

Programme Specification

1	Awarding body	University of London
2	Teaching Institution	Birkbeck College
3	Programme Title(s)	BA Comparative Literature and Culture BA Comparative Literature and Culture with International Experience BA Comparative Literature and Culture with Foundation Year
4	Programme Code(s)	UUBALITC_C – Three-year full-time mode UBALITCS_C – Four-year part-time mode UBALITCD_C – Six-year part-time mode (transfers only) UUBALTCX_C – Four-year full-time ‘with International Experience’ UUBFLITC_C – Four-year full-time with Foundation Year UBFLITCS_C – Six-year part-time with Foundation Year
5	UCAS code	P902 – Three-year full-time mode P903 – Four-year full-time mode ‘with International Experience’ P904 – Four-year full-time mode with Foundation Year
6	Home Department	Languages, Cultures and Applied Linguistics
7	Exit Award(s)	Dip HE ,Cert HE, Cert CE
8	Duration of Study (number of years)	3 years (for FT mode), 4 years (for PT mode), 4 years for FT ‘with International Experience’, 4 years for FT with Foundation Year, 6 years for PT with Foundation Year
9	Mode of Study	FT x PT x DL
10	Level of Award (FHEQ)	6
11	Other teaching depts or institution	For Foundation Year: English, Theatre and Creative Writing; Film, Media & Cultural Studies; History of Art.
12	Professional, Statutory Regulatory Body(PSRB) details	N/A
13	QAA Benchmark Statement	Languages, Cultures & Societies

14	Programme Rationale & Aims
	<p>For Foundation Year (year zero), see Foundation Year programme specification.</p> <p>BA Comparative Literature and Culture complements, enhances and to some extent completes the portfolio of programmes offered by the Department of Languages, Cultures and Applied Linguistics. We offer a highly successful comparative MA (MA Comparative Literary and Cultural Studies) together with a Comparative Literature MPhil/PhD; so this disciplinary approach is already well established in our department, and there is a clear pathway to higher level study. At BA level, we offer BA Single Honours (one culture and language studied to near native level [Stage 5]); BA Modern Languages (two cultures and</p>

languages studied, one to near native level); and a range of combined programmes with a major or minor language pathway (Language and/with English / Film and Media / Global Politics / History / History of Art / International Law / Journalism / Management and so forth). BA Comparative Literature and Culture allows students to focus on the cultural and literary aspects of our provision, and to approach these through a comparative lens, without necessarily following a language-learning pathway. The programme does, however, offer a flexible range of options in relation to language learning, for students who wish to explore this avenue. For example, students might wish to incorporate a minor language pathway by starting one language ab initio (an option which is currently only available on our programmes combined with other subjects), or they may choose simply to include one or two language modules but not a full pathway. Students of Comparative Literature and Culture who complete a language pathway would have this reflected in their final degree title (e.g. BA Comparative Literature and Culture with French, for a minor pathway, BA Comparative Literature and Culture and Spanish, for a major pathway) – further details on how these awards are mapped out are outlined below under Programme Description.

Comparative Literature is a growing field of study and scholarship (with its own learned associations and journals)¹ – Birkbeck offers a distinctive way of engaging with this subject, via face-to-face evening study, available in three-year full-time, four-year full-time (with International Experience) or four-year part-time modes. The Languages, Cultures and Societies QAA benchmark statement notes (point 2.2. on page 5) ‘the study of languages is [...] inherently intercultural [...] and allows students to understand ideas and events that cross national boundaries, the current and historical relationships between countries [...] it is transnational’² – the Department of Languages, Cultures and Applied Linguistics is for this reason uniquely well placed to offer a programme of comparative literary and cultural studies. This can in fact be covered from our existing provision of research-led teaching, within and across the national boundaries of the different cultures covered in the department (French, German, Italian, Japanese, Portuguese, Spanish and Latin American), focusing on literature, thought, cultural history, film and visual culture. We already offer a number of team-taught comparative cross-cultural modules, including, for example: ‘Understanding Culture: Language and Texts’ (Level 4); ‘Reading Transnational Cultures’ (Levels 4 & 5); ‘Culture and Crisis’ (Levels 4 and 5); ‘Film & Politics’ (Levels 5 and 6); ‘Representations of Love, Desire and Sexuality’ (Levels 5 & 6); ‘Stories of the Self’ (Levels 5 & 6) ‘Post-War: Key Themes in Comparative European History since 1945’ (Levels 5 & 6). ‘Understanding Culture’ and ‘Reading Transnational Cultures’ would be compulsory first-year modules, and CLC students would need to take a minimum of 30 credits at each level from the range of comparative culture modules offered, as well as a compulsory final-year ‘Dissertation in Cultures and Languages’. Additionally, many of our modules focusing on a single culture (French studies, German studies, Italian, Japanese, Spanish, Portuguese and Latin American studies, etc.) are taught in translation and through the medium of English and would therefore be available to students on the Comparative Literature and Culture programme – many of these modules explore other comparative approaches, for example: literary adaptation across media (‘Novel Adaptations: Text, Illustration, Film’); relationships between text and image (‘Reading the Signs: Text and Image in French Culture’, ‘Diderot

