Undergraduate programmes in

Humanities

2018–2019

The World Class: studied anywhere, valued everywhere.

Academic direction by:
Birkbeck
Goldsmiths
Royal Holloway
University of London

london.ac.uk/humanities
Join the World Class

1. **Quality of learning**
The programmes in this prospectus are developed by academics from the University of London’s member institutions, ensuring the world-class quality of the degree.

2. **Study without relocating**
Fit your studies around your work and your personal commitments. Study wherever you live and at a time that suits you.

3. **A mark of excellence**
Gain a prestigious qualification from the internationally renowned University of London, which has offered its awards via distance learning since 1858.

4. **Employability**
Enhance your employability by developing skills such as problem solving, critical thinking and self-discipline, all of which are highly valued by employers worldwide.

5. **Join the World Class**
After graduation you become part of our global network of influential alumni, including distinguished academics, writers and Nobel prize winners.
“In the increasingly competitive environment of worldwide access to higher education, a University of London degree continues to offer a guarantee of quality, value and intellectual rigour.”

Professor Sir Adrian Smith FRS
Vice-Chancellor, University of London
A global university centred around you

Learn at your convenience
- Choose from different levels of study depending on your circumstances and experience.
- Sit your examinations at one of our examination centres worldwide without the need to come to London.

Your learning community
- Access a wealth of study resources based on the world-class teaching of University of London academics.
- Participate in a global learning community by connecting online with fellow students worldwide to collaborate and share perspectives.

Value
- With no travel, relocation or accommodation costs, studying through the University of London is much more affordable than coming to London to study on campus. What’s more, you can continue working full time.
Key dates

For all programmes except English
You can apply throughout the year, but we strongly advise you to apply as early as possible.
Applications must be received no later than
1 October
Registration deadline
30 November
Examinations
May–June

For English programmes
You can apply throughout the year, but we strongly advise you to apply as early as possible.
Applications must be received no later than
15 September
Registration deadline
9 October
Examinations
May–June

A global reach
with over 50,000
students spanning
180 countries
worldwide
The academic direction for the programmes listed in this prospectus is provided by the following University of London member institutions:

**Birkbeck**

Since 1823, Birkbeck has reached out to people traditionally excluded by other universities. It is unique in its mission to enable mature students to gain higher education qualifications via part-time study. Today, it is ranked among the leading UK university institutions for its excellence in research in the humanities, social sciences and natural sciences.

- Offers academic direction for Philosophy by distance and flexible learning.

**Goldsmiths**

Founded in 1891, Goldsmiths is internationally renowned for teaching and research in creative, cultural and cognitive disciplines. Its distinctive attitude to learning encourages students to explore ideas, challenge boundaries, investigate fresh ways of thinking and stretch their minds intellectually and creatively.

- Offers academic direction for English by distance and flexible learning.

**Royal Holloway**

Royal Holloway has an international reputation for the highest quality teaching and research across the sciences, arts and humanities. Since 1886, Royal Holloway has continued to grow in size and status. It is among the top research-led universities in the country with a world-class reputation for developing original research.

- Offers academic direction for History by distance and flexible learning.
## Programmes available

<table>
<thead>
<tr>
<th>Programme</th>
<th>No. of courses</th>
<th>Study period</th>
<th>Key points</th>
</tr>
</thead>
</table>
| Certificate of Higher Education (CertHE) in Theology| 4              | 1–5 years    | • The University of London Bachelor of Divinity (BD) has been offered for over 150 years.  
• Christianity is a key focus, but you will also have the opportunity to study other major world religions, as well as other approaches to the study of religion, including philosophy of religion and religious ethics.  
• The DipHE and CertHE are qualifications in their own right. You may transfer from the CertHE in Theology and the DipHE in Theology to the BD once you have successfully completed either. |
| Diploma of Higher Education (DipHE) in Theology     | 8              | 2–5 years    |                                                                                                                                             |
| Bachelor of Divinity                                | 12             | 3–6 years    |                                                                                                                                             |
| Short courses                                       | 2              | 1–2 years    | • You can register for up to two Divinity courses as short courses.                                                                                                                                     |
| CertHE in English                                   | 4              | 1–5 years    | • Developed by Goldsmiths, whose Department of English and Comparative Literature is in the top 100 English departments in the world (QS rankings 2017).  
• The faculty embraces new and traditional approaches to English studies.  
• Provides an opportunity to learn about some of the great literatures of the world.  
• The DipHE and CertHE are qualifications in their own right. You may transfer to the BA once you have successfully completed either. |
| DipHE in English                                    | 8              | 2–5 years    |                                                                                                                                             |
| BA English                                           | 12             | 3–6 years    | • Developed by Royal Holloway, a recognised centre of excellence in teaching and research.  
• Offers a structured route to the past in all its guises, from the birth of Western Christendom to the civil rights movement in the USA.  
• Provides a greater understanding of history, trains you to think critically, assess evidence of many kinds and express ideas with precision. |
| Short courses                                        | 3              | 6 months–2 years | • You can register for up to three Level 4 courses as short courses.                                                                                                                                   |
| BA History                                           | 12             | 3–8 years    |                                                                                                                                             |
| CertHE in Philosophy                                | 4              | 1–5 years    | • Developed by Birkbeck, one of the highest ranking Philosophy departments in the UK.  
• Covers a range of subjects, including: the nature of existence and reality and our knowledge of them; logic and reasoning; the nature of mind, ethics and moral value; the thought of major thinkers including Plato, Aristotle, Descartes, Locke, Berkeley, Hume, Spinoza, Leibniz and Kant; the philosophy of art and beauty.  
• The DipHE and CertHE are qualifications in their own right. You may transfer to the BA once you have successfully completed either. |
| DipHE in Philosophy                                 | 8              | 2–5 years    |                                                                                                                                             |
| BA Philosophy                                        | 12             | 3–6 years    |                                                                                                                                             |
| Short course: Introduction to philosophy             | 1              | 1–2 years    | • If you would like to see for yourself what the study of philosophy involves, but do not wish to commit to the CertHE, DipHE or BA, you can register for ‘Introduction to philosophy’ as a short course. |
Flexible study

Our programmes offer you an alternative way of obtaining a prestigious degree or other qualification at a reasonable cost. The University of London allows you to fit your studies around your own schedule and responsibilities.

Time allocation

As a guide, you should dedicate at least 35 hours per week for approximately 34 weeks of the year to your studies if you intend to complete the maximum of four courses in any one year.

You are examined to our high standards

Examinations are offered in over 180 centres worldwide, usually in May. You can sit them locally, whenever you are ready. You do not have to enter for examinations every year if you have not had enough time to allocate to your studies.

You will normally sit one three-hour unseen written paper for each full course you study.

Please note:

- The BA History includes a dissertation of 10,000 words as one of the options.
- The dissertation for the BD is 8,000–10,000 words; the dissertation for the BA Philosophy is 7,500 words.
- The Level 4 English course Introduction to creative writing is examined wholly through coursework.

Specially produced study materials

The cost of your study pack is included in your initial and continuing registration fees. The materials are specially produced for self-directed learning by academics appointed by the University of London.

Study materials include:

- The Student Guide and the Programme handbook containing information about examinations, University contacts and important dates.
- Subject guides for each course studied (except BD).
- Past examination papers and Examiners’ commentaries and Examiners’ guidelines.
- Regulations containing full details of syllabuses, programme structures and degree classification criteria.
- The Arts Good Study Guide by Ellie Chambers and Andrew Norledge (Open University, 2008). (Available in digital format from the Online Library.)

Books

For certain programmes you will need to purchase your own books. We ensure all key books are widely available either from internet bookshops or by mail order. For more information see: bit.ly/uol_study_materials

Additional educational support

The University of London currently works with a growing network of independent teaching institutions worldwide that provide tuition support for our students. For further information about recognised centres, including brief profiles and the programmes that they are recognised to teach, please visit: bit.ly/teaching-institutions

Library support

Registered University of London students are entitled to free reference access to Senate House Library. However, there are membership fees payable for those who wish to borrow books.

For more information, contact: Senate House Library
University of London
Malet Street
London WC1E 7HU
Tel: +44 (0)20 7862 8461/2
Fax: +44 (0)20 7862 8480
Email: enquiries@shl.lon.ac.uk
Web: ull.ac.uk
Online support

The Student Portal
You are required to confirm on your application form that you have access to the internet so that you are able to make use of resources which are only available online. As soon as you have registered we will send you a University of London username and password that will allow you to log in to the Student Portal. Once logged in, you can also access your University of London email account. All of the online resources available to students can be found in the Portal.

The virtual learning environment (VLE)
By supporting your studies and helping you feel part of a community, the VLE forms an important part of your study experience with us. All of the programmes listed in this prospectus are supported by a VLE.

Divinity
The VLE allows you to:
• access a range of online resources including subject guides and Examiners’ guidelines (for most courses)
• access the Online Library
• receive notices and other programme-related information
• take part in discussions with fellow students in the online forums.

Study support
To support your studies, you will be assigned a tutor and a tutor group for each Level 4 course. The tutor leads five monthly online discussion forums in which all students are strongly encouraged to participate. Level 4 students will also receive the added benefit of feedback on written work through the submission of a ‘formative assessment’.

Level 5 and 6 students will have the option of participating in online e-seminars and submitting up to four practice essays per year for feedback by academic staff. Additional support and advice will be available from a dedicated Learning Support Coordinator.

Supplements to the full subject guides will be provided for Level 4 courses for extra study support and guidance. Registered students can also obtain general academic advice from the Programme Director at Goldsmiths.

English
The VLE allows you to:
• view and download subject guides
• access the Online Library
• receive notices and other programme-related information
• take part in e-seminar discussions and access audio lectures
• access student discussion forums for each course
• access the student café forum for general chat and student-to-student support.

Study support
To support your studies, you will have access to:
• the core textbooks for each course automatically provided to you as part of your course fees
• an online tutor for each course who will lead seminar discussions and is available to support your course from the time you register through to the examination
• a dedicated Distance Learning Coordinator to provide administrative and technical support
• peer support from other students through the online student café and email.

History
The VLE allows you to:
• view and download subject guides
• access the Online Library
• take part in discussions/seminars with your tutors
• interact with fellow students
• submit and receive feedback on optional formative assignments
• view past examination papers and Examiners’ commentaries.

