



## PROGRAMME SPECIFICATION

### Section 1: Basic Data

<b>Awarding institution/body</b>	UWE
<b>Teaching institution</b>	UWE
<b>Delivery Location(s)</b>	UWE Frenchay and St Matthias
<b>Faculty responsible for programme</b>	ACE
<b>Modular Scheme title</b>	
<b>Professional Statutory or Regulatory Body Links (type and dates)</b>	NA
<b>Highest award title</b>	BA (Hons) English and History
<b>Default award title</b>	
<b>Interim award titles</b>	BA English and History Dip HE English and History Cert HE English and History
<b>UWE progression route</b>	
<b>Mode(s) of delivery</b>	
<b>Codes</b>	
<b>UCAS code</b> QV31	<b>JACS code</b>
<b>ISIS code</b> QV31	<b>HESA code</b>
<b>Relevant QAA subject benchmark statements</b>	
<b>Valid until</b>	Ongoing
<b>Valid from</b>	September 2012
<b>Original Validation Date:</b>	
<b>Latest Committee Approval...</b> ACE CAP	<b>Date:...</b> 1 <sup>st</sup> June 2012
<b>Version Code</b> 7	
<i>For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications</i>	

## **Section 2a English: Educational aims of the programme**

The educational aims of Programme are to:

- provide a current curriculum which offers depth within and breadth across the subject area through distinctive modules based on staff expertise;
- provide students with a thorough knowledge of English literary culture by exposing them to canonical and non-canonical texts from the renaissance to the twenty-first century;
- develop in students critical practices that stress the crucial balance between close reading and theoretical/contextual models of interpretation;
- extend students' knowledge of the historical and intellectual frames of reference from which literature emerges;
- offer a distinctively varied learning and assessment portfolio which encourages the development of analytic skills, creative expression and critical argument;
- provide a supportive and responsive framework for students' academic and personal development;
- provide intellectually challenging and student-focused teaching that is informed and enriched by staff research;
- offer distinctive and varied teaching practices, including individual tutorials, student-led seminars, lectorials and lectures;
- foster a progressive academic culture in which students mature and develop independence over their 3 years;
- offer a compulsory curriculum that develops outward-facing, employable students who are fully conscious of the value of their subject-specific knowledge and skills;
- encourage students to practice their subject-specific knowledge and skills in real working environments through the employability strategy;
- offer modules that engage and connect with cognate programmes across the faculty, facilitating integrated learning opportunities;
- offer opportunities that address UWE's wider agenda, such as sustainability, childhood and the creative industries.

## **Section 2b History: Educational aims of the programme:**

- Students of the History programme will understand the basic concerns of this discipline, which deal with the ideas, motivations, and interactions between individuals, organisations and societies in the past.
- They will share the common critical, conceptual and analytical skills developed by all graduates of the History programme.
- They will be introduced to the development of the discipline and the variety of approaches adopted by its practitioners.
- They will be able to engage in reading and evaluation of primary sources of various kinds; to feel confident in contributing to intellectual debates; to analyse and evaluate the arguments of others; and to formulate and effectively communicate their own arguments in both oral and written modes.
- The students' degree work on this programme should encourage them to envisage themselves as contributing to the cultural life of the academic community and beyond.

