

Arts and Humanities: Interdisciplinary World View

7.1 Module Overview									
Module Number		Module Title	Arts & Humanities: Interdisciplinary World View						
Stage of Principal Programme			1	Semester	2	Duration. <i>(Weeks F/T)</i>	12	ECTS	5
Mandatory / Elective (M/E)	M	Hours of Learner Effort / Week	2.3						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	28			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> Independent reading and learning 					✓	55			
<ul style="list-style-type: none"> Research, preparation and completion of assignment 					✓	42			
Total						125			

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer	A minimum level 9 qualification in any Humanities subject or closely cognate area
Tutor	A minimum level 9 qualification in any Humanities subject or closely cognate area
	Staff - Learner Ratio X:Y
	1:120
	1:20

Assessment Techniques – percentage contribution				
Continuous Assessment	100%	Proctored Exam – in person		Practical Skills Based
Project		Proctored Exam - online		Work Based
Capstone (Y/N)?	N	If Yes, describe		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Understand and relate the frameworks of individual disciplines to a specific topic.	1, 2

2. Engage with subject material using the research skills developed in the <i>Academic and Digital Skills</i> module.	4, 6, 7
3. Compare and evaluate two different subject approaches to a topic.	1, 5, 8

7.3 Indicative Module Content, Organisation and Structure

This module will demonstrate the complementary nature of the different subjects in the Arts & Humanities programme. It will examine a topic from one of the major themes of the programme (climate change or Equality and Diversity or the digital world) from each subject's perspective.

The topic of the module will be different each year and will be determined by the learners in collaboration with the module coordinator. Lectures are used to examine an academic subject's treatment of a chosen topic.

Tutorials are used to examine the theme from a disciplinary perspective and to develop inter-disciplinary discourses around the theme.

This module is fluid in its approach to topics, and will be alert to issues and themes in contemporary culture. This flexibility is core to the module; it is to demonstrate how the Arts and Humanities can provide responses to contemporary experience. Sample Themes could include (for instance): Refugees/Migration, Social Media and Media Environments, Environmental Ethics and Challenges, etc.

The Arts and Humanities Seminar has consistently engaged with themes of intersectionality. Over recent years students have chosen topics such as 'Prejudice', 'Cancel Culture', 'Self and Society', and 'The Power of Propaganda'. In each of those iterations of this module, members of our teaching team have taught texts and ideas that have emerged from a diverse range of socio-cultural contexts. The selection process of reading materials for this module endeavours to achieve a representational balance pertaining to the ethnicity, race, and gender of the authors of prescribed and recommended texts.

7.4 Work-based learning and practice-placement (if applicable)

N/A

7.5 Specific module resources required (if applicable)

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

Discipline lectures will have a two week block to address the chosen topic, or lectures may choose to co-teach over their shared block of weeks. As the module requires a flexible approach to the topics under consideration, instructors on the course will agree a schedule and clearly articulated teaching strategy in advance of the commencement of the module. Any adopted module teaching strategy will aim to foster dialogue between lecturers and learners so as to encourage learning in a coherent but adaptable manner. The module is delivered via lectures and small group seminars. Lectures are used to exam the nature of an academic discipline and the paradigm in which it is framed. Seminars are used to examine a theme from disciplinary perspective and to develop inter-disciplinary discourses around the theme. Different themes are chosen for each iteration of the module and are related to the Programme themes of Equality and diversity, as well as climate change and environmental sustainability. Learners will explore a theme common to all of the disciplines within the degree. The theme of the module will be different each year and will be determined by the learners in collaboration with the module coordinator. Individual discipline lecturers will offer approaches to the chosen topic from a disciplinary perspective, and learners will be invited to respond through class participation and group exercises designed to foster the key Humanities values of collaboration, listening, and discourse. This module is fluid in its approach to topics, and will be alert to issues and themes

in contemporary culture. This flexibility is core to the module; it is to demonstrate how the Arts and Humanities can provide responses to contemporary experience.

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1, 2, 3	A 1000-15000 word essay: the essay allows learners to discuss a theme from the perspective of two subjects they found most interesting. The learners will compare and evaluate what both subjects provide to understanding the theme.	75%
1	Slide show: This assignment allows learners to develop a visual presentation on a theme.	25%

7.8 Sample Assessment Materials

Essay:

A 1,000 word essay comparing how two of the subjects you have studied on this course treat the theme of homelessness.

Slide Show

A slide show looking at how the theme of identity is addressed in the book *Unorthodox*. The slide show should comprise of eight slides, with appropriate images and words to convey your meaning. You should provide a voiceover for each slide.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

To be determined by the individual subject lecturers. **Reading lists should maintain a gender balance in the primary texts.**

Indicative Other Resources:

Leslie, Stevenson ed., *Thirteen Theories of Human Nature* (Oxford: OUP, 2017)