation to their subject specialism

Transferable skills

- Work effectively with others in group tasks and in teams
- Plan and manage time in projects
- Develop strong analytical skills
- Find, evaluate and use previous research at a level appropriate for an intermediate year module
- Use a range of tools and resources effectively in the preparation of course work
- Use appropriate analytic methods to analyse research data on corporate sustainability
- Read academic papers effectively in the context of an intensive programme
- Communicate clearly and effectively in discussions
- Communicate ideas effectively in writing

Study time

This is an indicative breakdown

Type	Required
Lectures	6 sessions of 3 hours (12%)

Fieldwork	1 session of 3 hours (2%)
External visits	1 session of 4 hours (2.5%)
Work based learning	2 sessions of 2 hours (2.5%)
Private study	48 hours (32%) <ul style="list-style-type: none"> ▪ Private study
Assessment	73 hours (49%)
Total	150 hours

Assessment

Credit in current year

	Weighting	Study time
Online Examination	70%	50 hours
	This is the main assessment for the module. The exam will include multiple choice and open-ended questions.	
Group Presentation (15 mins)	30%	23 hours
	The presentation will enable connections to be made between the themes of the module.	

Carry credit

	Weighting	Study time
Individual Assignment	70%	50 hours
	This is the main assessment for the module. Students will choose an essay question from 5 set questions which cover the main themes of the module.	
Group Presentation (15 mins)	30%	23 hours
	The presentation will enable connections to be made between the themes of the module.	

Farewell to Arms? War in Modern European History (1815-2015)

This module will explore the interaction of war and society in Europe from 1815 to the present.

This residential module will take place in Brussels and use the history of wars and conflicts to introduce students to key themes and issues in modern European history. It will consider how war, its conduct and experience, shaped states and societies in Europe. It will also investigate how the transformations of warfare reflected the evolutions of European societies since the late eighteenth century.

[About this module](#)

Who is this module open to?

Open to all intermediate level (level 5) students.

- HIG28-15 - Intermediate, for 15 CATS/ 7.5 ECTS credit in current year (2021/22)

Key dates

This module will take place 20 June - 15 July 2022.

- Teaching: 20 June - 15 July 2022
- Final assessment deadline: 15 July 2022

Costs

Students would be required to pay for accommodation and travel/subsistence.

Location

This is a residential module and will be taught in Brussels, Belgium.

[Tutors](#)

Dr Pierre Purseigle

Dr Purseigle is an associate professor of history with a specialism in the history of the first world war.

[Overview](#)

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

This residential module will use the history of wars and conflicts to introduce students to key themes and issues in modern European history. It will consider how war, its conduct and experience, shaped states and societies in Europe. It will also investigate how the transformations of warfare reflected the evolutions of European societies since the late eighteenth century.

Learning outcomes

By the end of the module, students should be able to:

- To gain a broad understanding of the role of war and military conflicts in modern European history
- To be able to identify a range of related conceptual approaches and historiographical debates, including why scholars have now moved from military history to the history of warfare
- To be able to identify and engage with a range of relevant primary sources
- To gain interpersonal and communication skills through the delivery of a presentation

Indicative reading list

- T. C. W. Blanning (ed.), *Europe, 1789-1914. The Nineteenth Century* (Oxford ; New York, 2000).
- Manfred Boemeke, Roger Chickering, and Stig Förster (eds.), *Anticipating Total War: The German and American Experiences, 1871-1914* (Washington, D.C.; Cambridge, U.K. ; New York, 1999)
- Stephen Broadberry and Mark Harrison (eds.), *The Economics of World War I* (Cambridge, 2009)
- Roger Chickering and Stig Förster (eds.), *Great War, Total War. Combat and Mobilization on the Western Front, 1914-1918* (Cambridge - New York, 2000)
- Roger Chickering and Stig Förster (eds.), *The Shadows of Total War: Europe, East Asia, and the United States, 1919-1939* (Cambridge, UK - New York, 2003)
- Roger Chickering, Stig Förster, and Bernd Greiner (eds.), *A World at Total War: Global Conflict and the Politics of Destruction, 1937-1945* (Washington D.C. - Cambridge, 2005)
- Roger Chickering, Dennis E Showalter, and Hans J Van de Ven (eds.), *The Cambridge History of War. Volume 4, War and the Modern World* (Cambridge, 2012)
- Mary Fulbrook (ed.), *Europe since 1945* (Oxford ; New York, 2001)
- Helen Graham, *The Spanish Civil War: A Very Short Introduction* (Oxford ; New York, 2005)
- Mark Harrison (ed.), *The Economics of World War II: Six Great Powers in International Comparison* (Cambridge, 1998)
- Eric J. Hobsbawm, *Age of Extremes. The Short Twentieth Century. 1914-1991* (London, 1994)
- John Horne (ed.), *A Companion to the First World War* (Oxford, 2010)
- Michael Howard, *War in European History* (Oxford, 2001)
- Julian Jackson (ed.), *Europe, 1900-1945* (Oxford [England] ; New York, 2002)
- Edward H. Judge and John W. Langdon, *The Cold War: A Global History with Documents* (Boston, 2011)
- Tony Judt, *Postwar: A History of Europe since 1945* (New York, 2005)
- John Keegan, *The Face of Battle. A Study of Agincourt, Waterloo, and the Somme* (London, 1996)
- John Merriman, *A History of Modern Europe. From the French Revolution to the Present, 2 vols.* (New York - London, 2004)
- James J. Sheehan, *Where Have All the Soldiers Gone?: The Transformation of Modern Europe* (Boston, 2009)
- Odd Arne Westad (ed.), *Reviewing the Cold War: Approaches, Interpretations, and Theory* (London ; Portland, OR, 2000)

Research element

Students will be invited to consider museum collection and urban heritage as sources for the history of modern warfare.