¹ A useful summary of the emergence of this discipline within the British university context was published last year: Joep Leerssen, *Comparative Literature in Britain: National Identities, Transnational Dynamics 1800-2000* (Legenda, 2019).

² https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-languages-cultures-and-societies.pdf?sfvrsn=4ce2cb81_4

and the *Tableau*'), and various other types of encounter between literature and visual culture, such as: 'Contemporary Latin American Art and Literature', 'Gender and Feminism in Brazilian and Portuguese Visual Culture', 'Manga and Anime'). Our provision does not only focus on cultural production centred on Europe, but also embraces a more global perspective, in the expanding fields of Japan and East Asia, a significant number of modules focusing on Latin America, and the potential to develop the francophone dimension of French Studies.

In this programme, we aim to:

1. Offer a broad and balanced degree programme in the evening that enables students to engage in the comparative study of a number of aspects of the different cultures we cover, and to develop their intercultural awareness more generally.
2. Provide access to learning and curricula appropriate for students with a range of traditional and non-traditional educational backgrounds, including a large number from abroad who are now resident in the UK.
3. Enable our students to develop independent critical thinking and judgment.
4. Develop a range of subject-specific and transferable skills, particularly conceptual, analytical, and communication skills, including the ability to write lucid, logical, and well-structured prose in English (and the chosen target language(s), where the option of language learning as part of the programme has been taken up). Develop the ability to read and analyse literary texts and other cultural artefacts from different periods, and to identify connections across different geographic and temporal boundaries. To these should be added appropriate IT skills and confidence to engage with evolving media.
5. Comparative Literature & Culture foregrounds method and approach by its very nature, so studying this programme promotes an enhanced self-awareness and reflective stance vis-a-vis defining the object of study, and questions of 'what it means to study comparatively'.

Further distinctive features:

1. We are particularly well-known for the strength of our language teaching provision, so the option of including a certain number of language modules or even a major or minor language pathway is an important aspect of the programme, while retaining more flexibility than is possible for other language-focused programmes such as Modern Languages.
2. If they meet the language requirement (see below), students will be able to work or study in a country in which one of the languages they are studying is spoken either for a term, as an optional part of the three-year full-time degree, or for a year as part of the four-year full-time BA Comparative Literature and Culture with International Experience, in order to provide them with an opportunity to develop their language skills and their knowledge of another culture, as well as to acquire a range of transferable personal, academic and employability skills.
3. Students will be able to choose 60 credits from outside the Department's provision and so will have the opportunity of opting for some of the modules focusing on transnational dynamics in other Departments in the School of Arts, where this is emerging as an exciting and dynamic new area of growth.

