ALLIANCE INTENSIVE STUDY PROGRAMME (AISP)
Module Booklet 2021 for Monash Students

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* note: the information in this booklet is subject to updates. Please use this as a guide only.

MULTILINGUALISM AND DIVERSITY (MULTIDIV)

Module duration
   3 weeks
   - Preparatory reading: 28 June – 2 July 2021
   - Teaching period: 5-16 July 2021

Department: Applied Linguistics

Module leader: Prof Jo Angouri   Dr Louisa Willoughby
              Dr Chantal Wright   Prof Kate Burridge

Level: suitable for 2nd year, 3rd year.

Credit value: 15 CATS (6 Monash credit points)

Monash credit pre-assessment: BGS specialisation: Cultural Literacy **or** General Elective

Advising notes: Monash students recommended to have completed one year of relevant study

Module description

Introductory description
   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.

   To our knowledge, there is no other summer programme bringing together those discipline areas and with a structure similar to what MutliDiv is committed to. Specifically, the emphasis on bringing together UG/PG research is a unique feature of MutliDiv. 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.

   MutliDiv is, by design, relevant to curriculum content directly addressing issues related to multilingualism in society. MutliDiv 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.

Principal 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

These constitute areas in which Monash and Warwick have an unbroken history of world-leading research. MultiDiv builds on this expertise and aims to push further current knowledge in the field.

MultiDiv and MITN share a commitment to supporting student research and the development of early career researchers. MultiDiv will include all students, undergraduate and postgraduate, as equal participants and is keen to encourage and embed further undergraduate research in the curricula of the two institutions. It aims to become a global hub of excellence for the study of multilingualism and diversity.

Indicative reading list
1. Cronin, M. (2006). Translation and Migration. In Cronin, M., *Translation and identity*. London: Routledge.
2. 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)
3. 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.

Skills, competencies, and attributes

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 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 multilingualism. Read academic papers effectively in the context of an intensive programme; Communicate clearly and effectively in discussions; Communicate ideas effectively in writing.

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

Interdisciplinary description
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 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 description

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.

Learning hours breakdown

	Required
Lecture	10 hours
Tutorial	5 hours
Project Supervision	3 hours
Fieldwork	15 hours
Online learning (scheduled session)	10 hours
Other activity	7 hours
Private study	50 hours
Assessment	50 hours

TOTAL study hours for module: 150 hours

Assessment

Assessment components
- Group Project: 40%
- Blog post: 60%

Must the student pass all parts of the assessment to pass the module?
Yes

Methods for providing feedback on assessment
In session and on Moodle

Deadline
16 July 2021

COMPUTATIONAL CHEMISTRY

Module duration
> 8 weeks:
> Monash students: 1 March - 28 May, meaning the Monash students will pave the way for the Warwick ones.
> Warwick students: 26 April – 3 July

Department: Chemistry

Module leader: [Dr Gabriele Sosso](#)

Level: suitable for 3rd year students

Credit value: 15 CATS (6 Monash credit points)

Advising notes: TBC

Module description

Introductory description
> This module is part of the Alliance Intensive Study Programme (AISP) that has been developed by the University of Warwick and Monash University. The aim of the module is to pair Warwick and Monash students so as to conduct a research project in a collaborative fashion. Given the current difficulties in terms of international mobility, the module will focus on computational chemistry, a subject that naturally lends itself quite nicely to remote working. The research project will be supervised by either a Warwick or Monash academic with experience in the field.

Principal module aims
- To offer the opportunity to the students to work collaboratively with an international colleague and/or supervisor.
- To conduct original research in the field of computational chemistry. This branch of the chemistry portfolio encompasses a diverse array of subjects, many of which of great practical relevance to experimental and/or industrial applications.
- The exact nature of the outcomes of this module will vary according to the specific research project. Typically, the latter will involve some form of computer simulation (e.g. electronic structure theory calculations, classical molecular dynamics simulations), modelling (e.g. machine learning, uncertainty quantification) and scientific computing (e.g. analysis or visualisation software). This module seeks to familiarise the student with some of these techniques, so as to expand their knowledge base as well as their transferable skills.
- To enhance the students' transferable skills in terms of scientific computing, team working and communication, which special emphasis on the collaborative nature of the research project.

Outline syllabus
- Work in a collaborative fashion with their international partner
- Understand the theoretical foundations at the heart of the computational methodology of choice
- Carry out independently the simulations/analysis/modelling used during the research project
- Think creatively in terms of both planning and problem solving, thus creating the basis for a solid research-oriented mindset.

> This module offers bespoke research projects within the field of computational chemistry. Students will collaboratively work in pairs (one Warwick student and a Monash student) under the supervision of either a

Warwick or Monash academic, carrying out a piece of original research. For the time being, the module will be following entirely the paradigm of distance learning, in the hope to expand its scope to in-person international exchanges in the near future.

Module costs

IT and software:

The student will need access to - at a minimum - a working laptop or desktop. Ideally, the student will also be given access to some computational infrastructure, depending on the exact nature of the research project. It is reasonable to assume that most students would indeed possess a laptop by the time they reach year 3. If that is not the case, some actual costs could incur.

Skills, competencies, and attributes

Subject specific skills

The exact nature of the skills involved with this module will vary according to the specific research project undertaken by the students. Typically, a computational chemistry project builds on some form of computer simulation (e.g. electronic structure theory calculations, classical molecular dynamics simulations), modelling (e.g. machine learning, uncertainty quantification) or scientific computing (e.g. analysis or visualisation software). This module seeks to familiarise the student with some of these techniques, so as to expand their knowledge base as well as their transferable skills.

Transferable skills
- Scientific computing (exact denomination dependent on the nature of the specific research project)
- Team working and communication, which special emphasis on the collaborative nature of the research project. In particular, we expect students' pairs to work effectively with each other with respect to e.g. time management and work allocation, communicating clearly and effectively in discussions and writing as well.
- Analytical skills, such as finding, evaluating and using previous research at a level appropriate for a year 3 module. Using 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.

Research element description

The module revolves on students' pairs (a Warwick student paired with a Monash student) to undertake a research project in the field of computational chemistry, under the supervision of either a Warwick or Monash academic with specific expertise in the field.

Interdisciplinary description

The module is designed to provide the students with an understanding of relationships between the different disciplinary areas within computational chemistry, particularly computer simulations and data analysis. 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 description

The module draws on cases from different contexts, including different geopolitical areas and professional environments. 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.