Interdisciplinary

Students will be invited to engaged with concepts and debates elaborated by political scientists and defence studies specialists. The module is designed to provide the students with an understanding of relationships between the different disciplinary areas within the Humanities and Social Sciences, particularly History, Politics and Sociology. It also invites to the students to make connections with other disciplinary areas covered in their main study programme. It provides the students with a critical understanding of dominant traditions and methodologies associated with the main phenomena covered in the module and enables the students to transcend disciplinary boundaries.

The interdisciplinary course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

International

The residential module in Brussels will be delivered in a cosmopolitan city and with the support of both non-UK and transnational institutions. Students will engage with comparative and transnational methodologies and will do so in an intercultural context.

The module draws on cases from different contexts and different geopolitical areas. The assessment involves students working in groups which will allow for a global and local outlook to be built into the module's work. The international and diverse course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

Transferable skills

- Work effectively with others in group tasks and in teams
- Plan and manage time in projects
- Develop strong analytical skills
- Find, evaluate and use previous research at a level appropriate for an intermediate year module
- Use a range of tools and resources effectively in the preparation of course work
- Use appropriate analytic methods to analyse research data
- Read academic papers effectively in the context of an intensive programme
- Communicate clearly and effectively in discussions
- Communicate ideas effectively in writing.

Study time

Type	Required	Optional
Lectures	1 session of 2 hours (1%)	1 session of 2 hours
Seminars	4 sessions of 2 hours (5%)	4 sessions of 2 hours
Practical classes	2 sessions of 2 hours (3%)	2 sessions of 2 hours
External visits	3 sessions of 3 hours (6%)	3 sessions of 3 hours
Private study	120 hours (80%) <ul style="list-style-type: none"> ▪ History modules require students to undertake extensive independent research and reading to prepare for seminars and assessments. As a rough guide, students will be expected to read and prepare to comment on three substantial texts (articles or book chapters) for each seminar taking approximately 3 hours. Each assessment requires independent research, reading around 6-10 texts and writing and presenting the outcomes of this preparation in an essay, review, presentation or other related task. 	
Assessment	7 hours (5%)	
Total	150 hours	

Assessment

You do not need to pass all assessment components to pass the module.

	Weighting	Study time
Group Presentation 1	30%	2 hours
	Analysis of a primary source	
Group Presentation 2	30%	2 hours
	Critical exploration of a historiographical debate	
Group Presentation 3	30%	2 hours
	Students will debate a topic adopting the perspective of historical participants	
Seminar Contribution	10%	

Feedback on assessment

- Feedback will provided in writing
- Further oral feedback and clarification will be provided upon request.

Indigenous North America

This module will explore the experience of indigenous people from c.1600 to the present within the limits of the modern-day United States. The module will start c.1600 and focus on key themes such as:

- Initial encounters with Europeans (in a variety of locations)
- Involvement in proxy wars (particularly concentrating on the French and Indian War and the Revolutionary War)
- Responses to land appropriation (including the 'Trail of Tears' and the conflicts of the later 19th century)
- The fight for civil rights in the 20th century (e.g. the American Indian Movement)
- Modern-day issues facing indigenous communities (such as continued economic and political marginalisation, alcoholism, and lack of representation).

About this module

Who is this module open to?

Open to all intermediate level (level 5) students.

- HI2G9-15 - Intermediate, for 15 CATS/ 7.5 ECTS credit in current year (2021/22)

Key dates

This module will take place 9-27 May 2022.

- Teaching: 9-27 May 2022
- Final assessment deadline: 27 May 2022

Costs

No costs have been identified for this module.

Location

This module will be taught online.

Tutors

Professor Tim Lockley (Module Leader) and Dr Lydia Plath

Professor Lockley and Dr Plath both teach us history with a specialism in the history of race.

Overview

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module will focus on key themes such as:

- Initial encounters with Europeans (in a variety of locations)
- Involvement in proxy wars (particularly concentrating on the French and Indian War and the Revolutionary War)
- Responses to land appropriation (including the 'Trail of Tears' and the conflicts of the later 19th century)
- The fight for civil rights in the 20th century (e.g. the American Indian Movement)
- Modern-day issues facing indigenous communities in the United States (such as continued economic and political marginalisation, alcoholism, and lack of representation).

Learning outcomes

By the end of the module, students should be able to:

- Demonstrate a detailed knowledge of the course of Indigenous North American history and culture
- Communicate ideas and findings, adapting to a range of situations, audiences and degrees of complexity
- Generate ideas through the analysis of a broad range of primary source material
- Analyse and evaluate the contributions made by existing scholarship about the relationship between European settlers and indigenous people
- Act with limited supervision and direction within defined guidelines, accepting responsibility for achieving deadlines
- To gain interpersonal and communication skills through the delivery of a presentation.