Study support
To support your studies you will have access to:
• interact with fellow students
• access the Online Library
• access the Student Guide, subject guides for each course, past examination papers and Examiners’ commentaries
• take part in e-seminar discussions
• submit and receive feedback on optional formative assignments.

Philosophy
The VLE allows you to:
• interact with fellow students
• access the Online Library
• access the Student Guide, subject guides for each course, past examination papers and Examiners’ commentaries
• take part in e-seminar discussions
• submit and receive feedback on optional formative assignments.
Divinity (theology)

The study of religious belief is therefore very important, because it can help you to understand the beliefs of others and the ways in which those beliefs have shaped societies. It also offers you an opportunity to consider your own answers to questions which are of fundamental human concern – whether you are an active member of a faith community, or have no faith at all.

The CertHE programme provides you with a good introduction to the study of religious belief and is a good basis for further study, should you choose to continue. The DipHE and the BD offer you a choice of courses from several disciplines, including textual criticism, biblical languages, the history of religions and philosophical analysis.

The University of London BD is one of very few BD programmes available worldwide. Although the distinctive name of this programme reflects its 150-year history at the University, it also reflects a growing tendency to refer to ‘the divine’ rather than ‘God’ in order to include a wider range of interpretations of the religious ultimate.

Features of the programmes

- You will study questions which are of fundamental human concern – about the purpose of human life, or what happens to us when we die, for example.
- You will gain a deeper understanding of individuals and communities who have been influenced by religious belief.
- You will have a better idea of your own answers to some of life’s important questions.
- You will develop your ability to analyse texts and arguments.
- You will be able to produce clear written accounts of your knowledge and arguments.

Key points about the CertHE and DipHE in Divinity

- These qualifications are intended to appeal to two different kinds of students: those who would like a University of London award in Divinity, but do not feel ready to commit to studying for a full degree, and those who do not satisfy the University’s entrance requirements for admission to the degree (CertHE only).
- If you obtain the CertHE or DipHE in Theology you may apply to transfer your registration to the BD and be credited with the courses passed in the CertHE or DipHE.
Divinity short courses

You can apply and register for a Short course and study up to two individual Divinity courses.

To register for an short course, you must meet the entrance requirements for the CertHE in Theology/BD (please see page 40).

The individual courses available in 2018–2019 are:

- Reading the Hebrew Bible (Level 4)
- Introduction to the New Testament (Level 4)
- Philosophy of religion (Level 4)
- Christian Doctrine (Level 4)
- Foundations in Biblical Hebrew (Level 5)
- New Testament Greek (Level 5)
- Religion and science (Level 5)
- The tasks of life: Pascal, Kafka, Weil and Levinas (Level 6)

Structure

BD: 12 courses including 7 optional, including at least 2 from Level 5 and at least 3 from Level 6
DipHE: 8 courses including 5 compulsory courses and 3 optional courses
CertHE: 4 Level 4 courses

Level 4 courses (compulsory for all students)

- Reading the Hebrew Bible
- Introduction to the New Testament
- Christian Doctrine
- Philosophy of religion

Level 5

- One compulsory course (BD/DipHE only)
  Church history: Reformation and society c.1450–c.1600
- Plus two courses chosen from:
  - Foundations in Biblical Hebrew
  - Sacrifice, praise and wisdom*
  - New Testament Greek
  - Christian ethics
  - Islam
  - Religion and science
  - Theology and atheism

Level 6

- Three courses chosen from:
  - Advanced Biblical Hebrew*
  - Romans in Greek*
  - Johannine writings in Greek*
  - Liturgical studies
  - The theology of Christian–Jewish relations
  - Christian–Muslim relations
  - Buddhism
  - The tasks of life: Pascal, Kafka, Weil, and Levinas
- Plus the following course:
  - Dissertation

Additional information

The modules marked (*) have prerequisites.

BD students must choose a minimum of three Level 6 modules plus the dissertation.

DipHE students may not take the Dissertation.
A welcome from Dr Sarah Barnsley, Programme Director

Goldsmiths is proud of its role as member institution for the BA, DipHE and CertHE in English programmes. Students who have taken these programmes worldwide have enjoyed their studies and benefited from the experience, and many have achieved excellent results. Studying for these programmes is a very rewarding but also demanding experience, requiring a major commitment.

The programmes are closely modelled on those followed by full-time students at Goldsmiths. They share the same ethos, which requires you to pursue your own interests and preoccupations, using your initiative and thinking out problems for yourself.

You will receive an excellent education in the discipline, and develop the ability to solve problems, do research and write essays in a creative, critical and disciplined manner.

You will also enjoy some of the great literatures of the world in English, immersing yourself in a range of works from classical literature to 21st-century literatures. We look forward to welcoming you onto one of our programmes.

Programme overview

The English programme has been developed by Goldsmiths, the UK’s leading creative university. Goldsmiths brings creative and unconventional approaches to subjects in the arts, humanities, social sciences and computing, with an emphasis on the highest academic standards of teaching and research.

Goldsmiths’ Department of English and Comparative Literature is in the top 100 English departments in the world (QS rankings 2017). Research and creative writing published by some 40 academic staff put the Department at the cutting edge of new thinking.

Short courses

You can take up to three Level 4 courses on a stand-alone basis. These credit-bearing short courses are an ideal option if you are keen to update your professional knowledge of the subject, enhance your career or sample the programme.

Ayu Madelief Djelantik-Hobohm
BA English, Indonesia/Germany
‘The different approaches in analysing texts and contexts were challenging at first. But the more I persevered, the more interesting the subjects became. Now, I read and filter information in a completely different way than before, which has significantly enriched my outlook on the world.’

Ayu Madelief graduated from the BA English programme in 2015 and won our London Graduation Day competition.
Programme specifics

Features of the degree

• You will study a range of literary and other works written in different styles and from different periods; from this study you will develop an awareness of changing rhetorical techniques and effects.

• The study of English is concerned with questions of meaning, social behaviour and structure, as well as with problems of aesthetic and cultural value. Your work directs you not only towards a wide range of examples of writing but also towards greater awareness of the moral and social questions surrounding the techniques through which analysis and persuasion are achieved.

• You will develop a broad range of skills, including general communicative competence as well as more technical skills of literary-critical analysis.

• The key skills gained should provide a sound basis for a range of careers including the civil service, teaching, research, media and business.

• The DipHE and CertHE will appeal to two different kinds of student: those who would like a University of London award in English, but do not feel ready to commit to studying for a full degree, and those who do not satisfy the University’s entrance requirements for the degree.

• If you obtain the DipHE or CertHE you may transfer your registration to the BA English and automatically be credited with the courses passed.

Please note: These awards are predominantly concerned with the study of English literature. It is assumed that prospective students will already be fluent in spoken and written English (e.g. an International English Language Testing System (IELTS) overall score of at least 6). The programme contains no element of training in language proficiency.

Structure

BA: 12 courses
DipHE: 8 courses
CertHE: 4 courses

Level 4 (all students)

Two compulsory courses
Approaches to text
Explorations in literature

PLUS two courses chosen from:
Introduction to creative writing
Introduction to English language
Renaissance comedy: Shakespeare and Jonson

Level 5 (BA/DipHE only)

Two courses chosen from:
Augustans and Romantics
Literature of the later Middle Ages
Renaissance and Restoration

PLUS Two courses chosen from:
Modem
Varieties of English
Victorians

Level 6 (BA only)

Four courses chosen from:
American literature
Drama since 1860
Language and gender
Language and the media
The novel
Postcolonial literatures in English
Shakespeare
A welcome from Dr Emmett Sullivan, Programme Director

The BA History programme provides a range of courses across the spectrum of historical development, designed to enable distance learners to achieve the same skills as campus-based students of the University.

No matter what courses you choose, you will be working with well-trained and qualified tutors who have an established reputation and considerable teaching experience in the subjects you are taking. They will provide you with expert guidance as to how to embark on the course, use the reading list, work in the virtual learning environment and generally make the most out of the experience of studying online.

They will help you to develop your enthusiasm for the subject and deepen your historical understanding. At the same time, they will try to draw from you a maximum effort to exert yourself and apply your existing skills in order to broaden your scope as a historian.

This partnership entails a commitment on both sides to scholarly excellence and to achieving mastery of the range of skills that make a good historian.

We look forward to working with you during your study and wish you the best of luck from the outset.

Programme overview

In the study of history we have a record of the infinite variety of human experiences, and in that record we can find ourselves.

Through the study of history we can master and understand the past, which is key to the understanding of the present. The value of history, then, is that it teaches us what we have done and thus what we are, and possibly influences our future. Essentially, history underpins what we are today.

The BA History offers a structured route to the past in all its guises, from the Romans, the Barbarians and the Vikings to American civil rights, from the Crusades to use of film and photography as a source for the writing of history in the 20th century.

The Department of History at Royal Holloway is rated in the top categories for teaching and research.

Programme specifics

Features of the degree

• The programme will give you a greater understanding of history, train you to think critically, assess evidence of many kinds and express ideas with precision.

• The broad range of skills that you will learn while studying, all highly valued by employers, can be transferred to many different careers.

• To support your studies, tutor-led online seminars are held for Level 4 courses. You will also be able to submit and receive written feedback on optional formative assessment.

• The Foundation level courses provide an essential introduction to a variety of approaches, methods and subjects which is an ideal platform for exploring the more specialist courses of Stages 2 and 3.

• This is an online programme, fully supported by a virtual learning environment (please see page 9 for details).

• You will typically receive 25–30 textbooks during your studies, which is covered by your course fees.

• Although you cannot choose to register for a CertHE or DipHE in History, they are available as exit awards for students who find themselves unable to complete the BA.
Structure

BA: 12 courses

Stage 1 (four full courses)

One compulsory half Foundation course
History and meanings

PLUS three half Foundation courses chosen from:
- British social and economic history 1945–97
- State, society and the individual in the non-Western world
- ‘The camera never lies’: film, photography and history in the 20th-century
- The Magna Carta and its legacies

PLUS two full Gateway courses chosen from:
- Conflict and identity in modern Europe c.1770–2000
- Republics, kings and people: the foundations of modern political culture
- Rome to Renaissance: an introduction to the Middle Ages
- The Birth of Western Christendom AD 300–1215*
- The rich tapestry of life: a social and cultural history of Europe c.1500–1780
*To be withdrawn in 2019.