Learning hours breakdown

	Required	Optional
Seminar		8 x 1 hour
Tutorial	5 x 1 hour	
Placement	110 hours	
Private study	20 hours	
Assessment	15 hours	

Details of placement:
This module is part of the Alliance Intensive Study Programme (AISP) that has been developed by the University of Warwick and Monash University. The aim of the module is to pair Warwick and Monash students so as to conduct a research project in a collaborative fashion. Given the current difficulties in terms of international mobility, the module will focus on computational chemistry, a subject that naturally lends itself quite nicely to remote working. The research project will be supervised by either a Warwick or Monash academic with experience in the field.

TOTAL study hours for module: 150 hours

Assessment

Assessment components

Title	Type	Length	Weight	Final chronological	Eligible for self-certification
Written report	Written report	5000 words	70%	No	Yes (extension)
Student preparation and completion time (hours)	10				
Description	Report on the outcomes of the research project, including an introduction illustrating the state-of-the-art, a description of the methodologies used as well as a discussion of the results. Each student (within the pair) submits their own report.				
Reassessment component is the same					

Title	Type	Length	Weight	Final chronological	Eligible for self-certification
Presentation	Presentation - Individual	30 minutes	30%	Yes	No
Student preparation and completion time (hours)	5				
Description	Oral presentation of the outcomes of the research project, including an introduction illustrating the state-of-the-art, a description of the				

	methodologies used as well as a discussion of the results.
Reassessment component is the same	

Must the student pass all parts of the assessment to pass the module?
    Yes

Methods for providing feedback on assessment
    Feedback forms re: both the written report and the oral presentation

Deadline
    TBC - expect in the 7-25 June window.

STORIES OF OBJECTS

Module duration
3 weeks:
- Materials from 7 June
- 14 June - 1 July (one live session w/c 14 June, rest will be asynchronous).

Department: Classics & Ancient History

Module leader: [Prof Zahra Newby](#)

Level: suitable for 2nd year students

Credit value: 15 CATS (6 Monash credit points)

Monash credit pre-assessment: General Elective

Advising notes: TBC

Module description

Introductory description

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.

Principal 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
Week 1
1. Students will watch the following asynchronous lectures (1 hour each) on each thematic topic* and complete the associated follow-up exercises: • Lecture 1: Introduction to the module (scope and content) • Lecture 2: Power • Lecture 3: Myth • Lecture 4: Daily life • Lecture 5: Gender and the body
2. Students will attend the following synchronous sessions: • Group introductions (1 hour)
3. 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.
- Please note, the thematic topics are subject to change and are broadly indicative of the module content.

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Week 2
1. Students will watch the following asynchronous lectures: • Telling stories through museum exhibitions (1 hour)
2. Students will attend the following synchronous seminars: • 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) • Museum visit preparation (1.5 hours)

Week 3
1. Students will complete the following asynchronous activities: • Museum visit* (4 hours)
2. Students will watch the following asynchronous lectures: • Communicating to a non-specialist audience (1 hour)
3. Students will attend the following synchronous seminars: • Museum visit discussion (1.5 hours) • Communicating to a non-specialist audience (1 hour) • Portfolio presentations (1.5 hours) • Portfolio presentations (1.5 hours)

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).

Skills, competencies, and attributes

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

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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

Interdisciplinary description

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 description

Will be open to students on the AISP. 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.

Learning hours breakdown

	Required
Lecture	7 x 1 hour
Seminar	12 x 1 hour
Tutorial	1 x 1 hour
External visit	1 x 4 hours
Online learning (independent)	1 x 1 hour
Private study	125 hours

Details of private study and independent learning:
Independent reading and study in preparation for lectures and tutorials. Writing and preparing assessments

TOTAL study hours for module: 150 hours

Assessment

Assessment components

Title	Type	Length	Weight	Final chronological	Eligible for self-certification
Blog Post	Online publication	1000 words	40%	No	Yes (extension)
Student preparation and completion time (hours)					
Description	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.				
Reassessment component is the same					

Title	Type	Length	Weight	Final chronological	Eligible for self-certification
Exhibition Portfolio	Portfolio assignment	3000 words	60%	Yes	Yes (extension)
Student preparation and completion time (hours)					
Description	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: a) Object labels, written for a non-specialist audience: a brief description of each object accompanied by essential information (e.g. findspot, material, date etc.). b) Wall panel, written for a non-specialist audience: a summary of the exhibition's key concepts, accompanied by relevant contextual information. c) 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.				
Reassessment component is the same					

Must the student pass all parts of the assessment to pass the module?
   Yes

Methods for providing feedback on assessment
1. Blog post: non-assessed student presentation
2. Exhibition portfolio: non-assessed student presentation

Deadline

Both assessments: w/c 5 October.

Additional module costs
Travel and entry to museums

SHAKESPEARE AT WARWICK

Module duration
2 weeks:
- 21 June – 2 July 2021 (TBC)

Department: English and Comparative Literature Studies

Module leader: [Dr Ursula Clayton](#)

Level: suitable for 2nd year students

Credit value: 15 CATS (6 Monash credit points)

Monash credit assessment: Elective in Major: count toward Literary Studies **or** General Elective;

Advising notes: Monash students recommended to have completed one year of relevant study

Module description

Introductory description
This module focuses on a selection of William Shakespeare's plays to explore his dramatic and literary craft in one of the most dynamic centres for the study of Shakespeare in the UK: Warwick's Department of English and Comparative Literary Studies. Digital archival research will offer an immersive, critical exploration of Elizabethan and Jacobean performance conditions, and the social frameworks of the early-modern period more broadly, out of which his plays were born. Turning to our present moment, this course will examine how Shakespeare intersects with the most contemporary of debates – from ecocriticism to feminism, representations of bodies and identities, to the challenging question of decolonisation – and ask how and why his plays remain relevant today.