Indicative reading list

- K.Kupperman, *Settling with the Indians: The meeting of English and Indian Cultures in America 1580-1640*
- Roxanne Dunbar-Ortiz, *An indigenous history of the United States*
- Roger Carpenter, 'Times are altered with us': *American Indians from contact to the New Republic*
- John Lutz, *Myth and memory: stories of indigenous-European contact*
- William Anderson, *Cherokee Removal: Before and After*
- Paul Chaat Smith, *Everything you know about Indians is wrong*
- Sherry Smith, *Hippies, Indians, and the fight for red power*
- Stephen Cornell, *The return of the native: American Indian political resurgence*
- James Axtell, *The European and the Indian*
- H F Dobyns, *Their numbers became thinned: Native American population dynamics in eastern North America*
- James Merrel, *The Indians' New World*
- James Axtell, *After Columbus*
- Helen Rountree, *The Powhatan Indians of Virginia*
- Colin Galloway, *New Worlds for all: Indians, Europeans and the Remaking of Early America*
- Colin Galloway (ed), *The World Turned Upside Down: Indian Voices from Early America*
- Peter Mancall, *Deadly Medicine: Indians and Alcohol in Early America*
- Kathleen J. Bragdon, *Native People of Southern New England, 1500-1650*
- Karen Kupperman, *Indians and English: Facing off in Early America*
- Greg O'Brien *Choctaws in the revolutionary age*
- Daniel K. Richter, *Facing East from Indian country*
- Theda Perdue, *Mixed Blood Indians: Racial Construction in Early South*
- Alan Gallay, *Indian Slavery: The Rise of the English Empire in the American South, 1670-1717*
- Richard White, *The Middle Ground: Indians, empires and republics in the Great Lakes region, 1650-1815*

Interdisciplinary

The module is designed to provide the students with an understanding of relationships between the different disciplinary areas within the Humanities and Social Sciences, particularly History, Politics and Sociology. It also invites to the students to make connections with other disciplinary areas covered in their main study programme. It provides the students with a critical understanding of dominant traditions and methodologies associated with the main phenomena covered in the module and enables the students to transcend disciplinary boundaries. The interdisciplinary course

cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

International

The module draws on cases from different contexts and different geopolitical areas. The assessment involves students working in groups which will allow for a global and local outlook to be built into the module's work. The international and diverse course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

Transferable skills

- Work effectively with others in group tasks and in teams
- Plan and manage time in projects
- Develop strong analytical skills
- Find, evaluate and use previous research at a level appropriate for an intermediate year module
- Use a range of tools and resources effectively in the preparation of course work
- Use appropriate analytic methods to analyse research data on Indigenous America
- Read academic papers effectively in the context of an intensive programme
- Communicate clearly and effectively in discussions
- Communicate ideas effectively in writing.

Study time

Type	Required
Lectures	2 sessions of 1 hour (1%)
Seminars	4 sessions of 2 hours (5%)
Practical classes	3 sessions of 2 hours (4%)
Other activity	2 hours (1%) <ul style="list-style-type: none">▪ Film Screening
Private study	88 hours (59%) <ul style="list-style-type: none">▪ History modules require students to undertake extensive independent research and reading to prepare for seminars and assessments. As a rough guide, students will be expected to read and prepare to comment on three substantial texts (articles or book chapters) for each seminar taking approximately 3 hours. Each assessment requires independent research, reading around 6-10 texts and writing and presenting the outcomes of this preparation in an essay, review, presentation or other related task.
Assessment	44 hours (29%)
Total	150 hours

Assessment

You do not need to pass all assessment components to pass the module.

	Weighting	Study time
<i>Group Presentation 1</i>	30%	11 hours
	Analysis of historical map	
<i>Group Presentation 2</i>	30%	11 hours
	Analysis of primary source	
<i>Group Presentation 3</i>	30%	11 hours
	Film Review	
<i>Seminar Contribution</i>	10%	11 hours
	Contribution in learning activities (face-to-face or digital)	

Feedback on assessment

- Written feedback provided via Tabula; optional oral feedback in office hours
- Peer feedback on presentations.

Multilingualism and Diversity (MultiDiv)

MultiDiv is a specialised and highly intensive summer programme for students and academic/non-academic stakeholders interested in Multilingualism, Diversity and Social Justice pedagogy, policy and research from a Linguistics, Modern Languages and Translation Studies angle. MultiDiv is a unique hub which brings together senior academics as well as UG (undergraduate) /PG (postgraduate) research developed through the formal curriculum and relevant extracurricular activities. It takes the form of an intensive, face-to-face week-long activity and involves workshops, data training and sessions on interpreting research for wider audiences, policy makers and the media most notably.

MultiDiv is, by design, relevant to curriculum content directly addressing issues related to multilingualism in society. MultiDiv has already brought together Warwick/Monash students and it is an opportunity to develop a global network which can organically grow through the interests of its community.

To our knowledge, there is no other summer programme bringing together those discipline areas and with a structure similar to what MultiDiv is committed to. Specifically, the emphasis on bringing together UG/PG research is a unique feature of MultiDiv. To our knowledge there is no other programme that includes UG researchers as equal participants to PhD students and senior academics. MultiDiv seeks to become an incubator for new ideas, research projects, curriculum innovation and policy intervention. MultiDiv is aligned with the Communities of Practice (CofP) framework and seeks to empower the participants, from all career stages, to drive innovation in teaching, learning, research and policy.

About this module

Who is this module open to?

Pre-requisites: Open to all first year and intermediate level (level 5) students, and students in the third year of a four year course (towards Masters) with a basic research methods training.

- ET227-15 - Intermediate, taken in first year for 15 CATS/ 7.5 ECTS credit to intermediate year (2022/23)
- ET330-15 - Finalist, taken in intermediate year for 15 CATS/ 7.5 ECTS credit to final year (2022/23)
- ET9D8-15 - Masters, taken in the third/ Bachelor level year for 15 CATS/ 7.5 ECTS to Masters year (2022/23)

Students from Linguistics, Modern Languages and Translation can benefit directly from the module content.