## Section 3a English: Learning outcomes of the programme

*The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...*

### A Knowledge and understanding: English

Learning outcomes	Teaching, Learning and Assessment Strategies
<b>A Knowledge and understanding of:</b>  1 a wide range of literature in English from the nineteenth and twentieth centuries, with some knowledge of pre-1800 literature;  2 the cultural and historical contexts, which shaped and were shaped by the authors and texts studied;  3 the formal and aesthetic dimensions of the three main genres of fiction, poetry, and drama;  4 the key terms and concepts used in the analysis and interpretation of literary ideas;  5 the range and variety of modern approaches to the study of literary texts;  6 the interrelations of literary study with the knowledge produced within other disciplines.	<b>Teaching/learning methods and strategies:</b>  Acquisition of skill 1 is through the required reading on core and optional modules, through constant encouragement to undertake wider, independent reading in support of the required reading, and through the support given to students to pursue individual interests and enthusiasms in their dissertations.  Acquisition of skills 2 - 6 is through a combination of lectures, seminars, and workshops, as appropriate to each module, with dissertation supervision provided through a mixture of small-group sessions and individual tutorials. On most modules, students are expected to deepen their understanding of topics by immersing themselves in the secondary literature, on which detailed guidance is given in module handbooks.  <b>Assessment:</b>  Assessment is strongly biased towards the continuous assessment of written work, which includes traditional critical essays and extended essays, evaluations of critical sources, bibliographical exercises, film and performance analyses, journals, reflections on group presentations and performance pieces, creative writing assignments and portfolios of writing. In accordance with University regulations, at least 25% of the assessment on each module is carried out under controlled conditions, which usually means, but is not limited to, seen or unseen examinations.

## Section 3b History: Learning outcomes of the programme:

*The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...*

### A Knowledge and understanding: History

**Learning outcomes**

**Teaching, Learning and Assessment Strategies**

<p><b>A Knowledge and Understanding of:</b></p> <ol style="list-style-type: none"> <li>1. major forces that have shaped the historical understanding of societies;</li> <li>2. historical themes from the late fourteenth to the present, with emphasis on Britain in its national, imperial and international context, western and eastern Europe, the United States of America and Africa;</li> <li>3. varieties of history, including economic, social, political, diplomatic, cultural, and the connections between them;</li> <li>4. a range of modern approaches which have informed the discipline, for example race, ethnicity and gender;</li> <li>5. key concepts, secondary and primary sources, debates and historiography.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>The strategies employed on this programme to achieve these outcomes are a combination of lectures, seminars, workshops, one-to-one meetings and web-based learning.</p> <p>Also reading which is directed at Level I and which becomes more independent, although still structured, at later stages. The module handbooks provide guidance on both essential and further reading.</p> <p><b>Assessment:</b></p> <p>In all modules assessment is achieved through a mixture of coursework and controlled conditions. Examples of coursework are essays (normally between 1500 and 3000 words) and extended essays (up to 5,000 words), document analyses, oral presentations, reviews of books, comparative article analyses and picture analyses.</p>
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## B Intellectual Skills: English

<p>On successful completion of this award students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> <li>1 the ability to identify the complexities of the major literary genres and other forms of written and oral communication;</li> <li>2 the ability to analyse the roles, methodologies, ideologies and historical contexts of literary critical traditions;</li> <li>3 the ability to write critical essays, which demonstrate an ability to form arguments and synthesise critical ideas;</li> <li>4 an awareness of how literature and language produce and reflect cultural difference;</li> <li>5 comprehension of the overall complexities of the discipline and its relationship to other disciplines and forms of language.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Intellectual skills are developed for skills 1 and 2 through attending lectures and intellectual debate in seminars and reading both primary and critical material. Skills 3 and 4 are acquired by writing critical essays and, where appropriate, creative writing portfolios. Skill 5 is achieved through a combination of these and progression through the award from core modules through to more self directed learning on optional modules and the dissertation.</p> <p><b>Assessment:</b></p> <p>The variety of assessment methods employed all place great emphasis (as shown in the subject's assessment criteria) on the learner's ability to demonstrate skills 1-5 through short and long essays, dissertations and creative writing, and seen and unseen examinations. A minimum of 25% of modular assessment is based on controlled conditions exercises.</p>
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## B Intellectual Skills: History

<p><b>B Intellectual Skills:</b></p> <p>Students on the programme will learn to:</p> <ol style="list-style-type: none"> <li>1. think critically;</li> <li>2. analyse a situation, a condition or a problem;</li> <li>3. form arguments and synthesise critical ideas;</li> <li>4. understand, apply and develop concepts;</li> <li>5. synthesise different types of information;</li> <li>6. evaluate primary and secondary evidence.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>At each Level the seminar is central to the development of intellectual skills. For example, student presentations require the ability to synthesise and evaluate secondary literature and/or primary evidence. They also enable all students in the group to formulate and respond to questions from their peers. Students are also encouraged to use the opportunity of the small-group forum to raise issues from elsewhere in the course, particularly lectures.</p> <p>Lectures guide and support the seminar programme, while all students are provided with the opportunity to meet with tutors on a one-to-one basis to discuss their progress.</p> <p><b>Assessment:</b></p> <p>Assessment is achieved through essays and other coursework, which will demand the abilities to synthesise and evaluate material, argue concisely and read critically.</p>
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	<p>Also through examinations, which will test the student's ability to write under pressure, and to analyse document-based 'gobbets'. Examinations will also demand coverage of different parts of the syllabus and guarantee that answers are the student's own work.</p>
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### **C Subject/Professional/Practical Skills: English**