Principal module aims
- Situate Shakespeare's plays in their period context, to offer an in-depth, theoretically and historically informed assessment of the plays and their significance.
- Introduce students to an emergent body of criticism that conflates Shakespeare with contemporary discussions on identity, the environment, and canonical literature

Outline syllabus
An Introduction to Antony and Cleopatra:
- William Shakespeare, Antony and Cleopatra (recommended Arden Shakespeare edition, edited by John Wilders)
- Emma Smith, 'Antony and Cleopatra' in This is Shakespeare: How to Read the World's Greatest Playwright (2020)

Early Modern Bodies:
- Helkiah Crooke, Mikrokosmographia: A Description of the Body of Man (London, 1615)
- Michael C. Shoenfeldt, Bodies and Selves in Early Modern England… (1999)

Female Bodies:
- Yasmin Arshad, ''She did make defect perfection': The Paradox and Variety of Shakespeare's Cleopatra' in Imagining Cleopatra: Performing Gender and Power in Early Modern England (2019)
- Jennifer Edwards, ''Amorous pinches': Keeping (in)tact in Antony and Cleopatra' in Shakespeare / Sense Contemporary Readings in Sensory Culture ed. by Simon Smith (2020)

(De)colonised Bodies:
- Kim Hall, 'Marriages of State: The Tempest and Antony and Cleopatra' in Things of Darkness: Economies of Race and Gender in Early Modern England (1995)
- Jyotsna G. Singh (ed.), 'Chapter One: Historical Contexts 1: Shakespeare and the Colonial' in Imaginary Shakespeare and Postcolonial Theory (2020)

Environed Bodies:
- Edward J., Geisweidt, ''The Nobleness of Life': Spontaneous Generation and Excremental Life in Antony and Cleopatra', Ecocritical Shakespeare ed. Lynne Bruckner and Dan Brayton (London and New York: Routledge Press, 2011), 89-104

Indicative reading list
> n/a

Skills, competencies, and attributes

Subject specific skills
- Understand and deploy theoretical and methodological positions with regards to Shakespeare and early modern culture
- Place the study of Shakespeare within wider contexts of recent scholarship and understand professional and disciplinary boundaries
- Be able to draw relevant analogies and connections between historically situated themes and ideas and contemporary cultural/political debates

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 Shakespeare
- Read academic papers effectively in the context of an intensive programme
- Communicate clearly and effectively in discussions
- Communicate ideas effectively in writing.

Research element description
> Use of archives to research relevant topics

Interdisciplinary description
> The module is designed to provide the students with an understanding of relationships between the different disciplinary areas within English and Comparative Literature Studies, particularly Shakespeare. 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 description
> 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.

Learning hours breakdown

	Required
Lecture	6 x 45 minutes
Online learning (scheduled session)	6 x 1 hour
Other activity	4 x 1 hour
Private study	135.5 hours

Details of other activity:
Two weekly 60-minute 'peer study groups' involving set readings and tasks

Details of private study and independent learning:
Reading and research

TOTAL study hours for module: 150 hours

Assessment

Assessment components
- 25% Podcast – 20 minutes
- 25% Blog – 1,000 words
- 50% Final essay – 1,500 words

Must the student pass all parts of the assessment to pass the module?
Yes

Methods for providing feedback on assessment
Written feedback, and opportunity for one-to-one discussion in office hours

Deadline
- Podcast: 25 June 2021
- Blog: 2 July 2021
- Final essay: 9 July 2021

CONTEMPORARY BRITAIN IN HISTORICAL PERSPECTIVE

Module duration
> 2 weeks
> 21 June – 2 July 2021

Department: History

Module leader: Prof Mathew Thomas

Level: suitable for 2nd year students

Credit value: 15 CATS (6 Monash credit points)

Monash credit assessment: Elective in Major: count towards History, International Studies **or** General Elective

Advising notes: Monash students recommended to have completed one year of relevant study

Module description

Introductory description
> This module explores how history can inform out understanding of contemporary Britain. It focuses on three main issues: Brexit, the 'break-up' of Britain, and 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.

Principal 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 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 module will introduce students to the history of contemporary Britain through a focus on three main themes: i) 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); ii) the history of Britain of the 'break-up' of Britain (including the long history of the making of the United Kingdom, the challenges of a four-nation history, and the history of nationalism and devolution); and iii) 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).

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).

Skills, competencies, and attributes

Subject specific skills
- Demonstrate a knowledge and understanding of the historical underpinnings of recent debate about Brexit, the break-up of Britain, and the NHS.see learning outcomes.
- 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.

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 a second-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.

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

Interdisciplinary description
   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 description

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.

Learning hours breakdown

	Required	Optional
Lecture	4 x 1 hour	
Seminar	4 x 1 hour	
Tutorial		9 x 15 minutes
Practical class		2 x 2 hours
Supervised practical class	3 x 2 hours	
Other activity	1 x 6 hour final conference	
Private study	50 hours	
Assessment	80 hours	

Details of private study and independent learning:
Students will be asked to read David Edgerton's book The Rise and Fall of the British Nation 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.

TOTAL study hours for module: 150 hours

Assessment

Assessment components
- 60% Conference paper – 15 minute individual presentation
- 15% Individual seminar contribution
- 15% Individual workshop Contribution
- 10% Presentation plan

Must the student pass all parts of the assessment to pass the module?
No

Methods for providing feedback on assessment
Final written feedback from module leader via Tabula; written feedback via Tabula on 500 word presentation plan; ongoing tutorial and class feedback from module leader; peer feedback in workshops and final conference.

Deadline
Latest deadline 2 July 2021

FAREWELL TO ARMS? WAR IN MODERN EUROPEAN HISTORY (1815-2015)

Module duration
> 2 weeks
> 21 June – 2 July 2021

Department: History

Module leader: [Dr Pierre Purseigle](#)

Level: Suitable for 2nd year students

Credit value: 15 CATS (6 Monash credit points)

Monash credit assessment: Elective in Major: count toward History, International Studies **or** General Elective

Advising notes: Monash students recommended to have completed one year of relevant study

Module description

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

Principal module aims
> 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.

Outline syllabus
> 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.

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).

Skills, competencies, and attributes

Subject specific skills
- 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

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 a second-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.

Research element description

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

Interdisciplinary description

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 description

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.

Learning hours breakdown

	Required
Lecture	1 x 2 hours
Seminar	4 x 2 hours
Practical class	2 x 2 hours
External visit	3 x 3 hours
Private study	119 hours
Assessment	44 hours

Details of private study and independent learning:
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 study hours for module: 150 hours

Assessment

Assessment components
- 30% Group presentation 1 - 20 minutes
- 30% Group presentation 2 - 20 minutes
- 30% Group debate – 20 minutes (marked individually)
- 10% Individual seminar contribution – 10 minutes

Must the student pass all parts of the assessment to pass the module?
No

Methods for providing feedback on assessment
Feedback will be provided in writing. Further oral feedback and clarification will be provided upon request.