	<p>Students who opt to include language learning as part of their Comparative Literature & Culture trajectory, may enrol on the four-year full-time ‘with International Experience’ programme, if they are able to reach language Stage 3 by the end of their second year. Students on the four-year full-time ‘with International Experience’ programme, will spend a year of study (normally the third year) in a country in which the language they are studying is spoken. Please note: students must make satisfactory progress during year 1 and 2 of their degree to be eligible for a Year Abroad. Additionally, the non-UK partner institution may set its own entrance criteria, including, but not limited to, academic criteria, language requirements and visa requirements. In instances where a student does not meet the eligibility criteria for an approved Year Abroad, their registration may be transferred to the BA Comparative Literature and Culture programme without the ‘with International Experience’ designation.</p>
15	<p>Entry Criteria</p>
	<p>For Foundation Year (year zero), see Foundation Year programme specification.</p> <p>We welcome applicants without traditional entry qualifications as we base decisions on our own assessment of qualifications, knowledge and previous work experience. We may waive formal entry requirements based on judgement of academic potential.</p> <p>If you wish to study French, German, Italian, Japanese or Spanish, this programme is suitable for all language entry levels, from beginners' to proficiency, including native speaker level.</p> <p>UCAS TARIFF POINTS: 96 - 128</p> <p>The UCAS tariff score is applicable if applicants have recently studied a qualification that has a UCAS tariff equivalence.</p> <p>INTERNATIONAL ENTRY REQUIREMENTS</p> <p>If English is not your first language or you have not previously studied in English, our usual requirement is the equivalent of an International English Language Testing System (IELTS Academic Test) score of 6.5, with not less than 6.0 in each of the sub-tests.</p> <p>For the BA Language Comparative Literature and Culture with International Experience, please be aware that international students who require a Tier 4 visa will initially be provided with a CAS to study for the first two years of your course whilst at Birkbeck. During your third year of study at an institution abroad, you will be required to obtain a visa for that specific country. When you return to the UK to complete your fourth year, Birkbeck will issue you with a second CAS so that you can apply for another Tier 4 visa for your final year. You will therefore need to make a total of three visa applications – two for Birkbeck and one for the institution abroad.</p>
16	<p>Learning Outcomes</p>
	<p>For Foundation Year (year zero), see Foundation Year programme specification.</p> <p>On successful completion of the BA Comparative Literature and Culture programme, a student will be expected to have:</p> <ol style="list-style-type: none"> 1. Gained a wider and deeper knowledge of the literature, thought, and history of several different cultures, and developed their intercultural awareness as a result.

2. Gained critical skills in the close reading and analysis of literary texts and other cultural artefacts (such as films or the visual arts) from different periods, and be able to identify relevant connections across different geographic and temporal boundaries.
3. Developed skills of independent critical thinking and judgment.
4. Developed the ability to write analytically and the ability to write lucid, logical, and well-structured prose in English.
5. Become acquainted with current and recent critical theories relevant to the study of comparative literature and culture and learned to apply them as critical tools.
6. Developed research skills, including the ability to gather, sift and organise material independently and critically and to present it in the form of an essay, commentary, presentation or other written form.
7. Gained bibliographical skills including accurate citation of sources and consistent use of conventions in the presentation of scholarly work.

The following sections provide an outline of the learning outcomes for the optional language modules that students may choose to study as part of their programme (either individually or as a pathway):

French, German, Italian Portuguese, Spanish:

A. Use of the target language

1. Our French, German, Italian, Portuguese and Spanish language courses have been mapped to the Common European Framework of Reference for Languages (CEFR) as follows:

Stage 1 A1-A2

Stage 2 B1

Stage 3 B2

Stage 4 C1

Stage 5 C1/C2

The aims and objectives for each of these stages can be found in each corresponding module proposal.

2. Communicate fluently and appropriately, maintaining a high degree of grammatical accuracy, in the target language (TL), with competent or native speakers of the TL, to a level approximately equivalent to CEFR level B2 to C2, depending on starting level.

3. Be able to exploit for a variety of purposes and, as appropriate, to contextualise a broad range of materials in written or spoken TL appropriate to the level attained.

4. Be able to apply effectively and appropriately language skills in a professional context.

B. Explicit knowledge of language

5. Demonstrate a detailed knowledge and effective understanding of the structures, registers and, as appropriate, varieties of TL.

6. Demonstrate a detailed knowledge and effective understanding of the linguistic principles required to analyse TL. (This aim applies to certain modules only.)

C. Knowledge of related studies

7. Demonstrate an ability critically to evaluate through appropriate methodologies one or more aspects of the arts, cultures, histories, institutions or linguistic situation of the societies in which TL is spoken.