Stage 2 (four courses)

Three Group A courses AND one Group B courses chosen from the list opposite

Stage 3 (four courses)

Two Group B courses AND one Group D* course AND one Group E course;
Two Group B courses AND two Group E courses;
One Group B course AND one Group D* course AND two Group E courses;
One Group B course AND three Group E courses;
One Group D* course AND three Group E courses; from the list opposite
*A Group D (dissertation) course can only be selected if the equivalent Group E (examination) course has also been selected.

Stage 2 and 3 optional courses

Group A full courses
- 20th-century world history
- British history 1770–1990
- From nation state to multiple monarchy: British history 1485–1649
- Modern times: international economic history c.1901–1990
- US history since 1877

Group B full courses
- Ethnicity, identity and citizenship in modern British life
- Experience, culture and identity: women’s lives in England 1688–c.1850
- Modern political ideas
- The Crusades and the eastern Mediterranean 1095–1291

Group D full courses (dissertation)
- Blasphemy, irreligion and the English Enlightenment 1650–1720
- Martin Luther King and the civil rights movement in the USA
- Politics and society in Palestine c.1900–1948
- The clash of powers and cultures: Sino-American relations during the Cold War

Please note: not all courses will necessarily be available in every year.

Group E full courses (examination)
- Blasphemy, irreligion and the English Enlightenment 1650–1720
- Martin Luther King and the civil rights movement in the USA
- Politics and society in Palestine c.1900–1948
- The clash of powers and cultures: Sino-American relations during the Cold War

Please note: not all courses will necessarily be available in every year.

Kate Rouse
BA History, Australia

‘The content of the course is very varied, covering not only British history, but options to include study of Asia, Europe and the USA. Having always been in business and studying business-related subjects such as law and finance, history provided a new stimulus – a different dimension to my knowledge.’

Originally from the UK, Kate is a former CEO who has lived and worked in five continents.
Many philosophical questions were first asked in one form or another thousands of years ago. Others are prompted by the latest developments in the arts and sciences. But whether ancient or recent, these questions are fundamental to human existence. What makes something good or just? Can I know that I’m not trapped inside a virtual reality simulation? Do we have free will? Could we build a computer that is conscious? Does God exist? Who decides what counts as beautiful? By participating for yourself in great philosophical debates, you will develop your skills of rigorous reasoning; by study, analysis and criticism of great works of philosophy, ancient and modern, we hope you will develop your capacity to make reasoned judgements for yourself.

The study of philosophy is demanding, but very rewarding. Since reasoned argument is at its heart, it provides excellent training for almost any professional career. The skills of reasoning, analysis and precision of thought and expression that it develops transfer particularly easily to areas such as management and law.

The study materials for the programme have been developed with the needs of students firmly in mind. The subject guides for each course are designed to support independent study, and written by philosophers who are experts in their fields.

The CertHE in Philosophy makes it possible for you to see what is involved in philosophical investigation, without being committed immediately to the longer period of study required for the BA. You can also gain credit towards further study.

The Introduction to philosophy course, which all students study, is intended to provide initiation into the subject. This is also available as an individual course (see opposite for details).

I am confident that, in welcoming you into the programme, I am welcoming you into a study that is rewarding and fascinating at the same time. Whether as a BA, DipHE or CertHE student, I hope you will enjoy your studies with us.

Programme overview

The study of philosophy is the study of questions about knowledge, moral value, art and beauty, mind and world. These questions are fundamental to human existence and debates about their answers have gone on for more than 2,000 years. You will learn how to interpret the contributions to these debates made by Plato, Aristotle, Descartes, Locke, Hume and Kant, as well as those of contemporary philosophers.

You are expected to be able to assess the arguments of others and to formulate your own reasoned answers to various questions featured in the course. Students on the BA Philosophy programme have the opportunity to write a dissertation under the supervision of one of Birkbeck’s expert academics.

Birkbeck’s Philosophy Department has an international reputation for research excellence. Through their writings and editorial work, Birkbeck philosophers are significant contributors to contemporary debates.

Features of the degree

• The programme provides a thorough grounding in the central areas of philosophy. It introduces historical and contemporary issues in the subject and encourages you to make connections between the ideas and arguments that inform philosophical debates.

• You will study a range of philosophical works from classical times to the present day. Optional courses enable you to focus on areas that may be of particular interest, such as political philosophy, aesthetics and philosophies of mind and language, among others (please see the degree structure on the following page).

• You will gain an awareness of how the context and terms of philosophical debate change from one generation to another.

• You will develop independence of thought and acquire a broad range of skills including the ability to analyse complex ideas.

Key points about the CertHE and DipHE in Philosophy

• These qualifications are intended to appeal to two different kinds of student: those who want to learn more about philosophy and would like a University of London award in the subject, but do not feel ready to commit to a full degree, and those who do not satisfy the University’s entrance requirements for the BA degree.

• If you obtain the CertHE or DipHE in Philosophy you may transfer your registration to the BA and automatically be credited with the courses passed.
Structure
BA: 12 courses
DipHE: 8 courses
CertHE: 4 courses

Level 4 (all students)
Four courses
Ethics: historical perspectives
Epistemology
Introduction to philosophy
Logic

Level 5 (BA/DipHE only)
Four courses chosen from:
Ethics: contemporary perspectives
Greek philosophy: Plato and the pre-Socratics
Metaphysics
Methodology: induction, reason and science
Modern philosophy: Descartes, Locke, Berkeley and Hume

Level 6 (BA only)
Three courses chosen from:
Aesthetics
Continental philosophy: Hegel, Schopenhauer and Nietzsche
Greek philosophy: Aristotle
Modern philosophy: Spinoza, Leibniz and Kant
Philosophy of language
Philosophy of mind
Philosophy of religion
Political philosophy

Introduction to philosophy short course
If you would like to see for yourself what the study of philosophy involves, but do not wish to commit to a CertHE, DipHE or BA, you can register for *Introduction to philosophy* as a short course. There are no formal entrance requirements, although you are required to provide proof of competence in English which is acceptable to the University. You apply online and will have a registration period of two years.

**Syllabus**
An introduction to the subject matter and methods of philosophy by means of a study of certain fundamental philosophical problems and texts. Included here will be: the problem of free will and determinism, the nature of the self, arguments for equality and the foundations of knowledge.

You will sit a three-hour unseen written examination, usually in May.

Progression to the CertHE in Philosophy
If you succeed in getting a pass mark of 50 per cent or above in the *Introduction to philosophy* short course, you will be considered for progression to the CertHE in Philosophy. If you do progress, you may be credited with the pass in the *Introduction to philosophy* course, provided that your application is made within three years of completing the course.

If you wish to register for the BA in Philosophy or DipHE in Philosophy, you must submit a new application and comply with the entrance requirements for that programme.

**Certificates of Registration and Achievement**
When you register for the short course, you will receive a Certificate of Registration. Upon successfully passing the *Introduction to philosophy* short course, you will receive a Certificate of Achievement.

**Study materials**
Upon registration, you will be sent the following materials:
- The Student Guide and Programme handbook.
- *Reading Philosophy* – subject guide for *Introduction to philosophy*.
- Past examination papers and Examiners’ commentaries.
Level 5 courses

**Church history: Reformation and society c.1450–c.1600**

An examination of attempts at religious reform in Europe during the 16th century, which includes both reform of the Church and religious life, as well as reforms of society inspired by religious belief. The term ‘Reformation’ is understood as applying to both Protestant and Catholic movements of reform.

Topics covered will include: later 15th-century desire for reform; late medieval popular belief; and links between reform of social and religious life. Christian humanism and its influence; evangelical movements precipitated by Luther, Zwingli, the Anabaptists and Calvin; the magisterial and radical Reformations, their religious and social implications; the response of different social strata to them; the Papacy and Papal authority; Catholic evangelism; Catholic Reformation and Counter-Reformation; Church, state and politics, including the Reformation in England.

**Foundations in Biblical Hebrew**

Translation, grammar (including parsing of words and phrases) and exegesis of a set portion of the Hebrew text of the Old Testament.

**New Testament Greek**

Translation, grammar (including parsing of verbs and nouns) and syntax of set portions of the Greek New Testament.

**Christian ethics**

(i) The philosophical background in relation to:

- The nature of humankind: the Christian account of human nature compared with other theories; the worth of persons and the value of human life; the nature of conscience; the freedom of the will.
- The nature of human acts: the relation of acts to consequences; acts and omissions; the principle of double effect; deontological and teleological accounts of right action.
(ii) The characteristics of Christian ethics in relation to the basic Christian doctrines concerning God, humankind and society.

(iii) A consideration of selected contemporary moral problems in the light of the foregoing.

**Islam**

A mainly historical study considering both traditional and radically novel views on the origins of Islam; the beginnings of Islamic theology and law; the doctrines of the sects, especially those of Shi’ism; the development of philosophy, and, in particular, mysticism; the rise of Islamic modernism and reformism; and contemporary practices.

**Religion and science**

Section A: The history of the relationship between religion and science: the Medieval period (including Ptolemy); the Renaissance period (including Copernicus and Galileo); the Enlightenment period (including Newton); the 19th century (including Darwin).

Section B: Contemporary issues: cosmology and the anthropic principle, quantum physics, Chaos Theory, Neo-Darwinism, genetic engineering, cloning, artificial intelligence.

Section C: Philosophical issues: the aims and processes of religion and science (including Popper and Kuhn), and the relationship between religion and science.

**Sacrifice, praise and wisdom**

In order to take this course, you must already have passed the course Reading the Hebrew Bible/Old Testament at Level 4. Selected texts in English taken from Leviticus, Psalms, Proverbs, Job and Ecclesiastes.

We will examine Leviticus from a literary, theological and sociological perspective, drawing out its unique contribution to the Pentateuch. We will investigate Psalms from a historical and theological perspective, introducing you to what is known about worship in ancient Israel and to some of its theological distinctiveness. The wisdom texts of Proverbs, Job and Ecclesiastes will allow you to explore the limits of wisdom as a genre and to reflect on its contribution to timeless questions like the meaning of life, suffering and whether God is good.

