



# MA Degree Programme

2011/2012 COURSE INFORMATION

*Politics and International Relations*    *Environmental Science*

*American Studies*

*European Studies*

*Psychology*

*Geography*

*History*

*International Business*

*Economics*

*Environmental Sustainability*

*Philosophy*

*English*

*Mathematics*

*English & Film Studies*

*Town and Regional Planning*

*Languages*

2011 2012

# Welcome to the College of Arts & Social Sciences



One of the best things about the MA Degree Programme in the College of Arts & Social Sciences at Dundee is the range of subjects you can study. You might want to come to Dundee to study a subject that is familiar to you – English, Geography and History are examples, but you can also take courses (we call them modules nowadays) in subjects you probably haven't taken at school or college, like Philosophy or Psychology or Planning and Economics. You can try them out and see if you enjoy them and perhaps decide that you'd prefer to study one of these rather than your original choice.

But even within the disciplines you will be most familiar with, you will find an astonishing array of modules which will introduce you to fresh ways of looking at these subjects. So English now offers modules in film studies, in History you can study some history of art and architecture and in Geography and Town & Regional Planning you can learn more about environmental issues. Politics includes international relations and even the study of terrorism, while both Politics and History offer modules on aspects of policing and crime. In Psychology you can explore social psychology or find out how the brain works, and how this changes as we age. Economics can be theoretical but also focuses on the operations of international businesses.

In our teaching we tend to focus on the modern world and try to prepare you for the time that will follow your graduation after two, three or four years with us. So you can opt for short modules where you can sharpen your knowledge of, and skills in, IT or you can find out how to plan your career and raise your chances of getting a particular job. You can also take modern languages, which are highly valued by employers, as part of your degree programme.

We welcome students at various levels. You can join us for four years or, if you are sufficiently well-qualified, you can skip the first year modules and obtain an Honours degree in three years or even less in certain cases.

This booklet is designed to let you see in greater detail what is on offer in the MA Degree Programme. I hope that what comes across is not only the range of choices available but also the quality of what we do. And we're getting better all the time. We are ranked 140th in the world's top 200 universities by the *Times Higher Education World University Rankings 2010* and Dundee has also been rated 8th in the UK and 1st in Scotland for all-round student experience by the *Times Higher Education Student Experience Survey 2011*. Excellent teaching is supported by research activity which is not only nationally but also internationally recognised. You'll be taught by some of the best people in their disciplines at Dundee, real academic stars. But there's a lot more for you to discover about the University of Dundee. I hope we can help you find out more in this booklet, not only about us but also about what you want to do. Whatever that is, I hope you'll do it at Dundee.

**...we are ranked  
140 in the world's  
top 200 universities**

A handwritten signature in blue ink that reads "Chris Whatley". The signature is written in a cursive style and is underlined with a long, horizontal blue stroke.

**Professor Christopher A Whatley**  
Vice Principal & Head of College.

# MA Degree Programme

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Every effort has been made to ensure that the information in this booklet was accurate at the time of going to production (January 2011). However, in the interest of keeping our teaching up-to-date, some changes to modules, degree programmes and curricula may be necessary during this and subsequent years.

# Overview



**The 4 year MA degree offers a range of subjects from the Schools of Business, Environment, Humanities and Psychology that may be studied as a single or joint honours degree. It is also possible to study the more generalist MA (without Honours) in 3 years. For well qualified applicants it may be possible to achieve an Honours degree in 3 years.**

The MA degree structure has been designed to maximise flexibility in course choices for both the specialist and generalist. You may choose to specialise in a fairly narrow range of subjects or opt for a broadly based degree by taking courses in as many as 4 different subjects.

The degree pathways illustrated in this booklet demonstrate the range of subjects available and the vast range of modules that you may choose. Teaching is organised into semesters (half-year blocks) with all students taking 6 modules in Levels 1 and 2 and 4 modules in the more specialised Levels 3 and 4.

As well as the main degree subjects illustrated, it is also possible to take modules in a European Language (French, German and Spanish). Alongside these subject-based modules are skill-based areas

such as Career Planning, Personal Academic Study Skills and Internship which help to support you in your chosen field of study and career aspirations.

As well as the full-time MA Degree programme, we also offer a flexible part-time daytime degree programme which is taught on a modular basis within a two-semester academic year, and students can choose from any of the modules and subjects available within the full-time programme. The only differences are that part-time students may not accumulate more than 80 credits in any one academic session and the length of study may vary from a minimum of 5 years to a maximum of 10 years. You can find further information on the part-time daytime MA Degree Programme by contacting Judith Milne in the School of Humanities ([j.milne@dundee.ac.uk](mailto:j.milne@dundee.ac.uk), 01382 385140) or by visiting [www.dundee.ac.uk/undergraduate/courses/daytime\\_part\\_time\\_ma](http://www.dundee.ac.uk/undergraduate/courses/daytime_part_time_ma)

We also offer a flexible part-time evening degree programme which has a different structure to the daytime MA programme. More information can be found at [www.dundee.ac.uk/undergraduate/courses/evening\\_part\\_time\\_ma](http://www.dundee.ac.uk/undergraduate/courses/evening_part_time_ma)

## Current list of degree subjects

American Studies (joint)

Business Economics with Marketing\*

Economics\*

English\*, and English & Film Studies (joint)

Environmental Science (joint)

Environmental Sustainability

European Philosophy\*

European Politics\*

European Studies\* (joint)