Deadline
Latest deadline 2 July 2021

INDIGENOUS NORTH AMERICA

Module duration
    2 weeks
    3 - 14 May 2021

Department: History

Module leader: [Prof Tim Lockley](#)

Level: Suitable for 2nd year students

Credit value: 15 CATS (6 Monash credit points)

Monash credit assessment: Elective in Major: count toward History, Indigenous Studies, International Studies **or** General Elective

Advising notes: Monash students recommended to have completed one year of relevant study

Module description

Introductory description
    This module will explore the experience of indigenous North Americans from c.1600 to the present.

Principal module aims
    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 19thC); the fight for civil rights in the 20thC (e.g. the American Indian Movement) and modern-day issues facing indigenous communities (such as continued economic and political marginalisation, alcoholism, and lack of representation).

Outline syllabus
    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 19thC); the fight for civil rights in the 20thC (e.g. the American Indian Movement) and modern-day issues facing indigenous communities (such as continued economic and political marginalisation, alcoholism, and lack of representation).

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

Skills, competencies, and attributes

Subject specific skills
- 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.

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 a second-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.

Interdisciplinary description
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 description
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.

Learning hours breakdown

	Required
Lecture	2 x 1 hour
Seminar	4 x 2 hours
Practical class	3 x 2 hours
Other activity: Film screening	1 x 2 hours
Private study	88 hours
Assessment	8 hours

Details of private study and independent learning:
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 study hours for module: 150 hours

Assessment

Assessment components
- 30% Group presentation 1 - 20 minutes
- 30% Group presentation 2 - 20 minutes
- 30% Group presentation 3 - 20 minutes
- 10% Individual seminar contribution - 10 minutes

Must the student pass all parts of the assessment to pass the module?
No

Methods for providing feedback on assessment
Written feedback provided via Tabula; optional oral feedback in office hours. Peer feedback on presentations.

Deadline
Latest deadline 14 May 2021

VENICE IN THE RENAISSANCE

Module duration
    2 weeks
    21 June - 2 July 2021

Department: History

Module leader: Dr Rosa Salzberg

Level: Suitable for 2nd year students

Credit value: 15 CATS (6 Monash credit points)

Monash credit assessment: Elective in Major: count toward History, International Studies **or** General Elective

Advising notes: Monash students recommended to have completed one year of relevant study

Module description

Introductory description
    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.

Principal 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.

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)

Skills, competencies, and attributes

Subject specific skills
- 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.
- To understand how the history of Venice can be accessed through a diverse range of textual, visual, and material sources
- To analyse and compare different types of sources, and enhance their ability to develop a historical argument.
- To engage with historiographical debates and think about the history and legacy of different historical concepts.
- To encourage independent research, historiographical engagement, and the development of critical analysis.

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 a second-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.

Interdisciplinary description
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 description
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.

Learning hours breakdown

	Required
Seminar	5 x 2 hours
External visit	5 x 2 hours
Private study	80 hours
Assessment	50 hours

Details of private study and independent learning:
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 study hours for module: 150 hours

Assessment

Assessment components
- 10% Seminar contribution
- 30% Analysis of primary source essay
- 60% Reflective essay

Must the student pass all parts of the assessment to pass the module?
    No

Methods for providing feedback on assessment
    Feedback provided in writing via Tabula. Further oral feedback and clarification will be provided upon request.

Deadline
    Latest deadline 2 July 2021

ACHIEVING SUSTAINABILITY: POTENTIALS AND BARRIERS

Module duration
>3 weeks
>7 - 25 June 2021

Department: Global Sustainable Development

Module leader: Dr Maria Gavris

Level: Suitable for 2nd year students

Credit value: 15 CATS (6 Monash credit points)

Monash credit assessment: Major; Count toward the International Studies specialisation in the Bachelor of Global Studies **or** General Elective

Advising notes: Monash students recommended to have completed one year of relevant study

Module description

Introductory description
>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.

Principal module aims
>The aim of this module is to explore sustainability and sustainable development from a variety of cross-disciplinary perspectives, with a focus 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 doing so, it will provide a variety of sources of knowledge that will allow students to make connections between their own experiences and the theme of sustainability, and also to gain a multifaceted understanding of the topic.

>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
>The module will introduce the UN Sustainable Development Goals and provide an overview of the four pillars of sustainability: economic, social, environmental and governance, plus the interactions between them. 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:
  o What is sustainability?
  o The Sustainable Development Goals
  o Unsustainability: some causes and possible cures
  o The Economic Pillar of Sustainable Development;
- Week 2:
  o The Environmental Pillar of Sustainable Development
  o The Social Pillar of Sustainable Development
  o Good Governance as a necessary fourth pillar of Sustainable Development.

Skills, competencies, and attributes

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.

Research element description
A 2,500 word essay

Interdisciplinary description
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 description
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.

Learning hours breakdown

	Required
Seminar	6 x 2 hours
Tutorial	1 x 1 hour
Project Supervision	1 x 1 hour
Online learning (independent)	3 x 2 hours
Private study	75 hours
Assessment	55 hours

Details of private study and independent learning:
W/c 31 May: Preparatory and background readings (35 hours independent learning)
W/c 7 June: Readings for seminars/workshops, contributions to online discussion boards (20 hours) + writing reflective piece (counted in assessment hours)
W/c 14 June: Readings for seminars/workshops, contributions to online discussion boards (20 hours) + writing reflective piece (counted in assessment hours)
W/c 21 June: Essay writing (counted in assessment hours).

TOTAL study hours for module: 150 hours

Assessment

Title	Type	Length	Weight	Final chronological	Eligible for self-certification
Essay on sustainability	Essay	2500 words	70%	Yes	Yes (extension)
Student preparation and completion time (hours)	40				
Description	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.				
Reassessment component is the same					

Description	A reflective piece which will enable students to make connections between the themes of the module and their own experiences.
Reassessment component is the same	

Assessment components
- 70% Essay
- 30% Reflective piece

Must the student pass all parts of the assessment to pass the module?
    Yes

Methods for providing feedback on assessment
    Detailed feedback for written assignments will be provided via Tabula.