8. Demonstrate a broad knowledge and, using appropriate methodologies, a critical understanding of the cultures and societies of countries in which TL is spoken gained through one or more of the creative media of TL.

D. Intercultural awareness and understanding

9. Demonstrate a reasoned awareness and critical understanding of one or more cultures and societies, other than the student's own.

Japanese:

A. Use of the target language

1. With a focus especially on advancing students' reception skills, to demonstrate experience at comprehending Japanese at natural speed using audio-visual materials; to use original texts from a variety of sources and subject fields to develop their reading techniques including scanning and skimming for key information, reading extended paragraphs and complex sentences, and in-depth reading; to sustain complex conversations in social, cultural, and business situations using appropriate speech forms and politeness registers; to begin to acquire academic-level verbal communication skills, including participation in discussions, and preparing and delivering presentations; to write substantial reports and short essays based on texts read and discussed in class, using their knowledge of between 800-1,000 *kanji* characters and of appropriate compositional structure.

2. Demonstrate cultural sensitivity in communicative exchanges in Japanese.

Demonstrate a critical understanding of the key moments and concepts in the cultural/social history of modern Japan.

B. Intellectual

3. Demonstrate a critical understanding of the key moments and concepts in the cultural/social history of modern Japan.

4. Identify and describe problems and to devise effective strategies for their resolution.

5. Demonstrate a reasoned awareness and critical understanding.

C. Practical

See 'use of target language', plus the following:

6. Gather, process and evaluate critically information from a variety of paper, audio-visual and electronic sources.

7. Use IT effectively, both as a means of communication and as an aid to learning.

D. Personal and Social

8. Communicate information, ideas and arguments cogently and coherently both orally and in writing with due regard to the target audience.

9. Be responsive to the discipline of working with others and to work effectively as part of a team.

10. Be an effective and self-aware independent learner.

17	<p>Learning, teaching and assessment methods</p> <p>For Foundation Year (year zero), see Foundation Year programme specification.</p> <p>French, German, Italian, Portuguese, Spanish ‘content’ modules, comparative culture modules and language learning modules:</p> <p>Learning and teaching methods vary between Language modules, ‘Comparative Culture’ and ‘Content’ modules, but in all cases the programme builds on tried and tested methods, and the collective experience and expertise deployed in existing modules within the Languages departments.</p> <p>Classes (90 minutes) adopt a mixed-mode delivery, part lecture, part student activity either singly or in small groups, part open discussion. The range of methods deployed is effective in retaining students’ attention after a day’s work. Varied use is made of the full range of available support materials and technologies, including Moodle. Supervised group and pair-work and short student presentations serve to vary the pace of classroom activity. Presentations also offer the opportunity for formative feedback, and may be used to prepare a written assignment.</p> <p>Comparative culture modules are taught in English using English translations. A large number of modules focused on a single culture are similarly available to students who are not studying the associated language (see details of available modules under ‘Programme Description’ below). A certain number of optional modules in each language area are taught in the target language where the relevant set texts must be read in the target language – CLC students may choose some of these modules if they have the required language level, but they can opt not to.</p> <p>Classes for language modules (if included in the student’s profile) are up to 3 hours long. Activities are varied; the languages departments pioneered the use of learning software for languages, and have now extended this to Moodle, which allows access to additional targeted language learning materials. Regular homework is given and returned to students, with extensive feedback, usually within a week. The assessment pattern is varied for language modules and will usually include coursework, a written examination, an oral exam and a listening comprehension.</p> <p>Assessment for ‘content’ modules is via substantial end-of-term assignments, which foster independent learning and the developing of appropriate research skills. Some modules also have in-class tests and/or assessed presentations, critical reviews or bibliographies or similar.</p> <p>Japanese:</p> <p>Learning and teaching methods vary between Language modules and ‘Content’ modules, but in all cases the programme builds on tried and tested methods, and the collective experience and expertise deployed in existing modules within the Languages departments. Learning, teaching, and assessment methods in Japanese include:</p> <ul style="list-style-type: none"> • Lectures and presentation of knowledge aim to fulfil the intellectual aims of "knowledge and understanding of what is involved in the study of the field". In some cases, for example, Japanese cinema courses lecturing may form a small proportion of the class time. Students' understanding of the lecture/presentation material is
----	--