Financial Economics\*

Geography\*

Geopolitics (joint)

History\*

International Business\*

International Relations (joint)

Mathematics (joint)

Philosophy\*

Planning (joint)

Politics\*

Psychology\*

Scottish Historical Studies\*

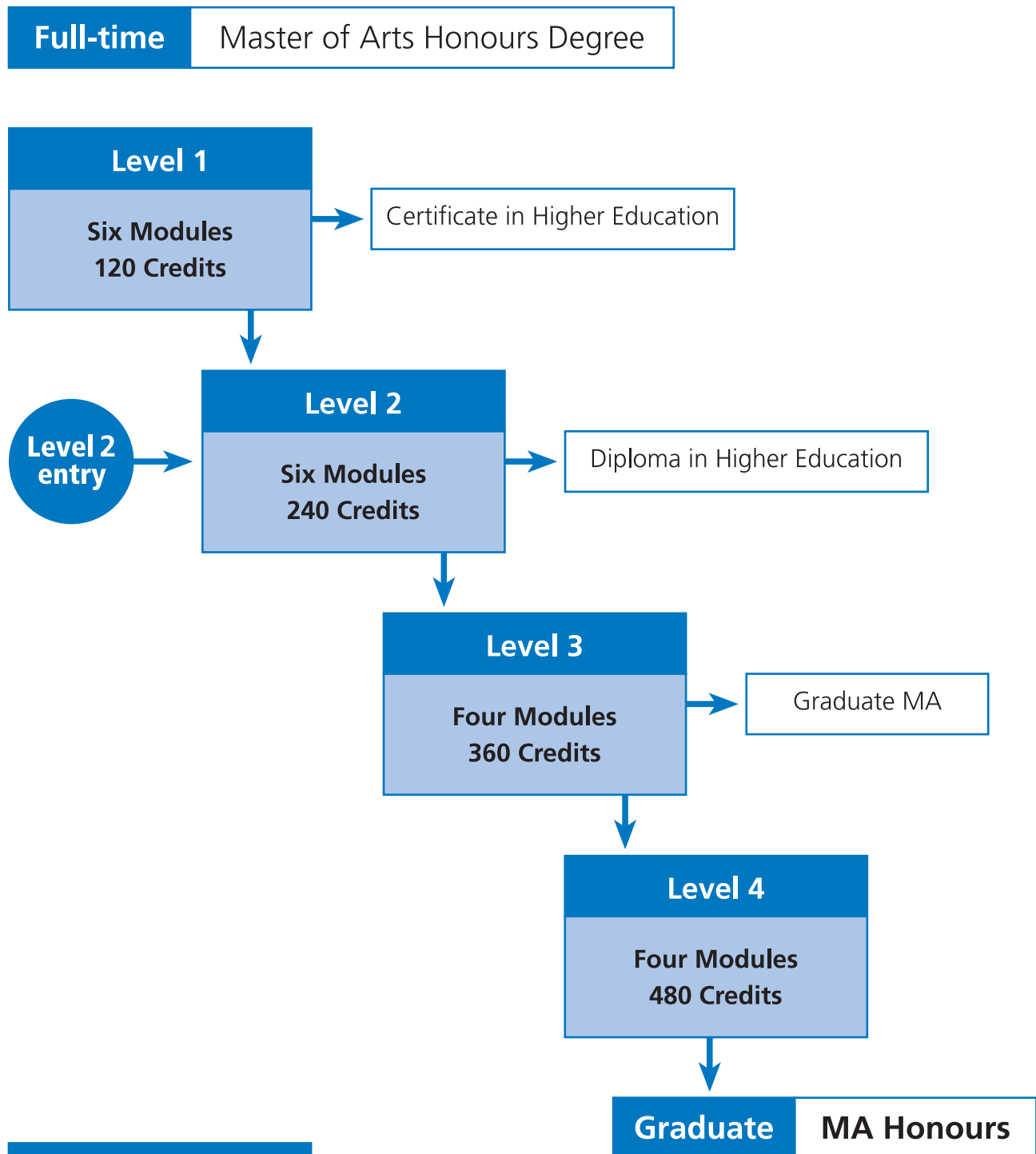
Town & Regional Planning



\* Opportunity to combine French, German or Spanish with most main degree subjects and with European Studies.

(Note that the options offered are subject to availability and changes reflect academic developments)

# Typical Degree Structure



- Value Added**
- Advanced entry option for well qualified applicants
  - Degree programme flexibility
  - Choice of 114 degrees
  - Professional accreditation
  - Academic support system
  - Opportunity for EU or North American study & travel
  - Practical language courses
  - Life-long intellectual capital
  - Career potential & opportunities
  - Online academic skills advice

# American Studies

## What is distinctive about American Studies?

**Whether we like it or not, America leads the way in the globalisation process and there is considerable merit in knowing more about the structures shaping the environment in which we will live and work in the 21st century.**

Our aim is to provide a holistic approach to the study of the culture and society of America with maximum flexibility of course choices. Whatever your main interest – history, literature, geography, politics – you will have the opportunity to experience a broad-based range of options in American Studies. Each of the contributing departments is a leader in its field

with many obtaining top ratings in research and in teaching in the recent RAE and QAA assessments. Our courses are created around the expertise of contributing scholars, most of whom have international recognition.

Added to this, you will have the opportunity to study in Level 2 or 3 in one of an expanding number of universities in Canada or the United States through our Transatlantic Student Exchange programme.