Deadline
- 70% Essay (2,500 words): 18 June 2021
- 30% Reflective piece (1,000 words): w/c 5 October 2021

A SUSTAINABLE SERENISSIMA: WATER, FIRE, AND THE FUTURE OF VENICE

Module duration
> 3 weeks:
> - Preparatory reading: 31 May - 6 June 2021
> - Teaching period: 7 - 18 June 2021

Department: Liberal Arts

Module leader: [Dr Bryan Brazeau](#)

Level: Suitable for 3rd year students

Credit value: 15 CATS (6 Monash credit points)

Monash credit assessment: Major; Count toward the International Studies specialisation in the Bachelor of Global Studies **or** General Elective

Advising notes: Monash students recommended to have completed two years of relevant study

Module description

Introductory description
> This is an optional module for the BA Liberal Arts, and for the GSD BASc Global Sustainable Development degrees; it will be available to undergraduates across the University, but students from SCFS will have priority. As part of Warwick AISP, it will be available to students from Warwick and Monash.

Principal 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
> The module's structure is based on the three pillars of sustainability. Social and historical aspects, contemporary environmental and economic issues, and 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
> - Fr. 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
Fr. A New Atlantis: Rebuilding For A Sustainable Future? (Fondazione Cini, Arsenale) / —Conclusions

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.

Module costs
No costs to students, though two books will be recommended for purchase.

Skills, competencies, and attributes

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 an intermediate-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.

Research element description

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

Interdisciplinary description

This is 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 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 description

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.

Learning hours breakdown

	Required
Lecture	6 x 1 hour
Seminar	10 x 1 hour
Tutorial	3 x 1 hour
Project Supervision	1 x 1 hour
Private study	76.5 hours
Assessment	53.5 hours

Details of private study and independent learning:
- Week 1 – Preparatory and background readings, online quiz (30 hours independent learning)
- Week 2 – Readings for daily sessions and collaborative group work (20 hours independent learning)
- Week 3 – Readings for daily sessions and collaborative group work (26.5 hours independent learning)
- Post teaching - Final assessment (covered in the assessment hours) (47 hours of total work expected for 3,500-word research essay or policy proposal, factored into assessment hours)

TOTAL study hours for module: 150 hours

Assessment

Assessment components

Title	Type	Length	Weight	Final chronological	Eligible for self-certification
Online Test (Take-Home)	Take-home examination	30 minutes	35%	No	No
Student preparation and completion time (hours)	6.5				
Description	Online test in week one to ensure comprehension and critical thinking around set background readings in week 1.				
Reassessment component is the same					

Title	Type	Length	Weight	Final chronological	Eligible for self-certification
Research Project or Policy Proposal	Project - Individual	3500 words	65%	Yes	Yes (extension)
Student preparation and completion time (hours)	47				
Description	This is the final (and main) piece of assessment in this module. It asks students to devise a research project for an essay of their chosen interdisciplinary topic, or to draft a policy proposal informed by research. The projects will be discussed with the module convenor in group sessions on Monday of Week 4. As this module version is for Monash students and students who intend to carry the credit into their final year at Warwick, this assessment will be due in early October of the academic year following the June teaching.				
Reassessment component is the same					

Must the student pass all parts of the assessment to pass the module?
    Yes

Methods for providing feedback on assessment
    Detailed feedback for written assignments will be provided via Tabula. Feedback on test will be provided on Moodle.

Deadline
- Online test: 4 June 2021
- Research project/ policy proposal: w/c 5 October 2021

NATURE AND MODERNITY IN LATIN AMERICA

Module duration
>   3 weeks, comprising:
>   - 1 week self-study and preparation
>   - 2 weeks of teaching activities
>   - Dates: 7-25 June 2021

Department: School of Modern Languages and Culture

Module leader: [Dr Michela Coletta](#)

Level: Suitable for 3rd year students

Credit value: 15 CATS (6 Monash credit points)

Monash credit assessment: Elective in Major: count toward Spanish and Latin American Studies **or** General Elective

Advising notes: Monash students recommended to have completed two years of relevant study

Module description

Introductory description
>   Climate breakdown and the prospect of a post-nature world where human beings have irreversibly transformed their environment are correlated to the cultural and economic model of western modernity. So, while we think of progress, development and growth as incremental global processes that continue to expand to other regions and continents, we are called to question their significance: is modernity as we know it reconcilable with the future of the earth? Latin America stands in a unique place in relation to this question: as a region colonised by European powers, its natural resources were exploited to produce the wealth that made Europe the centre of the modern world. After gaining independence, its own modernity has continued to be hindered by the history of exploitation of its nature and people. What does it mean to be modern in Latin America, where development, democracy and social justice are undermined by continued exploitation in the name of global modernity? What can we learn about modernity and its contradictions from Latin America? And how have Latin Americans made sense of and responded to the notion that modernity is based on the domination of nature in the name of progress? This module explores these questions in relation to four main themes: 1) representations of new colonialism and extractivism in contemporary Latin American film; 2) visual reconstructions in twentieth-century visual arts of ideas of gender and race in relation to Latin American nature and its peoples; 3) recent recuperations of indigenous understandings of nature-human relations especially through storytelling in the Amazon; 4) current Latin American alternatives to the idea of modernity as endless development such as the notion of buen vivir, or what it means to live well. Students will be encouraged to use a variety of primary materials: film, visual arts and photography, short story and the essay of ideas. Countries include Cuba, Mexico, Bolivia, Colombia and Brazil. The module will be most suitable to students with an interest in one or more of the following areas: the literature and culture of the Hispanic world, twentieth-century and contemporary Latin America, ecology, post-colonialism and neo-colonialism, environmental history, environmental movements and ideas, global modernity, the politics of nature. All primary texts are also available in English.