**Theology and atheism**

An examination of the relations (connections, dependences, influences, parallels, interpretations, misinterpretations, etc.) that exist between atheism and Christian theology. Topics covered will include: Nietzsche’s view of the death of God and the genealogy of morality and religion; Freud’s account of religion; George Eliot’s view of religion and ethics; Feuerbach’s view of religion and anthropology; Michael Buckley’s account of the emergence of atheism from the debates and apologetics of the early modern period; the assumptions and arguments of the ‘New Atheism’; Charles Taylor’s treatment of ‘the secular’ and the emerging cultural context.

**Johannine writings in Greek**

A study of the Fourth Gospel and the Johannine Epistles in English, with special reference to the Greek text of John 1–12, and 1, 2 and 3 John.

**Liturgical studies**

A general introduction to liturgy, with particular emphasis on the principles underlying the various changes in worship and the liturgical movements.

Topics will include the following: a general introduction to the principles of worship; prayer, covenant, sacrifice, symbolism; the Jewish background; the evolution of forms of worship and the Christian calendar; corporate worship and private devotion in the Middle Ages; worship during the Reformation; the Books of Common Prayer; the modern liturgical movement, Roman Catholic and Reformed; modern revisions of the Book of Common Prayer.

**The theology of Christian-Jewish relations**

Perhaps for the first time since the 1st century CE, Christians have begun to develop a positive relationship to Jews that replaces the ‘theology of contempt’ which treated Judaism as part of the pre-history of Christianity. The Holocaust (Shoah) prompted Christian self-examination, and some Jewish scholars have begun to develop a reciprocal, positive approach to the Christian Church.

This course will examine central questions in this theological dialogue: issues in the parting of the ways in the 1st century; Rabbinic Judaism and Torah-centred life; how to handle the presence of anti-Jewish sentiments in the New Testament; issues related to the role of Judaism in the life of the Christian Church.
in the theology of supersessionism and the Christian theological negation of Judaism; recent Christian theological approaches to Jewish identity and corresponding proposals from Jewish scholars; Franz Rosenzweig and the theology of a conjoined mission of Jews and Christians; issues in Jewish self-definition and unfinished issues faced by both traditions.

Christian–Muslim relations

This course presents the ways in which Islam has responded to the religious ‘other’, and specifically Christianity, from its origins to modern times. It shows the significance of the figure of Jesus/Isa in Islam; examines how the impact of modernity on Islam has affected its attitudes to Christianity and Christians; addresses central issues of doctrinal disagreement between the two religions from a theological perspective; engages with Christian thoughts on Islam; and appreciates the contemporary context of Christian–Muslim relations in Europe today.

Buddhism

A survey of the main features of Buddhism as a world religion, with the emphasis on Indian Buddhism: early Buddhist doctrinal teachings in their religious context, the Buddhist community and monasticism, the scholastic Abhidhamma tradition, and sectarian developments. Mahayana Buddhism as a later form of Buddhism: the changing emphases on the teachings, especially the role of the bodhisattva. Key features of Buddhism in Tibet (including Vajrayana), China and Japan; and modern developments in Sri Lanka.

The tasks of life: Pascal, Kafka, Weil and Levinas

This course will examine four significant thinkers - Blaise Pascal, Franz Kafka, Simone Weil, and Emmanuel Levinas - who are linked by a shared sense that our knowledge of ourselves, God and our purpose is difficult and tentative; best lived rather than thought; and glimpsed in fragments rather than grasped through extended metaphysical narratives. It will examine the distinctive features of these thinkers in relation to the constraints, possibilities and flourishing of human life and how they view human life in relation to God, religion and ethics. It will engage in a critical and comparative evaluation of the distinctive features of the four writers, their religious anthropology and the contribution of their religious background to their thought. Among the topics covered will be:

- Pascal’s Augustinian approach to sin, boredom and diversion; the three orders of body, mind, heart in relation to the world and God; God known through religious experience; the challenge of deism and atheism; the hidden God and revelation.
- Kafka’s stories as metaphysical parables and their diverse interpretations; possible religious background to his thought; cruelty and religion; modernity and religion; alienation and judgement in a secular context.
- Weil on Plato’s myth of the Great Beast and the allegory of the Cave; how the world expresses divine goodness and beauty, yet is harsh towards humans; divine kenosis and creation; beauty, love of neighbour and religious rituals as implicit ways of loving God.
- Levinas on responsibility for the other; the centrality of ethics and religion; the Jewish meaning of suffering; comparison of Judaism and Christianity on suffering, responsibility and mercy; ‘universalising’ Judaism.

Dissertation

A dissertation of 8,000–10,000 words on an agreed topic. Students will receive feedback on a one-page outline (consisting of a working title, a summary of the main sections of the dissertation, and a short bibliography), and comments on two complete drafts if required.
Level 4 courses

**Approaches to text**

This course introduces you to essential concepts in modern literary study, enabling you to become a more observant, perceptive and analytical reader and critic in your own right. You are introduced to the history and nature of literary studies, and to contemporary critical debates. You learn a vocabulary with which to discuss literary language, ideas of literary convention and genre, poetic rhythm and form, and the nature of narrative voice and narrative structures. You are introduced to debates about the relation of texts on the page to texts in performance, and to wider questions about the interpretation of texts.

**Reading:**


**Explorations in literature**

This course introduces a wide range of works from the literary canon, from ancient Greek texts in translation to the contemporary, covering the major genres, and embodying significant interventions or influences in literary history. The emphasis is on reading primary texts voraciously and discovering – or rediscovering – diverse writers and cultures, so that you can make informed choices from more specialised courses later in the programme. Not being limited to a period, genre or single approach, the course cultivates difference and chronological sweep; it aims to challenge and surprise, as rewarding ‘exploration’ should.
Reading: Homer The Odyssey; Sophocles Antigone; Ovid Metamorphoses; Dante Inferno; Chaucer The Canterbury Tales: The Wife of Bath’s Prologue and Tale, Sir Gawain and the Green Knight; William Shakespeare Hamlet; metaphysical poetry: John Donne, Andrew Marvell, Thomas Carew; John Milton Paradise Lost Books 1 and 2; Alexander Pope The Rape of the Lock; Henry Fielding Joseph Andrews; Samuel Taylor Coleridge The Rime of the Ancient Mariner; Jane Austen Emma; Charles Dickens Great Expectations; August Strindberg Miss Julie; Thomas Hardy Jude the Obscure; James Joyce A Portrait of the Artist as a Young Man; T.S. Eliot Prufrock and Other Observations; Samuel Beckett Waiting for Godot; Leonora Carrington The Hearing Trumpet; Margaret Atwood The Penelopiad; Virginia Woolf Mrs Dalloway.

Introduction to creative writing
This course introduces you to some of the key concepts involved in creative writing, especially for those beginning to write. You will be introduced to writing practice in three different styles of writing (writing fiction, writing poetry and writing for the stage), and will explore how to differentiate between the approaches needed for each style. The course will help you to develop an awareness not only of the contexts into which you write, but some of the different techniques that can be used to grow your writing. The course further aims to develop understanding of creative writing in its literary contexts, using texts you may study elsewhere on the programme as examples. As such, this course ties your writing practice very closely to your reading practice, which you may find helpful in subsequent study in the wider field of English.

Reading: Essential literary texts
Samuel Beckett Collected Shorter Plays (London: Faber and Faber, 2006); Seamus Heaney North (London: Faber and Faber, 2001); Virginia Woolf Mrs Dalloway (1925), numerous editions, any will suffice.

Essential critical texts

Introduction to English language
This course introduces students to basic terminology and concepts in the study of the English language. Students get a general introduction to English linguistics, including phonetics and phonology (the study of speech sounds), morphology (the study of words), syntax (the structure of sentences) and semantics (the study of word and sentence meaning). The aim of the course is to give you a basic critical understanding of the theoretical notions used in these disciplines, as well as of the range and variety of approaches to them. The terms and concepts introduced in this course are of relevance to the study of literary texts in any of the English literature courses. Students who complete this course may also wish to take Varieties of English at Level 5, Language and gender and/or Language and media at Level 6.


Renaissance comedy: Shakespeare and Jonson
This course provides you with an introduction to the works of Shakespeare and Jonson within the genre of ‘comedy’, and seeks to draw attention to the principles of classification which enable these plays to be seen as forming a group. Starting with the hypothesis that the plays themselves may problematise such formulations, the course will examine the cultural specificity of the term ‘comedy’, and the extent to which these plays are part of a process which redefined the role of drama in Elizabethan/Jacobean society. The plays will be treated primarily as literary texts but you will be encouraged to consider the possibilities for interpretation which a ‘stage-centred’ critical approach produces. The plays will be placed in the context of a new dramatic practice which arose within a London of competing commercial and political interests, and you will be required to grasp an overview of the forces shaping the creative production of Shakespeare and Jonson. The demands of the market for which the dramatists were producing, the operation of patronage, the expectations of theatre audiences and the role of censorship will be considered, and the course will attempt to read through the plays to find the ‘marks’ of these influences.

Reading: Jonson Bartholomew Fair, Volpone, The Alchemist, Every Man in his Humour, Eastward Ho, Epicene, or The Silent Woman; Shakespeare Much Ado about Nothing, As You Like It, The Merchant of Venice, A Midsummer Night’s Dream, The Taming of the Shrew, Twelfth Night.

Level 5 courses
Augustans and Romantics
This course draws together two periods of English literary history that have traditionally been seen in strong contrast, an antithesis which was frequently underscored by critical manifestos issued during the 18th and early 19th centuries. The course explores what appear to be the important distinctions, but also considers continuities that may exist between the two periods. Among topics which you may study are: prose and verse satires of the early 18th century; the emergent novel; attitudes towards the language of poetry; Romantic poetry; author-based studies.

london.ac.uk/humanities
Reading:
Authors whose work you may choose to study are: Swift, Defoe, Gay, Pope, Thomson, Richardson, Fielding, Sterne, Gray, Goldsmith, Sheridan, Blake, Wordsworth, Coleridge, Keats, Austen.