Our courses deal with the issues of importance to today's students such as gender issues, race and ethnic relations, economic and political

conditions, as well as exploring the impact of popular culture (films, music, etc.) on the development of American society.

The choice of programme is yours. Below are some of the module titles and pathways you can take towards your degree in American Studies. If you have questions or wish to speak with us, our contact details are on the website at: [www.dundee.ac.uk/american](http://www.dundee.ac.uk/american)

## Extracurricular Activities

We pride ourselves on the friendliness and activities of both staff and students through the very active American Studies Student Society which hosts trips, parties, balls, and weekly events throughout the academic year. The society

also produces a student newsletter highlighting events and offers a forum for student expression.

## Module Content

### Level 1

#### The Globalizing World

This module highlights the connections between political, economic, social and cultural aspects of life in an increasingly "globalised" international environment and explores and evaluates the arguments surrounding the nature and extent of the process of globalization in the contemporary international system. The following key areas will be explored; the cold war world, decolonization, theories of post-colonialism and post-colonialism culture, power in the post-cold war world order, the processes of globalization, the united nations system, European integration, new security challenges and the emerging world economic order.

### Level 2

The two core American Studies modules have been designed primarily as an introduction to the Honours Programme in American Studies. The modules examine particular themes of the American experience utilising several disciplinary approaches. Student questionnaire returns suggest that the variety of topics and disciplines is the most enjoyable feature of this course.

#### America : Land of the free?

This module will: introduce students to some of the key areas of American history, literature and culture by examining the influence of the concept of "freedom." Consider how the idea of freedom has been central to the development of American politics, society and culture, and explore how its meaning has been challenged and shaped by different groups. and events over the course of American history

#### Classic Hollywood

To introduce students to a distinct period of cinematic history (1930-60s) which dominated Hollywood production. To expand students awareness of issues of genre, film history, and the relationship between film and American society. To highlight a cinema of motivated signs and examine the ideological outcome of "verisimilitude", expressionism, and propaganda film-making. To engage with character led plots and psychologically motivated narratives and examine the narrative and cinematic strategies employed in their development to examine the tradition of narrative closure and its impact on the dominant ideology and cinematic aesthetic of the time.

### Levels 3 and 4

#### American Literature (Core Module)

This course introduces students to key examples of fiction, poetry and didactic prose from the American Renaissance and subsequent decades. It will also acquaint students with current research in the field and build on students' work by initiating skills of literary analysis and independent thought.

#### Early American History (Core Module)

This module examines the development of American society in the British North American colonies from their first settlement in 1607 to the era of the American Revolution. This module will focus on exploring the forces which were responsible for the transformation of Europeans into Americans.

#### American Modernist Poetry

This course will introduce students to the main currents in American modernist poetry, focusing on those movements and poets coming to prominence in the first two decades of the twentieth century as well as the trajectory of poetic careers from that period.

#### An Environmental History of the American West: Land, Water, Forest, Wilderness

This module will explore how, following the European settlement of the American West, the natural resources of land, water and forest were identified, documented and exploited. The understanding of the concept of wilderness is a crucial element in this understanding of land, water and forest.

#### Crime and Detection in American Fiction

This module examines a range of 19th and 20th century American fiction dealing with the themes of crime and detection. Students will study issues of race, gender, technological progress and urban living as they manifest themselves in crime fiction.

#### The Early American Frontier 1615-1815

This module is being taught as early American historians redefine the very nature of the frontier. This gives students the option to explore for themselves the development of the early American frontier and to examine a range of different concepts and interpretations.

### Governing the USA

This course aims to examine how American federal government operates and considers the relationship between the different aspects of government. It also analyses a range of issues in contemporary American politics (including abortion, the death penalty, the election in 2004, War powers and civil rights).

### Race and Region: the American South, 1865-1965

Race and Region traces the social, political, cultural and economic development of the South from the aftermath of the Civil War, through to the civil rights struggles of the 1960s. Central to the course will be the question of the meaning of being 'Southern'. There will be an opportunity to study a variety of sources, including music and film.

### Scots on the Move: A Century of Scottish Emigration, c. 1830-1930

This course looks at demographic change in Scotland over the period between 1830 and 1930. This module will examine theories and explanations of population growth as well as population movement; why the Scots were so 'migratory' within the borders of Scotland, and why so many Scots left their homeland.

### The African American Freedom Struggle, 1890-1954

This module offers the opportunity to study African Americans' struggle to secure freedom from racial oppression in the years before Martin Luther King came to national prominence. It plots the many debates and divisions that existed within African American communities over how best to fight racism, and considers the importance of such leaders as Ida B. Wells, Booker T. Washington and Marcus Garvey in helping to establish the roots of the modern civil rights movement.

### The American Civil Rights Movement, 1890-1975.

This course considers the origins and development of the American civil rights movement and seeks to impart an appreciation of the many complexities and contradictions within civil rights history. Students will study civil rights leaders, their organisations and legal strategies, mainstream protest movements, and alternative (or "radical") approaches to the "American dilemma" of discrimination and racism.

### The Politics of Transatlantic Relations

The first part of the module will focus on the transatlantic relationship itself. This will be followed by an examination of security issues (including War Against Terror, the future of NATO, CFSP, Missile Defence). The third part of the module will focus on economic and environmental issues (including international trade, development, the Kyoto Treaty and AIDS).