Key dates

This module will take place 27 June - 15 July 2022.

- Prep week: 27 June - 1 July 2022
- Teaching: 4-15 July 2022
- Final assessment deadline: w/c 3 October 2022

Costs

Students would be required to pay for accommodation and travel/subsistence.

Location

This module will be taught at the Warwick campus, Coventry.

Tutors

Professor Jo Angouri (Module Leader)

Professor Jo Angouri is the Academic Director for Education and Internationalisation and serves on the Education Executive at the University of Warwick. Jo leads on the development and growth of existing and new international education projects with Warwick's strategic partners. She is also the Director of Undergraduate Studies in Applied Linguistics. Jo is a National Teaching Fellow and fully committed to pedagogic innovation and education for global citizenship. She has designed a range of UG and PGT programmes and has expertise in Undergraduate Research, Challenge-Based Learning and Curriculum Development.

Her research involves three interrelated strands: Leadership and teamwork in high-pressure, high-risk professional settings; Language, politics and ideology; Migration, mobility and multilingualism. Jo is also working on research in pedagogic innovation. She is co-directing two international research networks, one under the Warwick-Monash alliance on Migration Identity and Translation and one under AILA on Migrants in Working life which have brought together a range of established scholars, early career researchers as well as non-academic stakeholders.

She is the founding editor of Language at Work series (Multilingual Matters) and she is also co-editing Discourse Approaches to Politics, Society and Culture for John Benjamins.

She has strong presence and involvement in research policy and works for the UK Economic and Social Research Council and the Arts and Humanities Research Council. In the last ten years she has published 70 refereed papers, three special issues, two books, three edited volumes and two conference proceedings.

She has been a visiting scholar in different institutions in New Zealand, Australia and Europe and she is currently a Visiting Distinguished Professor at Aalto University, School of Business, Finland.

Chantal Wright

Chantal Wright is Reader of Translation as a Literary Practice in the Warwick Writing Programme at the University of Warwick. She is also a literary translator working from German and French into English.

You can find more information about her translations at chantalwright.org.

Dr Louisa Willoughby

Based at Monash University, Dr Louise Willoughby is a sociolinguist/ applied linguist deeply interested in how multicultural societies respond to linguistic diversity. She works with mainstream institutions such as schools, hospitals and libraries in Australia to explore better ways of engaging with clients from non-English speaking backgrounds and developing multilingual language proficiency.

As part of this she has an abiding interest in the relationship between language, identity and social cohesion and the ways that people's attitudes about languages contribute to broader inclusion and exclusion.

Much of her recent work looks at Deaf sign language users, but she also has a strong interest in migrant languages, especially for small and newly-arrived migrant groups.

Her work has been published in leading journals such as *Journal of Pragmatics* and *Journal of Multilingual and Multicultural Development*, and her monograph *Language practices of migrant youth: from school to home* was published by Routledge in 2018.

Overview

Module aims

The linguistically diverse nature of contemporary societies is related to a range of complex phenomena in the areas of:

- language policy and practice
- language contact and change
- translation, interpreting and heritage learning
- public sector translation/interpretation
- translation and human rights.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

- Core issues on Multilingualism and Diversity
- Translation and exophony
- Linguistic Landscaping
- Language and power
- Designing and carrying out a linguistic landscaping project
- Census training
- Multilingual fieldwork & observation design
- Data analysis methods.

Learning outcomes

Intermediate level (second year)

By the end of the module, students should be able to:

- demonstrate understanding of key concepts, terminology, research methods and theories related to multilingualism
- demonstrate ability to critically discuss different approaches to multilingualism and diversity. Show awareness of key issues around intercultural interaction and the relationship with multilingualism and multiculturalism
- evaluate critically how different theoretical & methodological approaches and concepts help to study multilingualism and diversity
- design and carry out an original small scale study on multilingualism, typically from a linguistic landscape angle
- communicate the results of their study to an audience.

Finalist level

By the end of the module, students should be able to:

- demonstrate a systematic understanding of key concepts, terminology, research methods and theories related to multilingualism
- demonstrate a solid ability to critically discuss different approaches to multilingualism and diversity. Show awareness of key issues around intercultural interaction and the relationship with multilingualism and multiculturalism

- evaluate critically how different theoretical & methodological approaches and concepts help to study multilingualism and diversity
- design and carry out an original small-scale study on multilingualism, typically from a linguistic landscape angle which expands current theoretical frameworks and/or analytical tools
- communicate the results of their study to both specialist and non-specialist audiences.

Masters level

By the end of the module, students should be able to:

- demonstrate a comprehensive understanding of key concepts, terminology, research methods and theories related to multilingualism and originality in the application of this knowledge
- demonstrate an advanced ability to critically discuss different approaches to multilingualism and diversity. Show critical awareness of key issues around intercultural interaction and the relationship with multilingualism and multiculturalism
- evaluate critically how different theoretical & methodological approaches and concepts help to study multilingualism and diversity and, where appropriate, propose new hypotheses
- deal with complex issues related to multilingualism, both systematically and creatively and make sound judgements in the absence of complete data
- autonomously design and carry out an original small-scale study on multilingualism – typically from a linguistic landscape angle – which provides a strong and viable research-led solution to a real-world problem and show strong ability to interpret findings for policy recommendations
- communicate the results of their study clearly to specialist and non-specialist audiences.