Literature of the later Middle Ages
This course offers an introduction to English literature of the later Middle Ages, placed within a broad historical and cultural context. A diversity of genres, styles, dialects and literary traditions may be explored. Among topics which you may study are: social satire; the Arthurian tradition and uses of the Arthurian myth; shifts in literary technique, genre and attitudes toward women; myths of social and literary decadence; ideas of society and the individual; high and low culture; spirituality and secularity; chivalry and the figure of the knight; literacy and education; art and architecture; magic and the supernatural; medieval Scotland and the Scottish Chaucerians.

Reading:
Texts and authors which you may choose to study are: Chaucer, the Gawain poet, Malory, Henryson, the Breton lai, selected lyrics.

Moderns
This course considers a range of textual forms typical of the modern and contemporary period, being concerned with poetry, fiction and drama in the 20th/21st centuries. The course will develop your understanding of change and continuity in the literary culture of the period, provide a context for the application of a wide range of critical approaches to the literature of the period, and enable you to handle with confidence a range of terms used in contemporary readings of 20th- and 21st-century literature (terms such as ‘modern’, ‘postmodern’, ‘postcolonial’ and so on).

Topics which you may study are: the definition and function of terms such as ‘modern’, ‘modernism’, ‘postmodernism’; the effects of war and technological change on literary production; the link between art and politics; the proletarian novel; feminist drama; regional literatures (such as Scottish poetry or Caribbean novels); the fiction of empire; poetry of the First World War; postmodern fiction; author-based studies.

Reading:

Renaissance and Restoration
This course offers an overview of English literature and literary culture in the period from the reign of Henry VIII (the lyric poets Thomas Wyatt and the Earl of Surrey) to the satirists and dramatists of the Restoration. Among topics which you may study are: women and writing in the early modern period; Jacobean drama; the origins of Elizabethan tragedy; literature of the Commonwealth; Restoration comedy; surveys of the period and other more specialist topics.

Reading:
Wyatt, Surrey, Castiglione, Machiavelli, Sidney, Spenser, Raleigh, Kyd, Marlowe, Shakespeare, Jacobean tragedy, Jonson, the metaphysical poets, Milton, Dryden, Rochester, Restoration comedy, Bunyan, Locke, Hobbes, Aphra Behn, Lady Mary Wroth.

Varieties of English
This course explores how and why language is used differently in a range of contexts. You will examine the variation of spoken language in relation to region, gender, ethnicity, age and social class; you will see that individuals are able to shift their style of speaking from one situation to the next and will explore the attitudes that people have towards different varieties of English. The course also examines a range of tools and methodological frameworks that linguists use to analyse spontaneous spoken
interaction, written media and advertisement texts/discourses. The questions that will be addressed may include the following: Do women and men speak differently? What is slang? How and why do adolescents speak differently from adults? What are the stereotypes about speakers with ‘non-standard’ accents? What is Standard English? How do language choices influence the representation of social groups (e.g. women, asylum seekers) in the media? What are the language strategies employed by politicians? What is the difference between spontaneous talk and scripted drama/soap opera interaction? The course builds on theoretical knowledge and analytical skills developed in Introduction to English language at Level 4. Students who complete this course may also wish to take Language and gender and/or Language and media at Level 6.

Reading:

Victorians
This course considers a range of textual forms typical of the Victorian period, with reference to poetry, fiction and drama in the 19th century. The course will develop your understanding of change and continuity in the literary culture of the period, provide a context for the application of a wide range of critical approaches to the literature of the period, and enable you to handle with confidence a range of terms used in contemporary readings of Victorian literature such as ‘realism’, ‘naturalism’ and ‘Darwinism’. Among topics which you may choose to study are: the narrative poem; the social problem novel; the literary avocation of the woman’s role; Darwinism; faith and doubt; social unease; decadence; author-based studies.

Reading:
Authors whose work you may choose to study are: Thackeray, Hopkins, Mrs Gaskell, Tennyson, Dickens, Christina Rossetti, Hardy, George Eliot, Charlotte Brontë, Emily Brontë, Robert Browning, Elizabeth Barrett Browning.

Level 6 courses

American Literature
This course introduces you to the diverse literatures and literary trends of the USA, from its early inception as a colonial project through to the present day, ranging across the 17th/18th/19th/20th and 21st centuries, and exploring the main concepts and contestations which have underpinned the evolution – and various re-shapings – of what has come to be known as ‘American’ literature. The main areas that will be covered in this course – which proceeds thematically rather than strictly chronologically – include: colonial visions of America; postcolonial/revolutionary and republican inventions of the nation, including Transcendentalism; Native American literature, culture and identity; the Frontier, the West and Manifest Destiny; regional literatures, including the Southern Gothic; constructions and treatments of race and ethnicity, including the literature of slavery, African-American writing, constructions of whiteness and white anxieties, Jewish-American writing; constructions of gender and sexuality, including writing by women, treatments of ‘masculinity’ and queer texts; and the impact of modernity and globalisation, especially within modernist/postmodernist American writing, including the ‘Lost’ and ‘Beat’ generations. You will consider a range of genres (prose fiction, short stories, poetry, plays), and their connections to other creative mediums (especially visual cultures and music), and will be encouraged to explore a host of literary modes (Romanticism, Realism, Naturalism, Modernism, Postmodernism) as they have been constituted and contested in various American contexts.

Reading:
Among authors whose work you may choose to study are: Anne Bradstreet; Mary Rowlandson; Phyllis Wheatley; Louisa May Alcott; Emily Dickinson; Ralph Waldo Emerson; Nathaniel Hawthorne; Washington Irving; Henry James; Sarah Orne Jewett; Herman Melville; Edgar Allan Poe; Harriet Beecher Stowe; Henry David Thoreau; Mark Twain; Walt Whitman; Ralph Ellison; William Faulkner; Gertrude Stein; Carson McCullers; Toni Morrison; Alice Walker; Amy Lowell; Marianne Moore; Ezra Pound; Allen Ginsberg; Langston Hughes; Sylvia Plath; Arthur Miller; Tennessee Williams; Paul Auster.

Drama since 1860
This course aims to provide you with historical and critical perspectives on the major thematic and stylistic developments in a selection of British, American and European drama between 1860 and the present day. The course encourages you to trace the relationship between the theory and practice of the dramatists listed and seeks to examine the way in which the choice of style or presentation, be it realism, expressionism or the avant-garde, might be seen to reflect the thematic concerns of their plays. The course will also encourage you to consider the relationship between the dramatic text on the page and play in performance, where appropriate.

Reading:
Ibsen, Strindberg, Shaw, Yeats, Eliot, Synge, Wilde, O’Casey, Lorca, Brecht, Beckett, O’Neill, Williams, Miller, Pinter, Osborne, Delaney, Hellman, Wandor, Gerns, Orton, Churchill, Friel, Roche.

Language and Gender
This course aims to give a comprehensive introduction to the study of language and gender. We will examine how gender is reflected and constituted in language, that is, how women and men speak, how language is used to accomplish femininity and masculinity. You will become familiar with a wide range of studies exploring the language used by women, men and children in a range of different contexts, including informal talk among friends and talk in work or public settings. The course encourages a critical engagement with both past and
Undergraduate study in Humanities

English programme syllabuses

“The programme made studying surprisingly accessible, with quick, responsive help on the website and useful suggestions in the course book for study resources.”

Anna Morton
BA English, USA

present approaches to the study of language and gender and draws on a range of different theoretical and methodological frameworks to show how gender and identity can be analysed in language.

Questions which will be addressed on this course include: Do women and men speak differently? How do men and women speak to their friends and to their colleagues at work? How does gender interact with other social variables such as ethnicity, class and age? In what way does language constitute a resource for the construction of (gender) identity?

The course builds on theoretical knowledge and analytical skills developed in Varieties of English at Level 5.

Reading:

Language and the media

This course offers an introduction to a number of approaches in the analysis of media texts, and to a multi-modal perspective in the analysis of communication. You will compare and analyse media and literary texts and genres, engaging with a broad range of examples, for instance newspaper texts, advertising, the language of film, language of television, and others. The course develops critical awareness of a variety of linguistic techniques for analysing media discourse types, and engages with the relationship between text and context.

The course builds on theoretical knowledge and analytical skills developed in Varieties of English at Level 5.

Reading:

Postcolonial literatures in English

This course will examine the range of literature produced since 1947 in the regions of the world formerly under British rule. You may study literature from the former ‘white Dominions’ such as Australia and Canada, as well as literature from Asia, Africa and the Caribbean and work produced by the various diasporas of Commonwealth origin within contemporary Western societies such as Britain.

Among themes which may be studied are: representations of ‘the metropolitan centre’ and ‘the periphery’; disillusion with independence; problems of identity and cultural identification; exile and diaspora; neo-colonialism; the role of the intellectual and the artist; the subversion of the Western literary form; the usages of the English language; problems and opportunities of the postcolonial woman.

Reading:
Achebe, Ngugi, Soyinka, Narayan, Desai, Aidoo, Harris, Brathwaite, Collins, Phillips, Atwood, Hulme, Head, Naipaul, Mo, Rushdie, Lovelace, Emecheta.

Shakespeare

This course is concerned with the study of Shakespeare’s plays, undertaken roughly in the order in which they were written or performed, augmented by close analysis of the poetic means and theatrical conditions through which the playwright emerges. Looking at the plays alongside the theatres of Elizabethan London and the social politics of the period, the course will examine how language and drama evolve in Shakespeare’s craft, and the enduring nature of his art. The course will take in a range of early modern concerns, political, social, domestic, geographical and aesthetic, to explore the evolution of media – the written text and the theatrical production.

By the end of the course you should: have acquired a wide knowledge of the range and variety of Shakespeare’s work, of its evolution and its place within Elizabethan dramatic culture; be able to identify in a range of plays or poems instances of particular themes, artistic patterns, conventions or problems, and compare these varied instances; and be able to
analyse and describe in close detail a range of ideas, techniques and themes in a passage selected from a set play. You will be assessed according to your ability to: demonstrate writing skills and an appropriate conceptual vocabulary sufficient to enable lucid and persuasive critical arguments; respond to questions searching for knowledge of, comparison between, assessment of, and sensitivity to, a wide range of Shakespeare’s works; demonstrate close reading and interpretive skills responsive to specified aspects of ‘set play’ passages.