### The USA and the International Political Economy Since 1945

The first section of this module will explore contrasting Marxist and Socialist theories of imperialism with the views of liberal and social democratic approaches to IPE. The second section will examine the role of the USA in the world economy from 1945 until 2002 and its bilateral relationship with Britain.

### Urban Geography

This course focuses on the dynamics of cities in the developed world and addresses a range of key questions about the shaping of urban environments and the experiences of urban living.

### US Foreign Policy since 1945

This course will explain the formation and execution of US foreign policy since 1945. The course will end by analysing the challenges of the future and different interpretations of US foreign policy after the Cold War.

### Dissertation

This may take the form of a dissertation based upon independent research into a specialised topic, or a programme of directed individual study within a specialised subject area. Dissertation topics have ranged widely in recent years, including US Foreign Policy and the Spectre of Bolshevism, The Significance of the Forest in 'Twin Peaks', Poetry of the Beat Generation, Hollywood and History, Witchcraft in Old and New England.

An undergraduate dissertation is obligatory for Single Honours students in Level 4, and optional for Joint Honours students taking five papers in American Studies.

## Why Study American Studies

Judging from past experience, a degree in American Studies can lead to a career in a wide variety of occupations; recent graduates have gone into such diverse fields as journalism, banking and the civil service. Whatever you decide you want to do in life after graduation, American Studies will give you the skills and the background to put yourself into the context of a changing world and have fun while getting there.

Susan Deas is in Level 2 of the MA (Hons) American Studies and International Relations. She says, "American Studies offers a diverse range of subjects to study, including many aspects of politics, history and english. The course is never boring, as there is always something new and exciting to learn."

# Economics, Financial Economics, Business Economics with Marketing, and International Business

## What is distinctive about Economic Studies?

Economic Studies offers flexible degree programmes in international business, economics and finance, enabling you to choose a combination of subjects that best suits your interests and aspirations. In addition to an MA or BSc in Economics you may read for an MA or BSc in Business Economics with Marketing, an MA or BSc in Financial Economics, an MA or BSc in International Business or a Bachelor of Finance.

There is flexibility and choice to select from a wide range of optional courses from business oriented subjects such as Human Resources and Business Strategy to more technical courses that include Financial Economic Analysis and Econometrics. You are not required to have a strong background in mathematics although for some of the more technical courses this is desirable.

Our Global Economic Perspectives module received the award for the best undergraduate course in economics from the Economics LTSN – the national body which supports Economics teaching.

## Extracurricular Activities

- Erasmus/Transatlantic Student Exchange (TSE) – Students have the opportunity to study abroad for a year in Europe (Erasmus) or USA (TSE).
- The Economic Studies Society is run by our students who organise various events throughout the year.
- Recruitment talks by Government Economic Service, Scottish Executive, Bank of England etc.

For further information see [www.dundee.ac.uk/econman](http://www.dundee.ac.uk/econman)

## Module Content

### Level 1

#### Global Economic Perspectives

This module is completely self-contained and aims to provide students with a broad conceptual base. It is an introduction to the ideas that form the basis of analytical economics, which you will encounter in the twin module Foundations of Economic Analysis. The module presumes no previous knowledge or understanding of economics. The module is designed very much with the beginner in mind; however, those of you who may have taken an Economics course at school will find the approach refreshingly new and the coverage wider than you have encountered before.

#### Foundations of Economic Analysis

This module introduces you to the tools needed to analyse how an economy works. It helps you to understand consumer choice, how prices are set, the way firms and markets operate, whether monopoly is efficient, why governments might choose to regulate industry or provide services such as health and education. Issues such as the determination of national income are examined along with policy options available to governments to reduce unemployment and inflation.

### Level 2

#### Macroeconomics & Economic Statistics

This module shows why money markets are important in the real world, why there is so much disagreement about what appropriate macroeconomic policy is, and how policy works in practice. Economic Statistics introduces you to a selection of statistical procedures commonly used to measure the performance of companies and countries.

#### Microeconomics

This module covers the micro aspects of the economy by focusing, initially, on the basic theories of consumer and firm behaviour. These provide the basis for the derivation and analysis of market demand and supply in various settings. The module then examines these settings by looking more closely at the market structure, and attempts to highlight: i) the conditions under which markets will or will not produce desirable outcomes; and ii) the role of government in improving the operation of markets.

### Level 3

#### Econometrics

This module provides an introduction to the theory of statistical inference and the application of regression analysis in applied economics. By the end of the module you should have a sound understanding of basic econometric principles and the practical skills to estimate simple economic relationships in a competent manner.

#### Business Economic Analysis

This module provides the foundation for the business related degrees in economic studies. It uses microeconomic techniques to analyse the business world, particularly in the areas of competition, the theory of the firm, diversification and growth in industries. It also studies related areas such as consumer theory, entrepreneurship and advertising.

#### Financial Institutions

The role of financial institutions in a developed economy is the subject of this module. You will cover topics such as the principles of banking, the supply and demand for money, the operation of monetary policy, and the regulation of the financial system.

#### Human Resources

The past two decades have seen in many countries the emergence of Human Resource management as a central part of company policy. Optimal HR and personnel policies are a major source of sustainable competitive advantage. We examine the role of economic analysis in constructing such policies and how they affect recruitment, selection, performance appraisal, training and rewards management.