Indicative reading list

- Angouri, Jo. 2013. "The Multilingual Reality of the Multinational Workplace: Language Policy and Language Use." *Journal of Multilingual and Multicultural Development* 34 (6). Routledge: 564–81
- Angouri, Jo. 2018. "Quantitative, qualitative, mixed or holistic research? Combining methods in linguistic research". *Research methods in linguistics*, London: Bloomsbury Publishing: 35-55
- Backhaus, P. (2006). "Multilingualism in Tokyo: A look into the linguistic landscape." In *Linguistic Landscape: A New Approach to Multilingualism* (pp. 52-66). Channel View Publications
- Blackledge, Adrian, and Kiran Trehan. 2018. "Language, Superdiversity, and Self-Employment." In *The Routledge Handbook of Language and Superdiversity*, edited by Adrian Blackledge and Angela Creese, 299–311. London: Taylor & Francis
- Clyne, Michael, Louisa Willoughby, and Julia Bradshaw. 2009. "Linguistic Diversity in South-East Melbourne." *People and Place* 17 (1): 55–62
- Creese, Angela, and Adrian Blackledge. 2019. "Translanguaging and Public Service Encounters: Language Learning in the Library." *The Modern Language Journal* 103 (4): 800–814
- Heller, M., Pietikäinen S. & Pujolar J. (2018). *Critical Sociolinguistic Research Methods. Studying language issues that matter*. Routledge; -- section 3.2; Observing: Finding out what people do (p. 77-85), & -- section 3.3; Eliciting: Finding out what people say (p. 85-92)
- Musgrave, Simon, Steve Wright, Tom Denison, and Louisa Willoughby. 2020. "Managing Multilingual Collections: Insights from Data Analytics Research." *Journal of Librarianship and Information Science* 52 (3). SAGE Publications Ltd: 853–63

Research element

The programme is tailored around original research. This involves the design as well as the carrying out of projects on linguistic landscapes.

Interdisciplinary

The module is designed to provide the students with an understanding of relationships between the different disciplinary areas within multilingualism, particularly linguistics, modern languages and translation studies. It also invites the students to make connections with other disciplinary areas covered in their main study programme. It provides the students with a critical understanding of dominant traditions and methodologies associated with the main phenomena covered in the module and enables the students to transcend disciplinary boundaries. The interdisciplinary course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

International

The module draws on cases from different contexts, including different geopolitical areas, professional environments and linguistic contexts. The content and assessment invite the students to reflect on the societal relevance in different environments of the phenomena covered in the module. The assessment involves students working in groups with academic and ideally non-academic stakeholders which (will) allow for a global and local outlook to be built into the module's work. The international and diverse course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

Subject specific skills

- Design and carry out research
- Identify different approaches to research and the paradigmatic orientations underlying these
- State the criteria, considerations and procedures necessary to ensure that ethical requirements are met
- Identify and describe core methods for collecting data in multilingualism and diversity research
- Describe relevant procedures for analysing data for linguistic landscaping project
- Identify key issues in research on multilingualism
- Demonstrate familiarity with and ability to use appropriately features of research designs and procedures found in relevant published research articles.

Transferable skills

- Work effectively with others in group tasks and in teams
- Plan and manage time in projects
- Develop strong analytical skills
- Find, evaluate and use previous research at a level appropriate for an intermediate/ final year/ Masters level module
- Use a range of tools and resources effectively in the preparation of course work
- Use appropriate analytic methods to analyse research data on multilingualism
- Read academic papers effectively in the context of an intensive programme
- Communicate clearly and effectively in discussions
- Communicate ideas effectively in writing.

Study time

Type	Required
Lectures	10 sessions of 1 hour (7%)
Tutorials	5 sessions of 1 hour (3%)
Project supervision	5 sessions of 1 hour (3%)
Fieldwork	15 sessions of 1 hour (10%)
Online learning (scheduled sessions)	10 sessions of 1 hour (7%)
Other activity	5 hours (3%) Groupwork: <ul style="list-style-type: none">▪ data analysis▪ presentation preparation
Private study	50 hours (33%) <ul style="list-style-type: none">▪ Reading subject materials▪ Homework tasks
Assessment	50 hours (33%)
Total	150 hours

Assessment

You do not need to pass all assessment components to pass the module:

	Weighting	Study time
Group presentation - individual sections (15 mins)	50%	25 hours
	Students collect data, process and analyse it appropriately and present/record it in academic presentation format	
Group Blog Post	50%	25 hours
	Students translate their findings for a wider audience and curate a blog.	

Feedback on assessment

- In session
- On Moodle

Stories of Objects

Objects tell many stories. Stories about their creation, function, style, significance, and manipulation. Throughout an object's life and, in some cases, afterlife, its stories are underwritten by social, political, economic, and religious factors. The stories of objects therefore reflect upon and interact with the communities who craft them, both in antiquity and in more recent history.

This module will train you in the close analysis of different types of objects from the ancient world, with the aim of being able to recognise and assess how different communities have engaged with objects in different contexts. You will develop the ability to think critically about how and why the stories told by and about objects change throughout their lives and afterlives.

About this module

Who is this module open to?

Pre-requisites: Open to all first year students who have an A-Level in Ancient History, Classical Civilisation or equivalent. Alternatively you might have some study of ancient world at higher secondary level or undergraduate level, or other relevant experience (e.g. volunteering on archaeological excavations, museums etc.).