<p><b>C Subject/Professional/Practical Skills:</b></p> <p>On successful completion of this award students will be able to demonstrate the following skills:</p> <ol style="list-style-type: none"> <li>1 the ability to apply appropriate techniques of literary criticism to the written interpretation and analysis of texts;</li> <li>2 the ability to deploy appropriate critical language in written communication;</li> <li>3 the ability to deploy appropriate critical language in oral communication;</li> <li>4 knowledge of the conventions of literary research and presentation, including citation and referencing;</li> <li>5 the ability to design and produce a substantial piece of independent research or personal writing.</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Students receive guidance in the use of appropriate critical terminology via lectures and seminar discussion, one-to-one tutorials, and in feedback on written work. The English Student Handbook and individual Module Handbooks offer guidelines on the presentation of literary research. Seminar preparation, participation and more formal presentations offer opportunities for developing competence in oral communication. Writing competencies are tested in a variety of written assignments, including coursework assignments and examinations. Guidance on the planning and production of independent work is given through tutorial support in the compulsory dissertation module and guidelines in the appropriate module handbook.</p> <p><b>Assessment:</b></p> <p>Skills 1, 2 and 4 are assessed through a variety of written assessments, ranging from the short essay (500 words) to the extended essay (4000 words), portfolio of writing and formal test and examination. Skill 5 is assessed through the dissertation (compulsory for single honours students), which includes a progress report component (worth 5% of the assessment). Skill 3 is not formally assessed, but is developed through seminar participation.</p>
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## C Subject, Professional and Practical Skills: History

<p><b>C Subject/Professional/Practical Skills:</b></p> <p>Students on the programme will demonstrate the capacity to:</p> <ol style="list-style-type: none"><li>1. research topics using electronic and hard-copy sources;</li><li>2. make concise and structured presentations;</li><li>3. evaluate critically the range of historical sources, primary and secondary (including quantitative) data, and to present conclusions in a clear written form;</li><li>4. demonstrate good practice in the use of scholarly conventions (including citations and bibliography) and how this helps to communicate information.</li></ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Detailed guidance on each piece of coursework is provided in the relevant Module Handbook and supplemented by information in the History Handbook. This guidance is explicitly integrated into the seminar programme by tutors who set aside clearly defined times to ensure that expectations are fully understood and to answer questions from students. All students may see tutors on a one-to-one basis to discuss any aspect of teaching and learning.</p> <p><b>Assessment:</b></p> <p>Assessment of written skills takes place through a variety of coursework ranging from short pieces (typically 1000-1250 words) such as book reviews and document analyses, through more conventional essays (c. 1500-3000 words) to extended essays and dissertations (c. 5000-10000 words).</p> <p>Oral skills are assessed at each Level, and also form part of the assessment for the Level 3 dissertation.</p> <p>At every Level, examinations (typically of three hours' duration), complement the coursework by requiring students to answer a range of questions independently and within a tightly specified time period.</p>
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## D Transferable Skills and other attributes: English