Reading:
Among texts to be studied are Titus Andronicus, Richard III, King John, Henry V, Troilus and Cressida, Measure for Measure, King Lear, Antony and Cleopatra, Pericles and The Winter’s Tale (from which six extracts will be drawn for Section A of the examination).

Please note: Students may refer to both the above list and Shakespeare’s other plays and his poems in their examination answers for Sections B and C. However, no answers are allowed on the plays listed for study in the courses Explorations in Literature (namely Hamlet and The Tempest) and Renaissance Comedy (namely Much Ado About Nothing, As You Like It, The Merchant of Venice, A Midsummer Night’s Dream, The Taming of the Shrew and Twelfth Night).

The novel
This course aims to provide you with some historical and critical perspectives on an evolving aesthetic form central to English studies. Focusing on both works originally written in English and ones in translation, the course surveys selected novels in three broad chronological groupings: 18th- and 19th-century realist novels; early 20th-century modernist novels; and finally a wide-ranging exploration of the major themes and characteristic narrative strategies associated with ‘anti-realist’ or ‘post-modern’ works of fiction.

The syllabus encourages you to consider some relevant theoretical questions on the nature of narrative and the role of the reader, together with critical writing on a variety of topics, ranging from mimesis to genre. Attention will also be given to narrative techniques, including characterisation, use of imagery, narrative voice, scene-making – the strategies of fiction whereby novelists develop individual structures that enable them to say something new in fictional terms.

Reading:
Defoe Moll Flanders; Laclos Les Liaisons Dangereuses; Zola Germinal; Tolstoy Anna Karenina; Dostoevsky Crime and Punishment; James The Turn of the Screw; Woolf To the Lighthouse; Nabokov Lolita; Robbe-Grillet In the Labyrinth; Calvino If, On a Winter’s Night, A Traveller; Rushdie Midnight’s Children.
Stage 1: Foundation half courses

**British social and economic history 1945–97**

This half unit will consider aspects of British social and economic history from 1945–97, and the focus will be on the basics necessary to help you understand the nature and workings of economies at the national level, and formation of economic and social policy by governments. This will be done through consideration of some of the recurring themes in modern economic and social history – growth, labour supply, overseas trade and national accounting. The course will also introduce you to aspects of social science and quantitative methods you may not have come across before, which are particularly relevant to 20th-century history. A range of different authors and approaches within the field of economic and social history will be used to achieve this, to broaden your understanding of the interaction between economic and social policy and the well being of the nation.

**History and meanings**

This course looks at how the understanding of historical time has developed in different societies, and how the interpretation and writing of history has evolved over the centuries.

**State, society and the individual in the non-Western world**

This course looks at changes and continuities in the social framework and fundamental concepts of the non-Western world during the 19th and 20th centuries. It focuses particularly on five main areas: the modernisation of the state; the re-ordering of society; the role of religion; the nature of the family and the role of women; the development of individualism.

**‘The camera never lies’: film, photography and history in the 20th century**

The course draws on a rich source of online material and videos to consider the use of photographs as a source for the writing of history in the 20th century. It will also investigate how images and photographs have been interpreted by historians.

A problem during the 20th century has been the issue of image manipulation, in the context of contemporary use, and the problems this creates for the historian. The most obvious example of this relates to Joseph Stalin in the 1930s and 1940s. However, the rise of digital photography has generated its own problems. As well as still images, we will review the place of the historically themed film and documentaries in what the public considers as history. The course will look at the strengths and limitations of film as a way of conveying a historical message; and how films contemporary to historical events can be used for historical research and the teaching of history.

Stage 1: Gateway full courses

**Conflict and identity in modern Europe c.1770–2000**

This course covers a range of major themes in (predominantly) European history from the French Revolution to the fall of the Berlin Wall. In studying specific events and developments, you will be introduced to more general concepts like revolution, constitutionalism, liberalism, nationalism, industrialisation, socialism, communism, fascism, parliamentary democracy and the welfare state. Exposure to different historical methods and conflicting interpretations will help you hone your own analytical skills.

**The Magna Carta and its legacies**

This course will cover how the Magna Carta was established and reinvented over the centuries. The course will also look at the international significance of Magna Carta and of Runnymede.

**Republics, kings and people: the foundations of modern political culture**

This course investigates the origins of our ideas about human rights and duties, revolution and democracy, consent and liberty, etc. A number of key writings are studied; ranging from Plato and Aristotle in the ancient world to Machiavelli, More, Hobbes, Locke and the Enlightenment in the transition from the early modern to the modern world. Analysis of the development of fundamental ideas about politics and society through these examples sharpens the mind and throws light upon the present in the perspective of the past.

**Rome to Renaissance: an introduction to the Middle Ages**

This course provides an introduction to the Middle Ages. Topics to be studied include: late antiquity and the end of the Roman Empire; the Barbarians, early medieval papacy; the Arab conquest of Spain; Charlemagne and the Carolingian Empire; monasticism, missionaries and Christianity in early medieval Europe; the Vikings; Alfred the Great; feudalism and the evolution of Kingship; 1066 and the Norman conquest; medieval architecture and literature; the reformed papacy and the investiture controversy; the Crusades; spiritual and material renewal in the long 12th century; Jews and dissenters; King John and Magna Carta; the Hundred Years War; the Black Death; the Reconquista; and the late medieval papacy from Avignon to the Reformation.

**The birth of Western Christendom AD 300–1215**

This course looks at the inter-relation of church, society and government in a key period of the evolution of Europe. The main themes are: the formation of the Christian Roman empire; the place of the Church in the new era of the early-medieval successor states; the role of Christianity in the transmission of culture; the empire of Charlemagne; the challenge to Christian Europe from the Vikings; the nature of kingly authority; and the revival of learning and literacy in the 12th-century Renaissance.

*To be withdrawn in 2019.
The rich tapestry of life: a social and cultural history of Europe c.1500–1780

This course aims to direct you to some of the most exciting writing in the recent social history of early modern Europe, to introduce you, week by week, to analytic concepts (space, gender, status, identity, etc.); and to familiarise you with primary source material. Topics covered will include masculinity, femininity, sexuality, violence, poverty, life and death, body and mind. The course does not purport to provide a complete coverage of social history in the period, nor indeed of European history between c.1500 and 1780, and it draws on material from both Continental Europe and England.

Stage 2: Group A
full courses

20th-century world history

This course can be considered in two parts. The first part looks at the major political developments that took place in different parts of Asia during the 20th century, focusing on China, Japan, Southeast Asia and South Asia. It explores the impact of imperialism, nationalism, decolonisation and independence in order to understand the resurgence of Asian nations by the end of the 1990s. The second part looks at the history of the non-Western 20th-century world from the vantage point of developments in the Middle East, Africa and Latin America. From empire-building to decolonisation and revolution in the Middle East, to intersections between politics and race in Southern Africa, to radical movements and US intervention in Latin America, much of what it explores complements the first part of the course by making sense of political developments in other continents where the long-term trends were both similar and, in some ways, noticeably different.

British history 1770–1990

Is Britain a class-ridden society? Why does Britain still have its royal family? Is Britain culturally closer to Europe or to America? Could Britain’s decline after 1945 have been averted? This course is essential for anyone wishing to understand the political, social and cultural make-up of modern Britain. It offers a broad survey of modern British history, from the reign of King George III through to the fall of Mrs Thatcher in 1990, through the prism of five underlying themes: politics, society, culture, gender and national identities. In doing so it seeks to guide you through the formative events of modern British history, and introduce you to the main historical controversies and debates. Among topics covered are: British reactions to the French Revolution, Victoria and the re-invention of the British monarchy, the rise (and fall?) of the Labour Party, the Irish question, Appeasement in the 1930s, the impact of two world wars on 20th-century Britain, and the legacy of the ‘Swinging Sixties’. Take this course to learn why the future Napoleon III served as a British police constable in 1848, to discover which Victorian premier roamed the streets at night to carry out ‘rescue-work’ with prostitutes, to understand who or what a ‘flapper’ was, and to find out why feminist activists lobbed flour-bombs at Bob Hope in 1970. Or simply take this course to better understand the complexities of the society in which we live today.

From nation state to multiple monarchy: British history 1485–1649

This course aims to provide a survey, largely political and religious, of the history of England from the accession of Henry VII to the execution of Charles I. Focusing mostly on England in the 15th and 16th centuries, it broadens to include Scotland after the Union of the Crowns in 1603. Wales and Ireland are also discussed where relevant to the main narrative. The principal themes considered are the political changes wrought by the successive dynasties of Tudors and Stuarts, and the opposition they aroused; the chronology and pattern of religious developments with the coming of the Reformation; the accession of James VI of Scotland to the English throne and its consequences; the impact of demographic, agrarian and commercial developments; the origins, outbreak and course of the ‘British civil wars’; concluding with the execution of the king and the abolition of the House of Lords.

Modern times: international economic history c.1901–1990

This course covers the economic developments affecting the UK and the wider world in the 20th century. The first term is devoted to the UK; topics covered include the Edwardian period and the First World War; the long post-1945 boom; the problems of the 1970s and 1980s; and the Major and Blair years. The second term covers the same period, but extends the discussion to cover the wider developments in the world economy, with particular reference to the ending of free trade and the rise of economic protection in the 1930s, and the factors making for the reconstruction and revival of the world economy since 1945, culminating in the recent performance and problems affecting the world economy since the 1980s.

US history since 1877

This course offers an overview of US history since 1877. It examines the social, cultural, economic and political contours of that history, incorporating topics such as westward expansion, industrialisation and urbanisation, the progressive era, the First World War, the Great Depression and the New Deal, the Second World War, the Cold War, domestic developments in the 1960s and 1970s, and the rise of the New Right in the 1980s. It concludes with a contemporary examination of US foreign and domestic policy. Particular attention is given to the shaping experiences of race, ethnicity, gender and class in the American experience.