	<p>reinforced by interactive discussion. This suits the mature student body, whose life experience and cultural background is a resource in the learning process.</p> <ul style="list-style-type: none"> • Small group work is designed to allow students to undertake focused tasks in a supportive environment and to develop their creative, analytical, communication and interpersonal skills, as appropriate; • Discussion group work is designed to develop students critical and analytical, presentation and communication skills; • Tutorials, typically on a one-to-one basis, develop student skills in presenting and discussing ideas; • Language classes all employ a task-driven syllabus, which serves to promote the four language skills (listening, speaking, reading, and writing). Students will be exposed to a variety of authentic materials (including written and audio/visual texts), and develop competency through a range of activities and exercises including individual, pair, and group work. <p>Study abroad:</p> <p>Students taking modules at one of partner institutions will be assessed according to the methods employed at those institutions. Students not based at a university during their time abroad will be expected to submit work to Birkbeck in order to gain credits, including essays and a learning diary. All students may be required to take an oral exam on their return.</p>
--	--

18	<p>Programme Description</p> <p>For Foundation Year (year zero), see Foundation Year programme specification.</p> <p>All students on all versions of the programme will take in their first-year a compulsory, zero-weighted study skills module, called ‘Doing Cultures and Languages’.</p> <p>Three-year full-time and four-year part-time modes:</p> <p>All students, whether full-time or part-time, take 120 credits at each of Levels 4, 5 and 6. Full-time students therefore take Level 4 modules in Year One, Level 5 modules in Year Two and Level 6 modules in Year Three, whereas part-time students take 30 credits of Level 4 in Year Two and 30 credits of Level 6 in Year Three (of four).</p> <p>All CLC students must take at least 30 credits of ‘comparative culture’ modules at each level of study, so a minimum of 90 credits overall, but they can take more if they choose.</p> <p>‘Understanding Culture’ and ‘Reading Transnational Cultures’ (both already existing modules at Level 4) are compulsory Year 1 modules for CLC students.</p> <p>All CLC students must take the compulsory (but not core) 30-credit Level 6 ‘Dissertation in Cultures and Languages’ module in their final year.</p> <p>CLC students may take up to one language module a year, and may choose to study more than one language over the course of their programme. They may follow a pathway of language modules but are not required to.</p> <p>Students may choose the remainder of their credits from a large range of content and comparative modules available within the Department’s provision, including a substantial</p>
----	--

number focusing on comparative dynamics (e.g. between art and literature, image and text) within a single culture, or any of the content modules associated with individual cultures.

Students may take up to 60 credits of modules from outside the Department (e.g. from the Depts of Film, Media and Cultural Studies; History of Art; English, Theatre and Creative Writing; or History) —we would aim to advertise modules specifically focusing on transnational / postcolonial approaches in our module choices booklet so that students are made aware of the full range of options available to them in the School of Arts and beyond.

The degree title students will be awarded will reflect the degree of specialisation obtained in each language/language area (similar to the major and minor distinction we apply in our combined programmes):

BA Comparative Literature and Culture – students with no language learning / no language pathway

BA Comparative Literature and Culture **with** Language (French, German, Italian, Japanese, Portuguese, or Spanish) – students must follow a pathway of at least three consecutive language modules (e.g. German 1, German 2 and German 3 or Spanish 2, 3 and 4) and complete at least 150 credits focused on that language and/or its associated culture

BA Comparative Literature and Culture **and** Language (French, German, Italian, Japanese, Portuguese, or Spanish) – students must reach Stage 5 in the language (near native, exit level) and complete a minimum of 150 credits focused on that language and/or its associated culture.

‘With International Experience’ programmes:

The degree will be made up of 420 credits. 360 credits will be taken at Birkbeck (in accordance with the already existing BA CLC programme). 60 credits will be awarded as APL for the study undertaken during the year abroad (normally as credit only without marks being recorded). This credit will normally be awarded at Level 5.