<p>On successful completion of this award students will be able to demonstrate the ability to:</p> <ol style="list-style-type: none"><li>1 produce effective written communication;</li><li>2 marshal their ideas in a limited time;</li><li>3 study effectively;</li><li>4 manage their time efficiently;</li><li>5 locate and evaluate information sources and extract relevant information;</li><li>6 use a computer for word processing, obtaining information, and presenting data;</li><li>7 take responsibility for their own learning;</li><li>8 communicate effectively orally;</li><li>9 work efficiently as members of a team.</li></ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Students learn writing skills not only through formal assignments, examinations and tests but also through written exercises in seminars and workshops (skill 1). Some of these have time limits set on them (skill 2). Students learn to study effectively by attending the faculty's study skills workshops or tutorials, or by consulting study skills books or computer packages as well as by receiving feedback from staff in tutorials. Some of them form self-help study groups (skill 3). They learn to manage their time by dealing with the time constraints of deadlines and balancing the demands of different modules; they can also attend time management tutorials (skill 4). They are introduced to library and IT skills in induction; they can follow this up by attending IT training courses (skills 5 and 6). They are encouraged to take responsibility for their own learning in a variety of ways; for example, by formulating their own essay titles, making choices about their learning, following up their own interests, and in particular studying for their dissertation (skill 8). They practice their oral communication in seminars on all modules, and in some modules they are expected to do a reading, give a presentation or lead a session (skill 8). Many modules specifically encourage team work by, for example, requiring groups of students to give a presentation, present an improvisation or put on a play reading (skill 9)</p> <p><b>Assessment:</b></p> <p>All modules in English are assessed by at least two pieces of writing and many by three (skill 1). These pieces include essays, bibliographical exercises, pastiches, creative writing and journals. On each module one of these pieces is written under controlled conditions and in a limited time (skill 2). In order to be successful in all assessments, students need study skills (skill 3) and time management skills (skill 4). For their coursework they also need to be able to access information (skill 5) and are required to present their work in typewritten form (skill 6). In all modules, they are expected to take at least some responsibility for their own learning (skill 7); this is particularly true for the dissertation. Oral communication (skill 8) and teamwork (skill 9) are not formally assessed.</p>
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## D Transferable Skills and other attributes: History

<p><b>D Transferable skills and other attributes:</b></p> <p>Students successfully completing the programme will be able to:</p> <ol style="list-style-type: none"><li>1. communicate effectively orally and in writing;</li><li>2. formulate and convey ideas and arguments in a limited time;</li><li>3. take responsibility for their own learning, including the exercise of initiative and the effective management of self-directed study time;</li><li>4. utilise electronic resources, for example, to carry out a literature search;</li><li>5. respond quickly and constructively to comments and suggestions;</li><li>6. formulate questions.</li></ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Oral skills are developed in both assessed and non-assessed seminar work; written skills are developed through a wide variety of assignments. Students learn to formulate ideas in a limited time through preparing for seminar presentations and sitting examinations. Each piece of coursework has a prescribed word limit which students are obliged to observe. Most of a student's time is spent outside formal lecture and seminars, and all students are expected to undertake extensive reading for seminars and for coursework. They are also encouraged to follow their own interests to explore a range of other sources relevant to the modules chosen. Self-directed learning is encouraged from the outset. In some modules students are required to reflect and comment on discussions arising from their seminar presentation, thus demonstrating an ability to respond to comments from members of the group. The Faculty provides support for these teaching and learning methods through a series of workshops for essay writing skills and short courses in computing, while the Library provides not only induction courses but opportunities for more advanced users to develop the necessary skills. These are open to undergraduates and postgraduates following taught programmes of study.</p> <p><b>Assessment:</b></p> <p>Every module has at least two pieces of assessed, written coursework as well as a test under controlled conditions. With very few exceptions the latter counts for at least half of the marks. Many modules include an assessed seminar as part of the coursework.</p>
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## Section 4: Programme structure