Principal module aims
>   - A deep understanding of the relationship between ideas of nature and ideas of the modern in postcolonial Latin America drawn from different areas of the discipline
>   - An ability to analyse complex literary texts and other cultural output, making use of scholarship

- An ability to construct a cogent and original argument firmly anchored in the analysis of primary material

Outline syllabus

PRIMARY TEXTS: (note that no knowledge of Spanish is required as all primary texts are available in translation)

Films: También la lluvia (Even the rain, Icíar Bollaín, 2010) and Birdwatchers (Marco Bechis, 2008) [available via tutor]

Visual arts: artists include Ana Mendieta (Cuba, 1948-1985), Teresa Margolles (Mexico, 1963-) and photographer Sebastião Salgado (Brazil, 1944-) [available via tutor/online]

Short stories: Juan Carlos Galeano, Cuentos amazónicos, 2014 (Folktales of the Amazon) [available via tutor/library]

Essays of ideas: authors include Arturo Escobar (Colombia, 1952-) and Eduardo Gudynas (Uruguay, 1960-) [available via tutor]

Session 1:
Part I: Introduction to the module
Part II: Plenary discussion

Session 2:
Part 1: Introduction to using different types of visual and literary source material
Discussion: Key terms 'nature' and 'modernity'
READING: E. Dussel, 'Eurocentrism and Modernity (Introduction to the Frankfurt Lectures)', boundary 2, 20:3, The Postmodernism Debate in Latin America (Autumn 1993), pp. 65-76.
DISCUSSION QUESTION: Is modernity violent?

Session 3:
Part I: Lecture 1 "New colonialism and extractivism"
Part II: Discussion
PRIMARY MATERIAL: También la lluvia (Even the rain, Icíar Bollaín, 2010)
SECONDARY MATERIAL: Ania Loomba, Colonialism/Postcolonialism, chapters 1 and 2
DISCUSSION QUESTION: In what ways can we analyse También la lluvia through the categories of 'post-colonial', 'neo-colonial' and 'coloniality'?

Session 4:
Part I: GROUP presentations: También la lluvia and Birdwatchers
Part II: Discussion
PRIMARY MATERIAL: Birdwatchers (Marco Bechis, 2008)
SECONDARY MATERIAL: J.R. Aparicio and M. Blaser 'The "Lettered City" and the Insurrection of Subjugated Knowledges in Latin America', Anthropological Quarterly, 81:1 (Winter, 2008), pp. 59-94.
DISCUSSION QUESTION: What is the relationship between knowledge and modernity?

Session 5
Part I: Lecture 2 "Ecologies of race, gender and violence"
Part II: Discussion
PRIMARY MATERIAL: images provided by tutor
SECONDARY MATERIAL: Ana Mendieta: Decolonized Feminist and Artist, Berkeley Arts + Design (2017): https://www.youtube.com/watch?v=nVk4UBA6HGQ.
DISCUSSION QUESTION: In what ways can we analyse the relationship between notions of 'nature' and the 'body'?

Session 6:
Part I: GROUPpresentations: Ana Mendieta / Teresa Margolles / Alvaro Enciso / Sebastião Salgado (if you are interested in presenting on an artist not listed here, please consult with your tutor)

Part II: Lecture 3 "Nature and indigeneity in the Amazon"
PRIMARY MATERIAL: The Salt of the Earth (Wim Wender & Juliano Ribeiro Salgado, 2014)
SECONDARY MATERIAL: Afro-Colombian Activist Francia Márquez, 2018 Goldman Prize Winner, on Stopping Illegal Gold Mining, Democracy Now! (18 May 2018):
https://www.democracynow.org/2018/5/18/afro_colombian_activist_francia_marquez_2018

Session 7:
Part I: GROUP presentations: Juan Carlos Galeano
Part II: Discussion
PRIMARY MATERIAL: Juan Carlos Galeano, selected stories (provided by tutor)
SECONDARY MATERIAL: J. Adamson and J.C. Galeano, with illustrations by Solmi Angarita, 'Why Bears, Yakumama (Mother of All Water Beings), and Other Transformational Beings Are (Still) Good to Think', in S. Monani and J. Adamson (eds), Ecocriticism and Indigenous Studies: Conversations from Earth to Cosmos (Routledge, 2017), pp. 223-240.
DISCUSSION QUESTION: In what ways does the inclusion of the more-than-human affect the modern discourse?

Session 8:
Part I: Lecture 4 "Alternative (to) modernity?"
Part II: GROUP presentations: essay of ideas
PRIMARY MATERIAL: E. Gudynas, 'Buen Vivir: Today's tomorrow', Development, 2011, 54:4, pp. 441–447.
SECONDARY MATERIAL: Rosi Braidotti, 'Posthuman Knowledge', lecture at Harvard GSD (13 March 2019): https://www.youtube.com/watch?v=0CewnVzOg5w.

Session 9:
Essay-writing workshop

Session 10
Part 1: conclusions
Part 2: plenary discussion

Indicative reading list
General:
Acton, Mary, Learning to Look at Paintings (London: Routledge, 1997).
Alonso, C., The Burden of Modernity: The Rhetoric of Cultural Discourse in Latin America (New York: Oxford University Press, 1998).
Balfour, Sebastian, The End of the Spanish Empire, 1898-1923 (Oxford; New York: Clarendon Press, 1997).
Bayly, C.A., Birth of the Modern World 1780–1914: Global Connections and Comparisons (Maiden, MA and Oxford: Blackwell, 2004).
Carey, M., 'Latin American environmental history: current trends, interdisciplinary insights, and future directions', Environmental History, 14 (2): 221– 52 (2009).
Chakrabarty, D., 'The climate of history: four theses', Critical Inquiry, 35: 197– 222 (2009).
Devés Valdés, E., El pensamiento latinoamericano en el siglo XX: entre la modernización y la identidad. Del Ariel de Rodó a la CEPAL (1900-1950) (Buenos Aires-Santiago de Chile: Editorial Biblos-Centro de Investigaciones Diego Barros de Arana, 2000).
Franco, Jean, An Introduction to Spanish American Literature (Cambridge: CUP, 1969).
Larraín, Jorge, Identity and Modernity in Latin America (Cambridge: Polity Press, 2000).
Martin, Gerald, Journeys Through the Labyrinth: Latin American Fiction in the Twentieth Century (London: Verso, 1989).
Miller, Nicola, In the Shadow of the State. Intellectuals and the Quest for National Identity in Twentieth-Century Spanish America (London: Verso, 1999).
Miller, Nicola, Reinventing Modernity in Latin America. Intellectuals Imagine the Future, 1900-1930 (New York: Palgrave Macmillan, 2008).
Miller, Shawn, An Environmental History of Latin America (CUP, 2007).

Skidmore, Thomas and Peter H. Smith, *Modern Latin America* (Oxford Paperback, 2001).
Swanson, Philip, *The Companion to Latin American Studies* (London: Hodder Education, 2003).
Williamson, Edwin, *Penguin History of Latin America* (London: Penguin, 2009).