Year One = 120 credits at Birkbeck

Year Two = 120 credits at Birkbeck

Year Three = 60 credits at European partner institution

Year Four = 120 credits at Birkbeck

Content modules can be taken as follows. All Level 4 modules are offered every year, alongside a balanced range of the following Level 5 and 6 options. The modules which are taught in English and with texts in English translation (ie with no language prerequisite) have an asterisk as they are of especial interest to CLC students:

Comparative ‘culture’ modules (all 30 credits)

*Understanding Culture: Language and Texts (Level 4) - compulsory

*Reading Transnational Cultures (Levels 4 & 5) – compulsory

*Culture and Crisis (Levels 4 & 5)

*Representations of Love, Desire and Sexuality (Levels 5 & 6; 30 credits)

*Film and Politics (Levels 5 and 6; 30 credits)

*Post-War: Key Themes in Comparative European History since 1945 (Levels 5 & 6; 30 credits)

*Dissertation in Cultures and Languages (Level 6) – compulsory

French

- *Imagining France: An Introduction to French Studies (Level 4/5; 30 credits)
- *Masterpieces of French Literature from the 16th Century to the Present (Level 4/5; 30 credits)
- *French Cinema: History, Practice, Analysis (Level 5; 30 credits) [module is from FMACS]
- French Thought: from the Renaissance to Postmodernity (Level 5/6; 30 credits)
- Translation from and into French (Level 6; 30 credits)
- *French Decolonisation (Level 6; 15 credits)
- The French Short Story: from Balzac to Maupassant (Level 6; 15 credits)
- *Fictions of Enlightenment (Level 6; 15 credits)
- *Sensibility and Sociability in the Eighteenth-Century French Novel (Level 6; 15 credits)

German

- *Cultural Perspectives on German Culture (Level 4/5; 30 credits)
- *Transformation, Transgression and Tradition: German Literature from the 18th to the 21st Century (Level 5; 30 credits)
- *The Emergence of the German Nation State in the 'Long' Nineteenth Century (1770-1914) (Levels 5 and 6; 15 credits)
- *The Weimar Republic (Levels 5 and 6; 15 credits)
- *The Twentieth Century German Novel (Levels 5 and 6; 15 credits)
- *Literature and Society since 1945 (Levels 5 and 6; 15 credits)
- *The German Novelle (Levels 5 and 6; 15 credits)
- *German History 1945 to 1990: From Occupation to Reunification (Levels 5 and 6; 15 credits)
- *German Film: Nation and Identity (Levels 5 and 6; 15 credits)
- The Nazi Regime (Levels 5 and 6; 15 credits)
- Wirtschaftsdeutsch (Levels 5 and 6; 30 credits)
- *Extended Essay (Level 6; 30 credits; core)

Spanish

- *Studying the Hispanic, Luso-Brazilian and Native American Worlds (Level 4; 30 credits)
- Introduction to Hispanic Studies (Level 4; 30 credits)
- Approaches to Spanish Culture and Society (Level 5; 30 credits)
- *The Latin American Novel (Level 5; 30 credits)
- *Latin American Film (Level 5; 30 credits)
- *The Auteurist Tradition in Spanish Cinema (Level 6: 15 credits)
- *Aesthetics and Politics: International Intellectuals and the Spanish Civil War (Level 6; 30 credits)
- *The Spanish Noir: Crime and Detection in Contemporary Fiction (Level 6: 15C)
- *The Urban Experience in Brazil (Levels 5 and 6; 30 credits)
- *Power and Control in Spanish Golden Age Art (Level 5; 30 credits)
- *Space, Culture and Society in Brazil (Level 6; 30 credits)
- Spanish Discourse Analysis (Levels 5 & 6; 30 credits)
- Spanish Pragmatics (Level 6; 30 credits)
- Project: Spanish, Portuguese and Latin American Studies (Level 6; 30 credits)

Italian

- *Introduction to Italian Culture (Levels 4 & 5, 30 credits)
- *Sex, survival and la dolce vita: Neorealist to Contemporary Italian Film (Levels 5 & 6; 30 credits)
- *Dante: The Extended Essay (Level 6; 30 credits)