ENTRY  
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Year 1/Level 1	<p><b>Compulsory modules for English</b></p> <p>UPGPPQ-60-1 Literature, Creativity and Critique</p> <p><b>Compulsory modules for History Student MUST take</b></p> <p><b>UPHPK4-30-1:</b> Sources for Courses: History and Evidence</p> <p><b>UPHPK3-30-1:</b> British History from the Black Death to the Present Day</p>	<p><b>Optional modules</b></p> <p>There are no optional modules for this stage.</p>	<p><b>Interim Awards:</b></p> <ul style="list-style-type: none"> <li>• Credit requirements 120 – Certificate in Higher Education</li> <li>• Other requirements None</li> </ul>
	<p><b>Core modules</b></p> <p>There are no core modules at this stage of this award.</p>		
Year 2/Level 2	<p><b>Compulsory modules for English</b></p> <p>UPGPPH-30-2 Reading Forms/Forms of Reading</p> <p><b>Compulsory modules for History</b> There are no compulsory modules for this level of the award</p>	<p><b>Optional modules for English</b></p> <p>30 credits to be taken from:</p> <p>UPGPPM-30-2: Shakespeare's World of Words UPGPPK-30-2: Romanticism Unbound UPGPTA-30-2 : Exploring the Eighteenth Century UPGPTB-30-2: British Writing 1900-1950</p>	<p><b>Interim Awards:</b></p> <ul style="list-style-type: none"> <li>• Credit Requirements – 240 – Diploma in Higher Education</li> <li>• Other requirements None</li> </ul>

	<p><b>Core modules</b> There are no core modules for this stage of this award.</p>	<p>UPGPTM-30-2: Imagining America</p> <p><b>Optional modules for History</b></p> <p>Students must take two 30 credit level 2 History modules (or an equivalent combination with 15 credit and/or 30 credit modules)</p> <p>UPHPGN-30-2: Project Management in History</p> <p>UPHPHE-30-2: The Making of Modern South Africa: Segregation, The State and the Origins of Apartheid 1820 - 1965</p> <p>UPHPHB-30-2: Themes in the Social and Political History of Fascism, Europe 1890-1945</p> <p>UPHPGQ-30-2: Problems of Power: US History from 1776 - Present</p> <p>UPHPHC-30-2: Politics and Society in Ireland since 1750</p> <p>UPHPGL-30-2: Men and Women in Britain c. 1700 - 1800</p> <p>UPHPLN-30-2: Public History: Representations of the Past, 1400 to the present</p> <p>UPHPK9-30-2: Enterprise and Society: The Rise and Fall of Superpowers</p> <p>If you wish to take UPHPKC-30-3 – History Dissertation at level 3 you must take UPHPGN-30-2 – Project Management in History</p>	
<b>VCU Year</b>	(See International Variant: Appendix 1)		
<b>Year 3/Level 3</b>	<p><b>Compulsory modules for English and History</b></p> <p>There are no compulsory modules at this stage.</p>	<p><b>Optional modules for English</b></p> <p>60 credits must be taken from:</p> <p>UPGPPD-30-3 English</p>	<p><b>Prerequisite requirements</b></p> <ul style="list-style-type: none"> <li>• Minimum credit/module requirements – 120</li> <li>• other - none</li> </ul>

	<p><b>Core modules</b></p> <p>There are no core modules at this stage.</p>	<p>Independent Project  UPGPTD-30-3: Children's Fantasy Fiction  UPGPTF-30-3: Fiction in Britain since 1970  UPGPEG-30-3: Gender, Sexuality and Writing  UPGPFH-30-3: Literature and Culture in Britain: 1885-1930  UPGPPA-30-3: Contemporary American Narrative  UPGPFS-30-3: Gothic Literature  UPGPPP-30-3: Moving Words: Travel Writing and Modernity</p> <p><b>Optional modules for History</b>  Students must take two of the History Level 3 modules on offer:</p> <p>UPHPKC-30-3: Dissertation in History  UPHPL5-30-3: Mafias, Mythologies, and Criminal Networks: The United States and the Globalization of Crime  UPHPLH-30-3: Arc of Crisis: Great Power Rivalries in the Near East 1821-1991  UPHPJY-30-3: Stalin and Stalinism  UPHPKQ-30-3: Crowds, Disorder and the Law in England  UPHPK7-30-3: Politics Culture and Society in Tudor and Stuart England  UPHPK8-30-3: War Peace and Policies  UPHPL4-30-3: History in the Public Space  UPHPK6-30-3: Political Violence and Terror in Europe 1922-45</p>	<p><b>Awards:</b></p> <ul style="list-style-type: none"> <li>• Target/highest BA (Hons)</li> <li>• Default title – BA</li> </ul> <p><b>Credit requirements</b>  BA (Hons) – 360  BA - 300</p>
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→ GRADUATION

## **Section 5: Entry requirements**

Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

A & AS Levels

Tariff points as appropriate for the year of entry.