#### Macroeconomic Analysis

This module furthers the study of macroeconomics and is analytical in character. The module focuses on the theoretical determinants of macroeconomic growth, and on the working of the macro-economy with particular emphasis on the role of government stabilisation policies in affecting the macroeconomic equilibrium. The module will enable you to use the relevant analytical tools to explain the short-and long-run functioning of the macroeconomic models. You will be able to critically assess the policy implications of the analytical models and to clearly identify the role played by the underlying assumptions.

#### Marketing

This module introduces you to the principles of marketing and provides the opportunity to gain a practical understanding of modern marketing methods. Through the extensive use of case studies, the module examines the history of marketing, consumer behaviour, the nature of the marketplace and the key elements of the marketing mix.

### Microeconomic Analysis

This module provides the foundations for the further study of economics and is analytical in character. The focus is upon the inter-relationship between three fundamental ideas: (a) marginal analysis as the basis of decision making; (b) notions of equilibrium; (c) optimisation subject to constraints. This module will enable you to characterise economic decision-making in a variety of contexts, including those of an inter-temporal nature, and explain the functioning of a variety of market forms using appropriate graphical and quantitative techniques. These include solving systems of equations (as in complete market models), analysing functional forms commonly used in economics, using differentiation (as a method of marginal analysis) and solving constrained optimisation problems (in the context of economic decision making). By the end of the module you will be able to critically assess the policy implications of selected microeconomic models and to identify the role played by the underlying assumptions.

### Quantitative Methods for Business

The aims of this module are to introduce you to a range of basic quantitative techniques used in business situations and to show how these techniques may be applied to aid the decision making process. The module will provide introductions to Probability, Statistical Inference and Management Science. On completion of the module you should be able to apply simpler methods of analysis in this area, interpret the results of such applications and discuss their more general applicability.

### Level 4

#### Business Strategy

The concept of strategy, the role of the strategist, and the process of strategy formulation and formation are examined in a variety of business contexts. The extensive use of case studies will provide you with practical illustrations of the theoretical material discussed in the module.

### Dissertation

The dissertation provides you with the opportunity to investigate a specific issue or case study in depth. This will involve wide reading and original research together with the use of concepts and techniques acquired during the module of your degree.

### Economic Policy

This module considers the use of economic principles to design, guide and interpret various aspects of economic and social policy. You may expect to gain an appreciation of such contemporary issues as the sustainability of the welfare state, the changing boundaries between the public and private sectors, and the advent of the Euro.

### Economic Theory

This module covers recent theoretical developments in economic modelling and their implications for economic policy. The microeconomics section mainly deals with the consequences of strategic behaviour by economic agents in imperfect markets where some buyers or sellers may have specific market power. The macroeconomics section focuses on situations in which markets are distorted, examines how such distortions might induce policy effectiveness, and compares the outcomes with those from traditional Keynesian and Monetarist models.

### Economics of Globalisation

This module is designed to provide in-depth examination of patterns of international trade as observed in the world and trade policy effects of trade restrictions. The module provides close inspection of topical issues, such as labour standards, demands for "fair trade" and the role of multinational corporations in the global economy.

### Financial Economic Analysis

You will receive a thorough grounding in financial market analysis so that you are able to understand the behaviour of financial agents and the implications of their behaviour. Within this context, the module discusses how financial assets are priced and how various financial instruments are used in the market place.

### Government and Business

This module considers both the role of government in the regulation and support of private sector business, and the reasons for and consequences of government becoming directly involved in business. You will develop an understanding of public policy as it applies to both public and private sector economic activity through the analysis of a number of case studies.

### International Finance

In this module you learn to examine various aspects of the world of international finance, e.g. foreign exchange markets, international money markets, balance of payments and exchange rate policies, the international monetary system and international debt problems.

### Marketing Research

Marketing research draws on various disciplines in order to provide reliable information to managers in a marketing context. This module will introduce you to the various stages of a marketing research project, placing particular emphasis on the design of surveys, the design of questionnaires and the analysis of results. The module will deal with issues that arise in various market research settings including business-to-business marketing and international marketing.

### Risk and Information

You will be introduced to the ways in which individuals, firms and governments take decisions with limited amounts of information in uncertain environments. By the end of the module you will have a sound understanding of the functioning of a variety of markets characterised by risk and imperfect information such as insurance, credit and labour.

## Graduate Profile

Craig Alexander graduated in 2008 with a MA(Hons) degree in Economics and is currently running a growing inter-city passenger transport firm in Poland. He writes, "my studies provided a solid theoretical base and strong analytical skills. I use my degree for issues as diverse as designing optimal employee contracts to asset finance. Equally important is the appreciation gained throughout my studies of international economic issues. The fundamental economic policy issues that governments face across Europe are broadly similar. These in turn present regulatory implications to business - climate

change and vehicle carbon emissions are prominent examples. The ability to evaluate the economic policy choices that may be utilised positively impacts on future plans for any business. The choice of modules available and the approachability of any member of staff in the department are to be noted. I have no hesitation in recommending Dundee as an excellent university at which to study Economics."

Another recent graduate, Michael Edwards, comments, "my Honours degree in Business Economics with Marketing has provided me with

a qualification which is held in high regard by top employers. The Economic Studies department both challenged and supported my development during my four years at Dundee, which enabled me to gain employment with one of the world's leading banks. Flexible module choice containing current and relevant material and case studies provided me with a head-start in the business world and it is now exciting to witness my lectures come to life."