Stage 2 and 3: Group B
full courses

Ethnicity, identity and citizenship in modern British life

This course provides a comprehensive introduction to the history and functioning of multi-ethnic Britain. It covers the history of immigration and settlement of minorities and explores contemporary issues which concern Black and Asian groups. You will re-examine your own identity to understand immigrant experience and
History programme syllabuses

ethnic conflict. The ways in which racism and ethnicity have affected Britain and the effectiveness of public policy are covered. Ethnic groups’ reaction to British society is considered.

Experience, culture and identity: women’s lives in England 1688–c.1850

This course examines the mental and material world of English women in a period of rapid social, economic and cultural transformation. It exploits the wealth of secondary literature which has appeared on the subject in recent years, and evaluates the dominant interpretations of continuity and change in women’s history. Attention is focused on the diversity of roles women played, the changing scope of female experience and the different languages available to articulate that experience. Topics covered include: love and marriage, sexuality, masculinity, divorce, motherhood, work, consumerism, material culture, print, polite culture, feminism, politics and religion. You will be encouraged to engage critically with the categories, modes of explanation and chronology of recent women’s history.

Modern political ideas

The course examines the main currents of political thought in modern European and world history from Rousseau to the present, including: the 18th century and the French Revolution; commercial society and its enemies (Hume, Smith, Rousseau); the French Revolution (Paine, Wollstonecraft); reactions to the revolution (Hegel); the 19th century, early socialism (Owen, Fourier, Saint Simon); Tocqueville and the American model; Marx and communism; Mill and liberalism; Nietzsche and modernity; Bakunin and anarchism; the 20th century – anti-imperialist theorists (Fanon, Gandhi); Orwell and dystopia; green political theory.

The Crusades and the Eastern Mediterranean 1095–1291

The triumph of the First Crusade (1099) resulted in the establishment of a Latin Christian community in the Levant for almost 200 years. This course is primarily concerned to examine how the settlers maintained their hold on a region which was spiritually, economically and politically important to the Byzantine empire and the Muslim world as well. The reaction of these groups to the Crusades and the development of their relationship with the settlers is an integral part of the subject. The ‘jihad’ became the channel for Muslim opposition and the Latins discovered that their own resources were insufficient to meet this threat and they appealed for help to Western Europe. The response and the consequences of this reaction for settlers’ tenure of the Holy Land will be analysed. The Frankish way of life will be studied; and its institutions, the economic position of the Christian settlements, the role of women, and whether the Latin states represent an early form of Western colonialism will be discussed. The preaching and preparation of crusading expeditions, the evolution of the crusading idea, crusading warfare and criticism of crusading will also be studied. The course will utilise a variety of primary material from European, Byzantine, Muslim and Syriac sources in translation.

Stage 3: Group D and E full courses

Blasphemy, irreligion and the English Enlightenment 1620–1720

This course examines the intellectual and political consequences of the radical ferment (both popular and philosophical) of ideas spawned in the English Revolution of the 1650s. The course texts include clandestine manuscripts, like the subversive ‘Treatise of Three Imposters’ which argued that Moses, Mahomet and Christ were all religious frauds, and printed works by religious frauds, and printed works by critics like James Harrington, Thomas Hobbes and Charles Blount.

The primary objective will be to study the ant clerical, heterodox and openly irreligious components of the Republican attack upon Christianity. The second line of enquiry will explore how the attack on Christianity of the 1650s developed into a systematic rejection of all revealed religion in the later 17th century. Attention focuses upon arguments that set out to destroy the authority of the priesthood and to reject the authenticity of the Bible, as well as their accounts of ‘other religions’ like Islam and Judaism, which were used to criticise Christianity.

Martin Luther King and the civil rights movement in the USA

‘Martin didn’t make the movement, the movement made Martin’ noted veteran civil rights activist Ella Baker. Baker’s perceptive comment goes to the very heart of contemporary historiographical debates. On the one hand, scholars have increasingly viewed the mass movement for Black civil rights in the USA between the 1940s and 1970s as a grassroots phenomenon that was rooted in local communities and based upon local leadership and local needs.

On the other hand, scholars still emphasise the vital national leadership role played by Martin Luther King Jr, in the Black struggle, particularly from the 1955 Montgomery Bus Boycott to King’s assassination in Memphis, Tennessee, in 1968. This course looks at both strands of this scholarship and seeks to assess the dynamics of the movement at both local and national levels, and examine the tensions that often existed between them, by using a wide range of written, spoken and visual sources.

Politics and society in Palestine c.1900–1948

This course looks at the interaction of politics and society in Palestine from the late Ottoman period until the establishment of the state of Israel. What was the impact of the politics of the West upon society in Palestine in the late Ottoman period? How did different social and religious groups react? What were the different interpretations of Zionism? What can we learn from the documents about them? Another theme we examine from studying the texts is the struggle of the British to control the situation and build a state in Palestine. How did the Arabs respond? We look at the forms of modern organisation and ideology they used and the problems of Arab identity and nationalism at both the local and regional levels. Texts written by both Arab and
Jewish women are examined to compare their role in political and social developments. The changes generated by the world wars are a further theme, and include the debate on the impact of terrorism, as well as the effect of the growing involvement of America.

The clash of powers and cultures: Sino-American relations during the Cold War

This course examines the ups and downs in Sino-American relations during the Cold War. It looks at how and why Communist China and the USA were transformed from hostile enemies in the 1950s and early 1960s into tacit allies by the late 1970s. Events to be covered include their direct and indirect confrontations over Korea, Taiwan and Vietnam; the role of the Soviet Union in their changing relationship; and their divergent policies towards such issues as Third World revolutions, nuclear weapons and international trade.

At a thematic level, the course will consider how ideology, personalities, domestic considerations, cultural stereotypes and alliance politics influenced their respective policies and the dynamics of their interactions. You are expected to approach the subject not only from the American perspective but also from the Chinese one, by exploring both Western and Chinese (translated into English) primary sources, such as diplomatic documents, memoirs, public speeches, newspapers and political cartoons. By placing Sino-American relations in the wider domestic and international contexts, this course will enhance our understanding of how the two great powers – and two different cultures – shaped, and were shaped by, the global Cold War.
# Philosophy programme syllabuses

## Level 4 courses

### Epistemology
An investigation of the problems of analysing knowledge, and dealing with the challenge of scepticism.

### Ethics: historical perspectives
An exploration of the history of moral philosophy, including the views of Plato, Aristotle, Hume, Kant and Mill.

### Introduction to philosophy
An introduction to the subject matter and methods of philosophy by means of a study of certain fundamental philosophical problems and texts. Included here will be: the problem of free will and determinism, the nature of the self, arguments for equality and the foundations of knowledge.

### Logic
This course is broadly concerned with the philosophical questions that arise from logic. Topics included are: truth, conditionals and validity, reference, necessity, vagueness, as well as a number of issues addressing the relationship between natural language and logic.

(please note: it is advised that you acquire some background in elementary formal logic either while doing this course or before attempting it.)

## Level 5 courses

### Ethics: contemporary perspectives
An investigation of central questions in moral philosophy, including such issues as: the metaphysical status of moral value, morality and truth, theories of the good, moral relativism and moral conflict, consequentialism and moral accountability.

### Greek philosophy: Plato and the pre-Socratics
The interpretation of the extant fragments of pre-Socratic philosophy and a selection of Plato’s dialogues including (but not limited to) The Republic, Symposium, Theatetus, Phaedo, Philebus and Parmenides.

## Level 6 courses

### Metaphysics
An exploration of the main questions of metaphysics, including those raised by the nature of substance, problems of identity and individuation, as well as issues involving time, causation and universals.

### Methodology: induction, reason and science
An investigation of explanation generally, and in science, as well as the problems of induction and confirmation.

### Modern philosophy: Descartes, Locke, Berkeley and Hume
Study of the main metaphysical, logical and epistemological views of Descartes, Locke, Berkeley and Hume.

### Aesthetics
An investigation of problems such as: the nature and value of art, aesthetic judgement, representation, expression and interpretation. Included will be a historical approach to these issues involving writers such as Plato, Aristotle, Kant, Nietzsche and Collingwood.

### Continental philosophy: Hegel, Schopenhauer and Nietzsche
The main doctrines of post-Hegelian philosophers, Schopenhauer and Nietzsche.

### Greek philosophy: Aristotle
The study of the broadly metaphysical, logical and epistemological doctrines of Aristotle. Works covered include Physics, On God, On the Soul, Categories, Posterior Analytics and Metaphysics.

### Modern philosophy: Spinoza, Leibniz and Kant
Study of the main metaphysical, logical and epistemological views of Spinoza, Leibniz and Kant.

### Philosophy of language
An exploration of the notion of meaning as well as an investigation into the more detailed problems arising from the study of natural language. Included are topics such as: metaphor, reference and the nature of rules of language.

### Philosophy of mind
An exploration of the problems raised by intentionality, consciousness and action. Issues covered include: the relationship of the mind to the physical world, the understanding of subjectivity and the nature of human action.

### Philosophy of religion
The overall aim of this course is the philosophical scrutiny of the claims of religious believers and those made on behalf of the major religious traditions. Specific topics include: arguments for God’s existence, an investigation of religious language, the nature of religious experience and the issue of the soul and immortality.

### Political philosophy
The study of the history of political philosophy as well as an investigation of contemporary issues. Included in the historical part of the course are works by Hobbes, Locke, Rousseau, Hegel, Marx and Mill. Contemporary issues involve topics such as political authority and the state, democracy, liberalism, distributive justice, and markets and capitalism.

### Dissertation
A dissertation of 7,500 words on an agreed topic. You will receive feedback on a one-page outline (consisting of a working title, a summary of the main sections of the dissertation, and a short bibliography), and comments on a complete draft, if required.
Entrance requirements

BA and DipHE programmes

You must:

• normally* be aged 17 or above by 30 November in the year of registration and
• meet our general entrance requirements and
• meet any specific programme requirements where applicable and
• meet our English language requirement. We may require a test of proficiency in English.

*Applications will be considered from applicants who do not meet the normal minimum age requirement for admission. Each application will be considered on an individual basis, and the decision taken at the discretion of the University of London.

CertHE programmes

You must:

• normally* be aged 18 or above by 1 September in the year of registration and
• have passed at least three separate subjects at GCSE/GCE O level, with grades A to C or the equivalent and
• meet any specific programme requirements where applicable and
• meet our English language requirement. We may require a test of proficiency in English.