BTEC - An appropriate National Diploma with good standing and final year grades within the range 3 Distinctions and 3 Merits – 5 Distinctions and 1 Merit.

Irish Highers – Passes with grades within the following range: BBB – ABBB.

Access Courses – Validated access course in appropriate subjects.

Baccalaureate – European with between 70% and 76%. International with between 28 and 32 points.

## **Section 6: Assessment Regulations**

**A: Approved to University Academic Regulations and Procedures**

**B: Approved variant to University Academic Regulations and Procedures (insert title of variant)**

## **Section 7: Student learning: distinctive features and support**

- One week's Induction Programme for orientation and study skills.
- Student Handbooks and Module Guides.
- Extensive library and other learning resources and facilities.
- Dedicated office hours for all staff, student email system, trained counsellors for both pastoral and academic support.
- A wide range of teaching and learning strategies and an equally varied range of assessment modes across the award.
- Strong emphasis on the skills of the independent learner and researcher.

## **Section 8 Reference points/benchmarks**

The following reference points and considerations were used in designing the programme:

- University teaching and learning policies.
- Staff research projects.
- QAA Subject Benchmark statements.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.

## **Appendix 1: VCU International variant**

## UWE Level 2 (VCU Level 300/400 modules)

**NOTE: Students must take a total of 5 (US 3-credit – Level 300/400) modules together with 5 modules relating to the other half award:**

ENGL 320  
18th-Century British Literature

ENGL 335  
Literature of the English Renaissance

ENGL 400  
Shakespeare: The Early Works

ENGL 401  
Shakespeare: The Later Works

ENGL 402  
Chaucer

ENGL 403  
Milton

ENGL 407  
Medieval Epic and Romance

ENGL 409  
Medieval Studies

ENGL 410  
Renaissance Studies

ENGL 411  
18th-century British Studies

ENGL 320  
18th-Century British Literature

ENGL 335  
Literature of the English Renaissance

ENGL 400  
Shakespeare: The Early Works

ENGL 401  
Shakespeare: The Later Works

ENGL 402  
Chaucer

ENGL 403  
Milton

ENGL 407  
Medieval Epic and Romance

ENGL 409  
Medieval Studies

ENGL 410  
Renaissance Studies

ENGL 411  
18th-century British Studies

ENGL 313  
Southern Literature

ENGL 314/AFAM 314 African-American Literature

ENGL 315  
The Modern Novel

ENGL 316  
Modern Poetry

ENGL 317  
Modern Drama

ENGL 318  
Contemporary Poetry

ENGL 321  
British Literature of the Romantic Era

ENGL 322  
Victorian Poetry

ENGL 323  
Early 20th-century British Literature

ENGL 324  
Later 20th-century British Literature

ENGL 351/TEDU 351  
Children's Literature I

ENGL 352/WMNS 352 Feminist Literary Theory

ENGL 361/RELS 361 The Bible as Literature

ENGL 363/AFAM 363/INTL 366 African Literature

ENGL 365/AFAM 365/INTL 367 Caribbean Literature

ENGL 367  
Eastern Thought in Western Literature

ENGL 371 American Literature: Colonial and Federal

ENGL 372  
American Literature: American Romanticism

ENGL 373  
American Literature: Realism and Naturalism

ENGL 374  
American Literature: Early 20th Century

ENGL 375  
American Literature: Contemporary

ENGL 381  
Fiction into Film

ENGL 384/WMNS 384 Women Writers

ENGL 385/ENVS 385 Nature Writing

ENGL 386/ANTH 386 Introduction to Folklore

ENGL 387/WMNS 387 Lesbian Texts/Queer Theories

ENGL 391 Topics in Literature

\* WE ARE AIMING IN THE FUTURE FOR STUDENTS TO TAKE *UP TO TWO* (US – Level 300/400) MODULES FROM ELSEWHERE IN THE VCU UNDERGRADUATE SCHEME