# English, and English & Film Studies

## What is distinctive about English?

With twelve full-time teachers, we cover all aspects of current literary study, but are small enough to be able to deal personally and individually with our students.

We not only teach the traditional topics of English Literature but also the literatures of America (North and South), of Scotland, and of many other parts of the English-speaking world as well as new developments such as digital poetry and graphic novels.

Exciting recent developments are the introduction of the joint honours degree in English and Film Studies, which builds on the highly successful introductory courses in Film Studies which have run in recent years. We also offer undergraduate modules in Creative Writing,

## Extracurricular Activities

There is an undergraduate Literature and Film Society. Each year, a lively drama group stages a play - perhaps a piece of English mediaeval drama. Our students take advantage, too, of the extraordinary cultural resources available close-by: Dundee's award-winning repertory theatre

and Dundee Contemporary Arts (DCA), an arts complex including a cutting-edge art gallery and art-cinema facilities. The Department itself is home to the University's Creative Writing Professor and an annual Literary Festival which regularly attracts high profile writers to Dundee. There are

also Literary Salons, as well as a Comic Art Forum, featuring talks by comic artists and writers, and an annual Comics Conference.

For further information see [www.dundee.ac.uk/english](http://www.dundee.ac.uk/english)

## Module Content

### Level 1

#### Introduction to Literary Study

What makes a novel a novel? What is distinctive about poetry? How do you analyse a play in performance? The course explores a diverse range of drama, fiction and poetry in order to suggest answers to these questions.

#### Early Modern to Early Romantic Literature, 1564-1789

This module surveys the development of English Literature from the Early Modern period to the end of the Eighteenth century in relation to the ideas of the Enlightenment and the emergence of modern culture, with its concerns about identity, gender, religion, and power. This module will explore Early Modern drama, including texts by William Shakespeare, Christopher Marlow, John Webster; metaphysical poetry including work by John Donne, Andrew Marvell, John Milton and the rise of the novel form, including work by Daniel Defoe or Samuel Richardson.

#### Reading the Screen: An Introduction to Film Studies

This module will focus on how films are created, concentrating on topics such as mise en scene, editing, auteur theory, genre and the styles of key Directors.

#### Perspectives and Movements in Cinema

This module builds on Reading the Screen by focusing on examples from a number of distinct movements in the history of the cinema, such as Italian Neo-realism, the French New Wave, Japanese cinema of the 1950s, and British Cinema of the 1940s.

### Level 2

#### Romantic to Victorian Literature, 1789-1901

The module explores Romantic and Victorian Literature paying particular attention to the way fiction, poetry and drama develops out of earlier traditions and tendencies and how they break from earlier movements. The work of the Romantic poets is read along with a series of nineteenth-century texts which link closely with the themes and moods of the poetry. Some of these texts will bring out the powerful strand of Gothic Romanticism which is the counterweight to the social realism of the Victorian novel. Poets such as John Keats, Samuel Coleridge, William Wordsworth, Lord Byron, Percy Shelley and Alfred Tennyson, novelists such as Emily Bronte, Charles Dickens, Bram Stoker, Robert Louis Stevenson and playwrights such as Oscar Wilde will be included.

#### Modernist to Contemporary Literature, 1901-Present Day

This module examines 20th and 21st century writing, paying particular attention to the way fiction, poetry and drama develops out of earlier traditions and tendencies and how they break from earlier movements. It examines how the forces of modernity - industrialisation, urbanisation, technological changes, war, empire, migration challenges previous ways of structuring and making sense of the world through a range of 20th and 21st century texts including fiction by Joseph Conrad, James Joyce, Katherine Mansfield, Chinua Achebe, Angela Carter, Richard Matheson, Kirsty Gunn and Ian Rankin, poetry by TS Eliot, WB Yeats, Mina Loy, WH Auden, Seamus Heaney, Geoffrey Hill, Philip Larkin, Carol Ann Duffy and Margaret Atwood, and drama by Harold Pinter, Caryl Churchill and Samuel Beckett.

#### Classic Hollywood Cinema: An Excessively Obvious Cinema

This module explores the Golden Age of Hollywood (1930-1960), with emphasis on the studio system and methods of marketing and production, and stresses the relationship between the US government and the film industry during the period. Genres such as romantic comedy, crime, horror, westerns, and melodrama, will be discussed, as will the key directors of the Golden Age.

#### Film Noir: The Dark Side of the Street

The aim of this module is to provide an introduction to what is arguably the most interesting and important of all film styles - Film Noir. It will analyse the distinct visual style and aesthetics of Film Noir and will explore the cultural climate of repression and paranoia engendered by Cold War politics and its influence on this style of film-making. Of central importance will be the influence of German Expressionism and émigré film makers, and issues of representation, especially of women and stereotypes.

### Level 3

#### Contemporary Literature

This module introduces a range of British Literature since 1950 and aims to develop a working knowledge of aesthetic and cultural paradigms relevant to the period, including postmodernism, late modernism, the absurd, neo-realism and metafiction. The module will address topics and issues such as the politics of identity, the representation of history, the problematics of subjectivity, sexual and cultural difference, and ideas of centrality and marginality through a consideration of poetry, drama and fiction.

#### Film Art

This module will look at various aspects of film studies such as the art film, the avant-garde and animation to examine the idea of cinema as an art form. It will consider notions of film as a narrative and industrial medium. It will also explore film's relation to older art forms - such as music and painting - and other facets of popular culture.