Specific programme requirements

BA and DipHE in English
You must have a competence at least equivalent to a pass in the UK GCE A level in English.

Useful web links

For full details on how to meet our entrance requirements, including further information on our general entrance requirements, UK GCSE/GCE O and A level equivalents, specific programme requirements and English language requirements you should visit: london.ac.uk/applications


Recognition of prior learning (RPL)

If you satisfy the entrance requirements for the degree you have chosen and are suitably qualified, you may be able to apply for RPL, up to a maximum of 120 credits. Please refer to your individual programme regulations for specific rules governing recognition of prior learning.

The decision to award credit, known as accreditation of prior learning (APL), is made on an automatic or discretionary basis. Where the decision is automatic, this allows for qualifications or awards already known to the University to be used as credit against a particular module/course. An academic will have confirmed that the learning outcomes of the prior learning and the module/course associated with your programme are sufficiently similar to grant you credit. You will not need to complete the module/course of your degree programme.

Such qualifications and awards are listed on the course web page, as well as other conditions for recognition of prior learning.

The application deadline for seeking RPL is 1 October, although we advise you to apply as early as possible.

Please note, the following programmes will not recognise prior learning:

• Diploma of Higher Education in Philosophy
• Diploma of Higher Education in Theology
• Certificate of Higher Education in English
• Certificate of Higher Education in Theology.
Application and registration process

Getting started
You must apply online at: london.ac.uk/humanities

If you intend to study at an institution then you are advised to contact them before submitting your application.

Please read the ‘Guidance notes for applications’ before you complete your application.

Stage 1
Submit your online application form and application fee. Please note the application fee is non-refundable.

Stage 2
Submit your documentary evidence. This can be done online when submitting your application or at a later stage. Please see: london.ac.uk/applications/how-apply/supplying-evidence

Please do not send original documents.

Stage 3
We will contact you by email with one of the following:

Offer Letter: if you meet our entrance requirements and we have seen all required documentation then we will send you an Offer Letter.

Request for further information: we might require further documentation/information before we can confirm if you meet our entrance requirements.

We have referred your application to the Admissions Panel: if you do not automatically meet our entrance requirements then we will refer your application to the Admissions Panel for individual consideration. The Admissions Panel will consider qualifications which are not published under the Qualifications for Entrance Schedule, incomplete qualifications and substantial relevant work experience. If we cannot accept you with your current qualifications and experience then we will advise you on what qualifications you could take in order to meet our entrance requirements in the future.

Stage 4
Complete the online registration. We explain how to do this in the Offer Letter.

Stage 5
Start your studies. Once you register you will be given access to the VLE. We will also send you additional study materials to your correspondence address.

Hong Kong
Applicants living in Hong Kong can apply directly through:
The University of Hong Kong
School of Professional and Continuing Education (HKU SPACE)
University of London (Admissions Office)
3/F, Admiralty Centre
18 Harcourt Road
Hong Kong

Useful information for applicants
Submit your application even if you are waiting to sit an examination or to receive examination results. We can begin to process your application without all the evidence, although we will not be able to give you a final decision until all the necessary documentation has been received.

If you are unsure about whether or not you meet our entrance requirements then we might be able to advise you on this before you submit your online application. However, due to our increased workload we are unable to provide this advice between 1 September and 30 October of each year.

Applications are valid for three years.
## Fees

### Fees payable to the University

The fees given opposite are for 2018–2019. The totals do not reflect year-on-year increases and assume completion in the minimum study period.

Fees are subject to annual review. The University reserves the right to amend previously announced fees, if necessary.

All fees must be paid in pounds sterling and can be paid online via the Student Portal using a credit/debit card (Visa, MasterCard), by Western Union Quick Pay, banker’s draft/cheque or international money/postal order, made payable to ‘The University of London’.

Details regarding when you need to pay your fees are given on our website: london.ac.uk/applications/costs-your-course

### Dates for 2018–2019 academic session

The application handling fee is valid until the application closing date, 1 October 2018.

The registration fee is valid until the registration closing date, 30 November 2018.

The continuing registration fee is valid and payable between 1 March 2018 and 1 November 2018.

The examination fees apply to students entering the 2019 examinations and are payable between 30 November 2018 and the examination entry deadline date, 1 February 2019.

The application handling fee for all English programmes is valid until the application closing date, 15 September 2018.

The registration fee for all English programmes is valid until the registration closing date, 9 October 2018.

---

### English

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee (non-refundable)</td>
<td>£92</td>
</tr>
<tr>
<td>Initial registration fee</td>
<td>£1,452</td>
</tr>
<tr>
<td>Continuing registration fee</td>
<td>£907</td>
</tr>
<tr>
<td>Examination fee (per full course)</td>
<td>£275</td>
</tr>
<tr>
<td><strong>TOTAL BA</strong></td>
<td><strong>£6,825</strong></td>
</tr>
<tr>
<td><strong>TOTAL DipHE</strong></td>
<td><strong>£4,760</strong></td>
</tr>
<tr>
<td><strong>TOTAL CertHE</strong></td>
<td><strong>£2,645</strong></td>
</tr>
</tbody>
</table>

### Divinity

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee (non-refundable)</td>
<td>£92</td>
</tr>
<tr>
<td>Initial registration fee</td>
<td>£876</td>
</tr>
<tr>
<td>Continuing registration fee</td>
<td>£500</td>
</tr>
<tr>
<td>Examination fee (per full course)</td>
<td>£280</td>
</tr>
<tr>
<td><strong>TOTAL BA</strong></td>
<td><strong>£5,745</strong></td>
</tr>
<tr>
<td><strong>TOTAL DipHE</strong></td>
<td><strong>£3,845</strong></td>
</tr>
<tr>
<td><strong>TOTAL CertHE</strong></td>
<td><strong>£2,090</strong></td>
</tr>
</tbody>
</table>

### Divinity short course

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee (non-refundable)</td>
<td>£92</td>
</tr>
<tr>
<td>Composite fee</td>
<td>£500</td>
</tr>
<tr>
<td>(Registration and one examination entry)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>£592</strong></td>
</tr>
</tbody>
</table>

### Philosophy

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee (non-refundable)</td>
<td>£92</td>
</tr>
<tr>
<td>Initial registration fee</td>
<td>£950</td>
</tr>
<tr>
<td>Continuing registration fee</td>
<td>£495</td>
</tr>
<tr>
<td>Examination fee (per full course)</td>
<td>£274</td>
</tr>
<tr>
<td><strong>TOTAL BA</strong></td>
<td><strong>£5,535</strong></td>
</tr>
<tr>
<td><strong>TOTAL DipHE</strong></td>
<td><strong>£3,865</strong></td>
</tr>
<tr>
<td><strong>TOTAL CertHE</strong></td>
<td><strong>£2,140</strong></td>
</tr>
</tbody>
</table>

### Divinity short course

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee (non-refundable)</td>
<td>£92</td>
</tr>
<tr>
<td>Composite fee</td>
<td>£500</td>
</tr>
<tr>
<td>(Registration and one examination entry)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>£592</strong></td>
</tr>
</tbody>
</table>

### History

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration fee</td>
<td>£1,102</td>
</tr>
<tr>
<td>Half course fee*</td>
<td>£535</td>
</tr>
<tr>
<td>Full course fee*</td>
<td>£1,070</td>
</tr>
<tr>
<td><strong>TOTAL BA</strong></td>
<td><strong>£13,942</strong></td>
</tr>
</tbody>
</table>

---

### Introduction to philosophy (short course)

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee (non-refundable)</td>
<td>£92</td>
</tr>
<tr>
<td>Composite fee</td>
<td>£512</td>
</tr>
<tr>
<td>(Registration and one examination entry)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>£604</strong></td>
</tr>
</tbody>
</table>

---

### How much will my programme cost?

Fees are subject to annual revision and typically may be increased by up to 5 per cent per annum. The full list of annual fees for the programmes will be published on the Student Fees web page once confirmed, please visit: london.ac.uk/applications/costs-your-course
Armoured Forces

Students who are members or ex-members of the UK Armoured Forces should note that the University of London has been approved by the Ministry of Defence in support of the Enhanced Learning Credits (ELC) Scheme (ELC Provider Reference Number 1284). The Scheme provides financial support to eligible Service personnel who wish to enhance their educational or vocational achievements. The ELC Administration Service website can be found at: www.enhancedlearningcredits.com

Other costs

In addition to the fees payable to the University, you should also budget for the cost of:

- purchasing textbooks
- the cost of any course or tuition you choose to take
- the cost of tuition you are required to take for the CertHE
- the fee levied by your local examination centre.
Further information

Contact
If you have any questions that are not answered by this prospectus please contact:
The Student Advice Centre, University of London
Senate House, Malet Street
London WC1E 7HU, United Kingdom
Tel: +44 (0)20 7862 8360
enquiries.londoninternational.ac.uk

Study programmes 2018–2019
We offer a wide range of study programmes, from full degree programmes to certificates and individual courses. For further information visit london.ac.uk/courses
Inclusive Practice Policy
we are committed to a policy of inclusive practice and we seek to ensure that reasonable steps are taken to consider the needs of students with specific access requirements. This includes the areas of learning, assessment and examinations. If you need to make a request for special arrangements (such as additional time or special aids in examinations) please contact the Inclusive Practice Manager at: special.arrangements@london.ac.uk

Complaints procedure
We aim to provide the highest quality service to our students. We endeavour to solve any problems you experience quickly and fairly. If, however, you wish to make a complaint our complaints procedure is published on our website and in our Student Guide.

While every effort has been made to ensure that the information contained in this prospectus is accurate at the date of publication (April 2018), all matters that it covers may be subject to change from time to time, both before and after a student has registered. In particular, information about the structure and content of programmes is subject to confirmation in the Programme Regulations and registered students should refer to these. All fees are subject to annual review. The University does not intend by publication or distribution of this prospectus to create any contractual or other legal relation with applicants, registered students, their advisers or any other persons. You are strongly advised to check our website ([london.ac.uk](http://london.ac.uk)) for any revisions to this prospectus. We advise you to check local recognition criteria in your own country before applying for any qualification listed in this prospectus. This prospectus is issued free by the University of London.