- CX274-15 - taken in first year for credit to intermediate year (2022/23)

Key dates

This module will take place 6-24 June 2022.

- Prep week: 6-10 June 2022
- Teaching: 13-24 June 2022 (including optional Saturday trip)
- Final assessment deadline: w/c 3 October 2022

Costs

Students would be required to pay for accommodation and travel/subsistence.

Field trips - Return travel to London for site visit to British Museum (dependent on national restrictions), cost is approximate £50.

Location

This module will be taught at the Warwick campus, Coventry.

Tutors

Professor Zahra Newby (Module Leader)

Professor Newby's research interests lie in art of the Roman empire in its widest cultural contexts, including art in the provinces of the Greek east, the Roman response to Greek culture, ancient funerary art, ancient athletics, festival culture and the relationships between art and text.

Dr Eris Williams Reed

Dr Williams Reed's research centres on the history, culture and society of the Roman Mediterranean and beyond, including how ancient communities interacted with their local environments, religious traditions and practices in the eastern provinces, and cultural attitudes in and towards the 'edges' of the Roman empire.

Professor Michael Scott

Professor Scott's research focuses on the intersection of ancient history and archaeology within the Mediterranean and more widely across the ancient world, including the interrelationships between art and text, the changing perception and experience of sacred space, the political uses of

architecture, the impact and use of epigraphic documents as both text and monument and the reception of the ancient world in the modern.

Overview

Student Blog

Visit the blog of one student's experience on the module [here](#)

Module aims

Through a series of thematic lectures, students will examine a selection of ancient objects and evaluate what the stories arising from them tell us about each object's purpose in both antiquity and more recent history. Tutorials will provide students with the skills needed, firstly, to assess critically the stories told about ancient objects in the modern world and, secondly, to communicate these stories to different types of audiences. A museum visit will give students the opportunity to analyse how a specific cultural institution uses particular objects to tell stories about antiquity.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ. Please note, the thematic topics are subject to change and are broadly indicative of the module content.

Week 1:

Students will watch the following 1 hour asynchronous lectures on each thematic topic and complete the associated 1 hour follow-up exercises:

- Lecture 1: Power
- Lecture 2: Myth
- Lecture 3: Daily Life
- Lecture 4: Gender and the body

Students will attend the following synchronous sessions:

- Group introductions and module overview (1 hour)

Students will complete the following asynchronous activities:

- Working asynchronously as a group, students will prepare a presentation on an object that relates to one of themes; the presentation will be delivered in week 2.

Week 2:

Students will attend the following synchronous seminars:

- Introduction: Why do object matters? (1 hour)
- Power & Daily life (1.5 hours)
- Myth & gender and the body (1.5 hours)
- Telling stories through museum exhibitions (1 hour)
- Writing creatively about objects (1 hour)
- Museum visit preparation (1.5 hours)
- British Museum visit (5 hours) dependent on current safety measures issued by the UK government

Students will attend the following synchronous project supervisions:

- Blog post preparation (0.5 hour)

Week 3:

Students will complete the following synchronous activities:

- Warwick Museum visit (4 hours) dependent on current safety measures issued by the UK government

- Communicating to a non-specialist audience (2 hours)
- Museum visit discussion (1.5 hours)
- Portfolio presentations (3 hours)

Learning outcomes

By the end of the module, students should be able to:

- Have enhanced their research, writing and communication skills
- Have developed skills in the close analysis of a range of ancient objects
- Gained an understanding of how objects can be used in the modern world to communicate different stories about antiquity
- Gained an awareness of some of the methods used by museums to tell stories through ancient objects
- Thought critically about how different communities have engaged with objects in different contexts and the potential impact of social, political, economic, and religious factors on such engagement
- Developed an ability to identify appropriate material and communicate key ideas arising from it to different types of audiences
- Expanded their knowledge of some of the stories told by and about ancient objects, both in antiquity and the modern world.

Indicative reading list

- *Approaching the Ancient Artifact: Representation, Narrative, and Function* / Amalia Avramidou, Denise Demetriou. (Berlin ; Boston : De Gruyter, 2014)
- *Blogging for dummies* / Amy Lupold Bair and Susannah Gardner. (Hoboken, NJ : Wiley, 2014)
- *The Museum Is Open: Towards a Transnational History of Museums 1750-1940* / Andrea Meyer, Benedicte Savoy. (Berlin ; Boston : De Gruyter, 2013)
- *A companion to the archaeology of religion in the ancient world* / edited by Rubina Raja and Jörg Rüpke. (John Wiley & Sons Inc., 2015)
- *Classics for all : reworking antiquity in mass culture* / edited by Dunstan Lowe and Kim Shahabudin. (Newcastle : Cambridge Scholars Publishing, 2009.)
- *Cultural borrowings and ethnic appropriations in antiquity* / Erich S. Gruen (ed.). (Stuttgart : Franz Steiner, 2005.)
- *Beyond Egyptomania : Objects, Style and Agency* / Miguel John Versluys (De Gruyter, | 2020)

Interdisciplinary

The module is designed to provide the students with an understanding of relationships between the different disciplinary areas within Classics and Ancient History, particularly Archaeology, Numismatics, Visual and Material Culture, and Museum Studies. It also invites to the students to make connections with other disciplinary areas covered in their main study programme. It provides the students with a critical understanding of dominant traditions and methodologies associated with the main phenomena covered in the module and enables the students to transcend disciplinary boundaries. The interdisciplinary course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

International

The module draws on cases from different contexts, including different geopolitical areas, professional environments and linguistic contexts. The content and assessment invite the students to reflect on the societal relevance in different environments of the phenomena covered in the module. The assessment involves students working in groups with academic and non-academic stakeholders, and a global and local outlook will be built into the module's work. The international

and diverse course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

Subject specific skills

By the end of the module students should be able to show skills of visual analysis by:

- Describing and interpreting the composition, style and iconography of a range of ancient objects, using appropriate terminology
- Identifying relevant information pertaining to a range of ancient objects, including material, date, find spot
- Evaluating the methods used to present ancient objects in museums.