#### European Cinema Since 1960

This course will provide an introduction to European cinema from the 1960s to the present day. It will examine key movements - such as the Nouvelle Vague and the work of leading Directors - such as Fellini, Godard and Herzog - while also looking at notions of art cinema, national cinema and European cinema's relationship with Hollywood.

#### Mediaeval Literature

This module introduces students to key texts from the mediaeval period. Students will become familiar with the main literary genres of the 14th and 15th centuries through a detailed study of a selection of mediaeval poetry, drama and prose, read in Modern English translation.

#### Other Americas

The aims of the module are to explore issues of difference and community in contemporary American society and to examine ways in which oppositional voices are represented. Materials for discussion include film as well as literary texts.

#### Post-Colonial Texts

How do writers bear witness to social, cultural and political changes in the aftermath of empire? What is at stake in the definition of cultural identity? Why choose to write in English? This module addresses the impact of colonialism on a small selection of literary and filmic texts from Africa, the Caribbean, Britain and Canada.

#### Modernism and Modernity

This module studies poetry and fiction from 1890-1945. It explores the concept of Modernism, as a series of experimental styles, in relation to modernity, the social and political contexts Modernism responded to (such as technological change, urbanisation, psychology, feminism, and the Great War).

#### Romantic and Gothic Literature

This course studies the poetry, prose and fiction of the Romantic Period (1780-1830). Among the topics discussed are the literature of Sensibility,

the Gothic Novel, the Sublime and the Beautiful, Oriental Fictions, women poets and Romanticism, landscape and the City. Writers featured on the course include Jane Austen, Anne Radcliffe, Mathew Lewis, Wordsworth, Coleridge, Byron, Shelley and Thomas de Quincey.

### Literature in Scotland after the Union of 1707: 18th and 19th Centuries

How does a country come to terms with the strange new status in which Scotland found itself after the Union of the Parliaments? And how did Scottish writers reflect the tensions arising from this state? Burns, of course, is one of the authors studied, but he is placed in the context of many others.

### American Literature

This course confines itself to the 19th century before, during, and after the civil war. It examines the roots and nature of individualism, and the tensions created by such individualism within an emergent society. There are also two first-person slave narratives on the course, along with major prose and poetry by women.

### Victorian Literature

This module increases students' knowledge of writing in the Victorian period, particularly the novel and poetry, by considering Victorian writing in its literary and cultural context.

### Vision in Film, Literature and Culture

This module focuses on the meaning and nature of the visual, the representation of vision and the act of looking or watching. These issues are addressed through a diverse range of texts, including film, television drama, literature, art theory, cultural theory and theory of photography.

### Introduction to Creative Writing Practice

A practical fast-starting course based around four intensive four-hour workshops designed to motivate students' writing practice and experiment across a range of genres and styles. Assessment is by submission of a folio of creative work and two essays.

### Level 4

### Old English

This module aims to introduce students to key texts and their sources from the literature of the period c. 600-1000 the beginnings of English literature, as it were. Though module texts will be read in Modern English translation, students can learn more about the original language (i.e. Old English) in a series of optional, informal language classes.

### Dissertation

This module allows students to develop an individual project on an agreed topic and to study it in depth over an extended period.

### Crime and Detection in American Fiction

This module explores the evolution of crime and detective fiction from Poe through Chandler and Hammett to Walter Mosley and Patricia Cornwell. Issues of race, class and gender are considered,

along with the role of the city and the iconography of the private eye.

### H.G.Wells, Science Fiction and Film

This module studies the synergy between Wells's science fiction and optical technologies, especially cinema, considering critical subject matter, narrative influence and adaptation. It places his texts within the historical and cultural context of modernity, to explore their futuristic speculations about the impact of new media.

### The Literature of Terror: British and American Gothic Writing

This course studies the growth and development of Gothic writing in Britain and America from the nineteenth century to the present. It includes topics such as the Gothic novel, the vampire, American Gothic, and the haunted house and engages with contemporary theories of the uncanny and the monstrous. Writers studied include Poe, Stoker, Rice, Hawthorne, Henry James, Stephen King and Thomas Harris.

### Literature of the 20th Century Scottish Literary Renaissance

The 20th Century has been one of the greatest of all periods of Scottish Literature, thanks to an astonishing outburst of talent and energy from Hugh MacDiarmid, Lewis Grassie Gibbon, and others. The course looks at a variety of authors and texts in the half-century following 1920.

### Re-Imagining Britain: Literature after the End of Empire

This module explores the impact of empire, the complex legacy of colonialism on the post-war cultural imagination, and the concept of Britishness. Taking an interdisciplinary approach, it explores the responses of multicultural communities as they seek to come to re-imagine a very different vision of a nation and home.

### American Modernist Poetry: An Introduction

This module introduces you to some of the finest modern poets of America, many of whom spent their lives in Paris or London; others, who stayed mainly in America, whether in Harlem or New Jersey, still dominated the European scene.

### Making Writing Matter

An extension of writing practices introduced in Level 3 Introduction to Creative Writing (although this is not a prerequisite for enrolment) that extends students' range and develops writing in specific genres. Assessment is by submission of a folio of creative writing work and one essay.

### Epics, Exiles & Nostalgia: the Films of Michael Powell, Andrei Tarkovsky and Akira Kurosawa

This module will look in-depth at the work of three filmmakers who worked in very different cultures (Britain, Soviet Russia and Japan). By looking at each filmmaker's treatment of their nation's culture and past, and their use of the epic form, the module explores how filmmakers from such diverse cultures nevertheless approached similar themes in a similar style.