Colonialism and extractivism:
Acosta, Alberto, *La maldición de la abundancia* (Quito: Abya-Yala, 2009). [TUTOR]
Denevan, William, 'The Pristine Myth: The Landscape of the Americas in 1491', *Annals of the Association of American Geography* 82 (Sept. 1992).
Greenblatt, Stephen, *Marvellous Possessions: The Wonder of the New World* (Oxford University Press, 1991).
Escobar, Arturo, *Territories of Difference: Place, Movements, Life, Redes* (DUP, 2008). [LIBRARY E-BOOK]
Munck, R., *Rethinking Latin America: Development, Hegemony and Social Transformation* (Palgrave Macmillan, 2013). [TUTOR]
O'Toole, G. (2014) *Environmental Politics in Latin America and the Caribbean*, Introduction (Liverpool: University of Liverpool Press, 2014).

Latin American visual arts:
Ades, Dawn, *Art in Latin America: The Modern Era, 1820-1980* (New Haven, Conn.; London: Yale University Press, 1989).
Ana Mendieta: Decolonized Feminist and Artist, lecture by Laura Pérez at U. of Berkley, 2017:
https://www.youtube.com/watch?v=nVk4UBA6HGQ
Baddeley, Oriana and Valerie Fraser, *Drawing the Line: Art and Cultural Identity in Contemporary Latin America* (London: Verso, 1989).
Lucy-Smith, Edward, *Latin American Art of the Twentieth Century* (Thames and Hudson, 1993).
Sullivan, Edward J., *Latin American Art in the Twentieth Century* (London: Phaidon Press, 1996).
Tarver, Gina McDaniel, *Issues of Otherness and Identity in the Works of Izquierdo, Kahlo, Artaud, and Breton* (Albuquerque, N.M.: University of New Mexico, 1996).
Salgado, Sebastião, *The Silent Drama of photography*:
https://www.ted.com/talks/sebastiao_salgado_the_silent_drama_of_photography
Salgado, Sebastiâo, *A Gallery of Spectacular Photography*: https://ideas.ted.com/sebastiao-salgado-a-gallery-of-spectacular-photographs/
Wenders, Wim and Juliano Ribeiro Salgado, *Le sel de la terre* (*The Salt of the Earth*, 2015).

Ecology and ecocritical literature (Juan Carlos Galeano):
Adamson, Joni and Salma Monani, *Ecocriticism and Indigenous Studies: Conversations from Earth to Cosmos* (Routledge, 2016). [LIBRARY - TUTOR]
Anderson, Mark and Zelia Bora (eds.), *Ecological Crisis and Cultural Representation in Latin America: Ecocritical Perspectives on Art, Film, and Literature* (Lexington Books, 2016).
Barbas Rhoden, Laura, *Ecological Imaginations in Latin American Fiction* (UP of Florida, 2011).
Clarck, Timothy, *Ecocriticism on the Edge: The Anthropocene as a Threshold Concept* (Bloomsbury, 2015). [LIBRARY - ONLINE READ]
Cronon, William, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (Hill & Wang, 1983).
Crosby, A.W., *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Greenwood Press, 1972).
DeVries, S.M., *A History of Ecology and Environmentalism in Spanish American Literature* (Bucknell University Press, 2013).
Galeano, Juan Carlos, *Cuentos amazónicos* (Editorial Paraíso Perdido, 2007 / Tierra Nueva, 2014). [TUTOR]
— *Yakumama (and other Mythical Beings)*, trans. J. Kimbrell and R. Morgan (Tierra Nueva, 2014). [LIBRARY]
Marcone, Jorge, 'Jungle Fever: The Ecology of Disillusion in Spanish American Literature', *Encuentros*, November 2007, N. 58, Inter-American Development Bank Cultural Center [Available at: http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=1774474]. [ONLINE]
Suárez Araúz, Nicomedes (ed.), *Literary Amazonia: Modern Writing by Amazonian Authors* (University Press of Florida, 2004).

Rivera-Barnes, Beatriz and Jerry Hoeg, Reading and Writing the Latin American Landscape (Palgrave MacMillan, 2009). [TUTOR - PDF]

Slovic, Scott et al. (eds.), Ecocriticism of the Global South (Lexington Books, 2015). [LIBRARY - EBOOK LOAN]

Tally, Robert and Christine Battista (eds.), Ecocriticism and geocriticism: overlapping territories in environmental and spatial literary studies (Palgrave Macmillan, 2016). [LIBRARY]

Worster, Donald, The Wealth of Nature: Environmental History and the Ecological Imagination (Oxford University Press, 1993).

Wylie, L., Colonial Tropes and Postcolonial Tricks: Rewriting the Tropics in the novela de la selva (Liverpool University Press, 2009).

— 'Introduction', Amazonian Literatures, ed. L. Wylie, Hispanic Issues On Line 16 (Fall 2014): 1–16. [https://cla.umn.edu/hispanic-issues/online]

Wylie, Lesley, 'The Poetics of Plants in Latin American Literature.' Provincialising Nature: Multidisciplinary Approaches to the Politics of the Environment in Latin America, edited by Malayna Raftopoulos and Michela Coletta (London: ILAS, 2016). [LIBRARY - TUTOR]

Modernity after nature in the essay of ideas:

Aparicio, J.R. and M. Blaser, 'The "lettered city" and the insurrection of subjugated knowledges in Latin America', Anthropological Quarterly, 81(1): 59– 94 (2008).

Coletta, Michela and Malayna Raftopoulos (eds.) Provincialising Nature: Multidisciplinary Approaches to the Politics of the Environment in Latin America (London: ILAS, 2016). [LIBRARY - TUTOR]

Boaventura de Sousa Santos (ed.), Cognitive Justice in a Global World: Prudent Knowledges for a Decent Life (Lexington Books: 2007).

Descola, P., Beyond Nature and Culture (University of Chicago Press, 2013).

Dussel, E., 'Europe, modernity, and eurocentrism', Nepantla, 1 (3):465– 78 (2000).

Fatheuer, Thomas, Buen Vivir: A Brief Introduction to Latin America's New Concepts for the Good Life and the Rights of Nature. Trans. John Hayduska (Berlin: Heinrich Böll Foundation, 2011).