They will also be able to show the following intellectual skills:

- Critical awareness of the advantages and limitations of visual material in the study of the ancient world
- The ability to evaluate the merits of different methodological approaches to the material
- The ability to select and present material clearly and with a coherent argument both verbally and in writing
- The ability to set their findings into a wider comparative context, drawing in other aspects of the study of the ancient world
- The ability to seek out appropriate secondary literature and show discernment in the types of primary evidence addressed.

They will also be able to show the following interdisciplinary skills:

- An understanding of relationships between the different disciplinary areas within Classics and Ancient History
- The ability to make connections with other disciplinary areas covered in their main study programme
- A critical awareness of dominant traditions and methodologies associated with the study of ancient objects
- An appreciation of different perspectives, as a result of interacting with an interdisciplinary and international cohort.

Transferable skills

- critical thinking
- problem solving
- active lifelong learning
- communicating clearly and effectively both in discussions and in writing
- information literacy, including finding, evaluating and using previous research
- professionalism
- working effectively with others in groups and tasks
- project and time management
- using a range of tools and resources effectively in the preparation of course work
- developing strong analytical skills by using appropriate methods to analyse research data.

Study time

Type	Required	Optional
<i>Lectures</i>	7 sessions of 1 hour (4.5%)	

Seminars	9 sessions of 1 hour (6%)	
Tutorials	1 session of 0.5 hour (1%)	
Practical class	1 session of 3 hour (2%)	
External visits	1 session of 4 hours (2.5%)	1 session of 5 hours
Online learning (independent)	1 session of 1 hour (1%)	
Private study	125.5 hours (83%) <ul style="list-style-type: none"> ▪ Independent reading and study in preparation for lectures and tutorials ▪ Writing and preparing assessments 	
Total	150 hours	

Assessment

You must pass all assessment components to pass the module:

	Weighting
Blog Post	40%
	Blog post in which the student will outline the ancient and modern stories of a specific object. The blog post will be aimed at KS5 school students and will become part of an online resource hosted by the Warwick Classics Network.
Exhibition Portfolio	60%
	Exhibition portfolio in which the student will propose how they would use five ancient objects to tell a particular story about an aspect of life in the ancient world. The portfolio will comprise three components: <ol style="list-style-type: none"> 1. Object labels, written for a non-specialist audience: a brief description of each object accompanied by essential information (e.g. findspot, material, date etc.) 2. Wall panel, written for a non-specialist audience: a summary of the exhibition's key concepts, accompanied by relevant contextual information 3. Discussion, written as an academic essay: a synthesis of the exhibition's story and how each object relates to it, accompanied by a critical reflection on the methods used to communicate their chosen story to a non-specialist audience.

Feedback on assessment

- **Blog post:** non-assessed student presentation
- **Exhibition portfolio:** non-assessed student presentation

Venice in the Renaissance

This module analyses the cultural, economic, political, social, and religious history of Venice and its empire from the late fourteenth to the late sixteenth century, within the broader context of the Italian Renaissance. Taught in Venice, it familiarises students with the city via a series of site visits and guided tours of major galleries and cultural sites.

About this module

Who is this module open to?

Open to all intermediate level (level 5) students.

- HI2H2-15 - Intermediate, for 15 CATS/ 7.5 ECTS credit in current year (2021/22)

Key dates

This module will take place 20 June - 1 July 2022.

- Teaching: 20 June - 1 July 2022
- Final assessment deadline: 22 July

Costs

Students would be required to pay for accommodation and travel/subsistence.

Location

This is a residential module and will be taught in Venice, Italy.

Tutors

Dr Luca Mola

Dr Molà is an associate professor of the history of the Italian renaissance with a focus on Venice.

Overview

Module aims

This module analyses the cultural, economic, political, social, and religious history of Venice and its empire from the late fourteenth to the late sixteenth century, within the broader context of the Italian Renaissance. Whilst focusing on northern Italy, the option also considers issues with a wider resonance in Renaissance and Early Modern History, including migration, disease, charity, gender, violence and communication. The module makes use of an extensive range of primary sources. Learning on site in Venice will familiarise students with the city and the module is based around a series of site visits in the historic centre.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The module will be structured around 5 x 2-hour thematic seminars, each preceded by a 2-hour site visit/on site lecture on the same theme:

- Theme 1: Government. Site visit: The Doge's Palace and Piazza San Marco
- Theme 2: Art and Culture. Site visit: The Accademia Gallery
- Theme 3: Religion. Site visit: The Scuola Grande di San Rocco and the Frari Church
- Theme 4: The Material World. Site visit: Rialto
- Theme 5: Society. Site visit: The Jewish Ghetto

Learning outcomes

By the end of the module, students should be able to:

- Evaluate and critique the cultural, economic, political, social, and religious history of Venice and its empire from the late fourteenth to the late sixteenth century
- Understand how the history of Venice can be accessed through a diverse range of textual, visual, and material sources, including the city of Venice itself and its former territories
- Analyse and compare different types of sources, and enhance their ability to develop a historical argument
- Engage with historiographical debates and think about the history and legacy of different historical concepts
- Encourage independent research, historiographical engagement, and the development of critical analysis

Indicative reading list

- Burke, Ersie C., *The Greeks of Venice, 1498-1600: Immigration, Settlement and Integration* (Turnhout, 2016)
- Carboni, Stefano (ed.), *Venice and the Islamic World, 828-1797* (New Haven, 2007)
- Chambers, David, and Brian Pullan (eds and trans), *Venice: A Documentary History 1450-1630* (1992; rept. Toronto, 2001)
- Chojnacka, Monica, *Working Women of Early Modern Venice* (Baltimore, 2001)
- Chojnacki, Stanley, *Women and Men in Renaissance Venice: Twelve Essays on Patrician Society* (Baltimore, 2000)
- Contarini, Gasparo, *The Commonwealth and Government of Venice*, trans. Lewis Lewkenor (London, 1599)
- Davis, Robert C., *The War of the Fists: Popular Culture and Public Violence in Late Renaissance Venice* (New York, 1994)
- Dursteler, Eric R. (ed.), *A Companion to Venetian History 1400-1797* (Leiden: Brill, 2013)
- Howard, Deborah, *The Architectural History of Venice* (New Haven, 2004)
- Huse, Norbert, and Wolfgang Wolters, *The Art of Renaissance Venice: Architecture, Sculpture and Painting, 1460-1590*, trans. Edmund Jephcott (Chicago, 1993)
- King, Margaret L., *Venetian Humanism in an Age of Patrician Dominance* (Princeton, 1986)
- Marinella, Lucrezia, *The Nobility and Excellence of Women and the Defects and Vices of Men*, ed. and trans. Anne Dunhill (Chicago, 1999)
- Martin, John Jeffries, *Venice's Hidden Enemies: Italian Heretics in a Renaissance City* (Berkeley, 1993)
- Molà, Luca, *The Silk Industry of Renaissance Venice* (Baltimore, 2000)
- Ravid, Benjamin, *Studies on the Jews of Venice, 1382-1797* (Aldershot, 2003)
- Rosand, David, *Myths of Venice: The Figuration of a State* (Chapel Hill, NC, 2001)
- Salzberg, Rosa, *Ephemeral City: Cheap Print and Urban Culture in Renaissance Venice* (Manchester, 2014)
- Sansovino, Francesco, *Sansovino's Venice*, ed. and trans. Vaughan Hart and Peter Hicks (London, 2017)
- Sanudo, Marin, *Venice, città excelentissima: Selections from the Renaissance Diaries of Marin Sanudo*, ed. and trans. Patricia H. Labalme and Laura Sanguineti White (Baltimore, 2008)
- Vivo, Filippo de, *Information and Communication in Venice: Rethinking Early Modern Politics* (Oxford, 2007)

Research element

The module makes extensive use of primary sources and students will engage also with museum collections and archives.

Interdisciplinary

The module draws particularly on the study of art and architectural history and material culture studies as well as ranging across political, religious, cultural and social history.

The module is designed to provide the students with an understanding of relationships between the different disciplinary areas within the Humanities and Social Sciences, particularly History, Politics and Sociology. It also invites to the students to make connections with other disciplinary areas covered in their main study programme. It provides the students with a critical understanding of dominant traditions and methodologies associated with the main phenomena covered in the module and enables the students to transcend disciplinary boundaries. The interdisciplinary course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

International

The module will be taught in Venice and likely involve students from different educational backgrounds. Students will engage with comparative and transnational methodologies and will do so in an intercultural context.

The module draws on cases from different contexts and different geopolitical areas. The assessment involves students working in groups which will allow for a global and local outlook to be built into the module's work. The international and diverse course cohort provides contact opportunities and learning to see from different perspectives is a core aspect of the learning experience.

Transferable skills

- Work effectively with others in group tasks and in teams
- Plan and manage time in projects
- Develop strong analytical skills
- Find, evaluate and use previous research at a level appropriate for an intermediate year module
- Use a range of tools and resources effectively in the preparation of course work
- Use appropriate analytic methods to analyse research data
- Read academic papers effectively in the context of an intensive programme
- Communicate clearly and effectively in discussions
- Communicate ideas effectively in writing.

Study time

Type	Required
<i>Seminars</i>	5 sessions of 2 hours (7%)
<i>External visits</i>	5 sessions of 2 hours (7%)
<i>Private study</i>	130 hours (86%) <ul style="list-style-type: none">▪ History modules require students to undertake extensive independent research and reading to prepare for seminars and assessments. As a rough guide, students will be expected to read and prepare to comment on three substantial texts (articles or book chapters) for each seminar taking approximately 3 hours. Each assessment requires independent research,

reading around 6-10 texts and writing and presenting the outcomes of this preparation in an essay, review, presentation or other related task

Total 150 hours

Assessment

You do not need to pass all assessment components to pass the module.

	Weighting	Study time
Seminar contribution	10%	10 hours
	Contribution to seminar discussions, evidence of preparation etc.	
Analysis of Primary Source	30%	15 hours
	Commentary on primary source extract	
Reflective essay	60%	25 hours

Students will reflect on a question related to the themes of the module, with reference to relevant historiographical debates

Feedback on assessment

- Feedback will provided in writing via Tabula
- Further oral feedback and clarification will be provided upon request.