Other relevant modules are offered from the BA History of Art syllabus
Japanese (all 30 credits)
*Rethinking Japan: Introduction to Modern Japanese Society and Culture (Levels 4 & 5)
*Popular Culture in Japan and East Asia (Level 5)
*Theorising Japanese Cinema (Level 5)
*Manga and Anime (Level 6)
Advanced Seminar in Japanese Culture and Society (Level 6)

19	Programme Structure			
<i>Indicative Three-Year Full-Time programme (Language Pathway B, 'with Spanish')</i>				
Year 1				
Level	Module Code	Module Title	Credits	Status*
4	LNLN021S4	Understanding Culture: Language and Texts	30	Compulsory
4	ARCL126S4	Reading Transnational Cultures	30	Compulsory
4		Optional Module	30	Optional
4	ARIB115S4	Spanish 2 (Level 4)	30	Core
4	ARCL069Z4	Doing Cultures and Languages	0	Compulsory
Year 2				
Level	Module Code	Module Title	Credits	Status*
5		Comparative Culture module	30	Optional
5		Optional Module	30	Optional
5		Optional Module	30	Optional
5	ARIB118S5	Spanish 3 (Level 5)	30	Core
Year 3				
Level	Module Code	Module Title	Credits	Status*
6		Comparative Culture module	30	Optional
6		Optional Module	30	Optional
6	ARIB134S6	Spanish 4 (Level 6)	30	Core
6	ARCL123S6	Dissertation in Cultures and Languages	30	Compulsory
<i>Indicative Part-Time programme (without Language pathway)</i>				
Year 1				
Level	Module Code	Module Title	Credits	Status*
4	LNLN021S4	Understanding Culture: Language and Texts	30	Compulsory
4	ARCL126S4	Reading Transnational Cultures	30	Compulsory
4		Optional Module	30	Optional
4	ARCL069Z4	Doing Cultures and Languages	0	Compulsory
Year 2				
Level	Module Code	Module Title	Credits	Status*
4		Optional Module	30	Optional
5		Comparative Culture Module	30	Optional
5		Optional Module	30	Optional

Year 3				
Level	Module Code	Module Title	Credits	Status*
5		Comparative Culture Module	30	Optional
5		Optional Module	30	Optional
6		Optional Module	30	Optional
Year 4				
Level	Module Code	Module Title	Credits	Status*
6		Comparative Culture Module	30	Optional
6		Optional Module	30	Optional
6	ARCL123S6	Dissertation in Cultures and Languages	30	Compulsory
Indicative Four-Year Full-Time programme with International Experience (Language Pathway C)				
Year 1				
Level	Module Code	Module Title	Credits	Status*
4	LNLN021S4	Understanding Culture: Language and Texts	30	Compulsory
4	ARCL126S4	Reading Transnational Cultures	30	Compulsory
4		Optional Module	30	Optional
4	ARCL105S4	French 3 (Level 4)	30	Core
4	ARCL069Z4	Doing Cultures and Languages	0	Compulsory
Year 2				
Level	Module Code	Module Title	Credits	Status*
5		Comparative Culture Module	30	Optional
5		Optional Module	30	Optional
5		Optional Module	30	Optional
5	AREL071S5	French 4 (Level 5)	30	Core
Year 3				
Level	Module Code	Module Title	Credits	Status*
5	N/A	60 credits APL from modules taken at a partner institution	30	Optional
Year 4				
Level	Module Code	Module Title	Credits	Status*
6		Comparative Culture Module	30	Optional
6		Optional Module	30	Optional
6	ARCL123S6	Dissertation in Cultures and Languages	30	Compulsory
6	AREL072S6	French 5 (Level 6)	30	Core

Status*

CORE – Module must be taken and passed by student; *COMPULSORY* – Module must be taken, mark can be reviewed at sub-exam board; *OPTIONAL* – Student can choose to take this module

²⁰	Programme Director	Dr Ann Lewis
²¹	Start Date (term/year)	Autumn 2021
²²	Date approved by Education Committee	Summer 2021
²³	Date approved by Academic Board	Autumn 2020
²⁴	Date(s) updated/amended	14 September 2020