Gudynas, E. 'Buen Vivir: today's tomorrow', Development, 54 (4): 441– 7 (2011).

Mignolo, W., Local Histories/Global Designs (Princeton, NJ: Princeton University Press, 2000).

— 'The geopolitics of knowledge and the colonial difference', The South Atlantic Quarterly, 10 (1): 57– 96 (2002).

— 'DELINKING: the rhetoric of modernity, the logic of coloniality and the grammar of de-coloniality', Cultural Studies, 21 (2): 449– 514 (2007).

— The Darker Side of the Renaissance. Literacy, Territoriality, & Colonization, 2nd edition (University of Michigan Press, 2003).

Quijano, A. 'Coloniality of power, ethnocentrism, and Latin America', Nepantla, 1 (3): 533– 80 (2000).

— '"Live well": between "development" and the descoloniality of power', in A.L. Bialakowsky et al. (eds.) Latin American Critical Thought: Theory and Practice (Buenos Aires: CLACSO, 2012).

Skills, competencies, and attributes

Subject specific skills

Critical knowledge and understanding of Latin American modernity and modernisation within the global extractive context; critical knowledge and understanding of the historical, material and symbolic entanglements of the climate crisis in global extractive zones like Latin America; critical and independent reflection on deeper connections between cultural/symbolic understanding and socio-political significance of global modernity.

Transferable skills

- Learning to build and present a reasoned argument through group discussion and interaction
- developing oral presentation skills through individual or small group presentation
- analytical skills through close textual analysis
- critical thinking skills through individual and group reflection
- digital presentation skills through preparation of visual presentation.

Research element description

4000-word research essay: students are encouraged to create their own approach to a variety of topics and are allowed to propose their own essay title.

Interdisciplinary description

Students read philosophical and sociological essays, short stories, watch films and analyse visual arts. They are encouraged to use tools from different areas of knowledge and epistemic approaches in order to develop their own critical and creative reformulations.

International description

Global approach to the study of Latin American modernity from the perspective of resource extraction and the Anthropocene.

Learning hours breakdown

	Required
Lecture	9 x 1 hour
Seminar	9 x 1 hour
Tutorial	1 x 2 hours
Private study	60 hours
Assessment	70 hours

Details of private study and independent learning:
Students will be expected to watch films, read primary material, prepare seminar topics for discussion in class.

TOTAL study hours for module: 150 hours

Assessment

Assessment components
   • 100% Essay – 4,000 words

Must the student pass all parts of the assessment to pass the module?

Yes

Methods for providing feedback on assessment

Students will be given the opportunity to discuss the plan for their assessed essays. Students will also have the option of discussing the feedback on their formative work.

Deadline

12 July 2021

GLOBAL ENVIRONMENT OF BUSINESS

Module duration
> 3 weeks:
> - Prep: 7-11 June 2021
> - Teaching: 14-25 June 2021

Department: Warwick Business School

Module leader: [Dr Fred Dahlmann](#)

Level: Suitable for 2nd year students

Credit value: 15 CATS (6 Monash credit points)

Monash credit assessment: Approved as direct equivalent to MGF2351 - International business **or** General Elective

Advising notes: Monash students recommended to have completed one year of relevant study

Module description

Introductory description
> Students should develop a critical understanding of the major global trends and issues facing business in the 21st century; be able to respond to a challenge-led activity by working on a group-based assignment; develop a variety of transferable CORE and module specific skills.

Principal module aims
> - To develop a critical understanding of the major global trends and issues facing
> - business in the 21st century.
> - To respond to a challenge-led activity by working on a group-based assignment (~'project').
> - To develop a variety of transferable CORE and module specific skills

Outline syllabus
> An indicative syllabus is based on the following lecture titles:
> - Welcome to Global Environment of Business
> - Wicked problems and global mega-challenges
> - Team formation and ideation
> - Design for impact
> - Research and analysis (taught in collaboration with Library Academic Services)
> - Effectuation and stakeholder engagement
> - Project implementation planning - Circular economy
> - Individual assignment details
> - Strategic implementation of the UN SDGs
> - Embedding sustainability in strategy

Indicative reading list
> As this is a fast-evolving subject there is no core text. A Talis Reading List will be created which includes a wide range of reports, datasets, books and articles on the key themes and issues of relevance to this module.
> The following texts are indicative recommendations only and may be subject to change:
> - Business & Sustainable Development Commission (2017). Better Business - Better World. The

    report of the Business & Sustainable Development Commission. January 2017.
    http://report.businesscommission.org/
- Sustainable Development Solutions Network, 2019:
  https://s3.amazonaws.com/sustainabledevelopment.report/2019/2019_sustainable_development_report.pdf
- UN Global Compact & Accenture, 2019: https://www.unglobalcompact.org/news/4481-09-24-2019
- Macondo Foundation 2019: https://www.yumpu.com/en/document/read/62803620/aliging-profit-with-purpose-global-goalsyearbook-2019-

Lecture slides also include a variety of references and links for further reading. Readings include a wide range of reports and assessments provided by consultancies, government agencies, think tanks, and other sources. These are further complemented by topical news articles and other media reports posted live on the module forum page.

Skills, competencies, and attributes

Subject specific skills
- Carry out desk research, analyse and integrate information
- Combine and compare interdisciplinary knowledge
- Be aware of and accept responsibility for the importance and impact of global ecological and social factors shaping the business environment of the 21st century.

Transferable skills
- Work effectively in teams and build interpersonal relations
- Demonstrate project management, teamwork and leadership skills
- Demonstrate written and oral skills for business presentation and communication
- Demonstrate skills of creativity and curiosity
- Practice entrepreneurial thinking skills
- Manage time and prioritise work
- Demonstrate argumentation skills
- Practice critical thinking and informed judgement.

Research element description
    Students will carry out desk research for their group project.

Interdisciplinary description
    The module is designed to provide the students with an understanding of relationships between the different disciplinary areas within business and management. 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 description
    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.

Learning hours breakdown

TBC

TOTAL study hours for module: 150 hours

Assessment

Assessment components
- 70% Individual essay - 2,500 words
- 30% Group Work - 3,000 words

Must the student pass all parts of the assessment to pass the module?
No

Methods for providing feedback on assessment
Against criteria of:
- Comprehension
- Analysis
- Critical evaluation
- Academic writing
- Group presentation

Deadline
- Group: 25 June 2021
- Individual: 9 July 2021