### Mediaevalism at the Movies

An interdisciplinary course in film and literature, which draws upon the expertise of two members of staff who are specialists in film and in mediaeval writing. The course examines a variety of medieval texts, but counterpoints each one with an appropriate film, perhaps a direct filmic treatment of the text in question, or a movie which responds to the idea of the mediaeval in a more general way.

### Digital Poetry

This module offers students a chance to study a new, rapidly-developing area of literature, comprising digital works, mostly web-based, and many interactive. Digital poetry draws on the traditions of avant-garde poetry and art-works of the 20th century, while responding to the growth of multi-media visual culture in the 21st century. The module introduces students to the main forms of digital poetry, including Code Poetry, Interactive Poetry, Kinetic Poetry, Flash-animated Works (non-interactive), Hypertext Poetry, Visual Poetry, Sound Poetry and Permutational Poetry.

### Contemporary British Writers of Comics and Graphic Novels

This module will offer students the opportunity to study an important emerging area of contemporary culture – comics and graphic novels. It will introduce students to British comics writers such as Alan Moore, Grant Morrison and Neil Gaiman, who revolutionised British and American comics in the 1980s by treating the medium as one rich in literary potential. The module will explore topics such as Moore, Morrison and Gaiman's literary influences, authorship and the comic industry, political satire, particularly the way in which the superhero genre is used to question the "special relationship" between America and Britain. Comics from the early 1980s to present will be studied.

### Image, Text and Performance

The module addresses the interrelations between fiction, theatre and film, by exploring questions of representation in text and performance. It will examine the function of screenplays and playscripts, the collaborative process between writer, director and actor, and prose fiction which foregrounds this process. It will explore the work of film directors and novelists with a background in theatre, and films/novels which bear strong traces of theatricality, and the relation between directors and actor-stars, and parallel relations between novelists and their female characters. The module will relate techniques of writing, directing and performance to ideas about marriage, gender, domesticity and spectacle.

### Writing Scepticism

This course will examine the ways in which high Romantic and religious ideals are subjected to sceptical critique in literary writing from the period of 'second generation' Romantic writing through Victorian poetry, prose and fiction. In this vivid nineteenth century tradition of scepticism lie the sources of many of the secular perspectives of the contemporary world.

## Graduate Profile

Emma Seith graduated in June 2001 with a degree in English and Contemporary European Studies. Within two months she obtained a job in the firm of D. C. Thomson, with its legendary reputation as a trainer of journalists. In October 2004 she moved to Glasgow, to become a writer for The Herald.

She writes: 'when I joined D. C. Thomson at first I was struck by the amazing general knowledge

the older reporting staff have. I now know that knowledge comes as a result of journalists having to familiarise themselves with a new topic on virtually a daily basis. Basically, researching a topic quickly and thoroughly is an essential skill for a journalist and one that essay writing at degree level helps you with greatly.

'As a journalist your general grasp of English has to be good. Basically the wider your vocabulary

the better. The breadth of reading that you do over the four year degree course at Dundee equips you with all the words you'll ever need!

'Just getting used to thinking things through, to analysing and questioning, helps you when you come to interview a wide variety of people. The work you do for your degree helps you not just to accept things at face value.'

# Environmental Science

## What is distinctive about Environmental Science?

**Studying Environmental Science at Dundee provides you with the opportunity to explore the problems associated with the interaction of humans and the natural environment, focusing on topical and relevant issues such as climate change, pollution of land and water and the management of natural resources.**

A distinctive feature of Environmental Science is its multidisciplinary nature, being taught by subject specialists from Life and Physical Sciences

as well as Physical and Human Geography, who deliver a diverse and up-to-date syllabus, complemented by talks by practising Environmental Scientists. This provides you not only with an academic understanding of environmental issues, but also the practical skills to tackle environmental problems through techniques such as site investigation and sustainable resource management. Fieldwork is an important component of Environmental Science and Dundee has unrivalled access to a

superb range of sites for field classes, including mountains, lowlands, coasts, estuaries and urban environments, supplemented by a week long field class in south-east Spain. In addition to taught field classes, you will have the opportunity to conduct your own field investigations under the supervision of Environmental Science staff. A Joint Honours degree with Geography is available.

## Extracurricular Activities

Environmental Science students and staff quickly get to know each other through field classes and group project work, creating a friendly and informal atmosphere. The student-run Geography and Environmental Science Society (GESS) provides a lively and informal focus for social activities, which include talks, dinners and an

annual ceilidh. Environmental Science students, together with Geography students, regularly organise expeditions to different parts of the world. In recent years groups of students have successfully raised funds and sponsorship to travel to Iceland and the European Alps, where they have carried out scientific research projects

into glacier hazards, environmental change and human impacts on the environment.

For further information see [www.dundee.ac.uk/envscience](http://www.dundee.ac.uk/envscience)

## Module Content

### Level 1

#### The Physical Environment

This module examines the geology, geomorphology, hydrology and energy processes that developed and sustain the physical environment on planet Earth, through a series of lectures and workshops.

#### Environments for Life

This module examines processes operating within the atmosphere and biosphere and introduces the chemical principles that sustain a habitable environment on planet Earth, through a series of lectures and workshops on environmental chemistry, weather and climate, ecosystems and aquatic science.

### Level 2

#### Management and Monitoring

This module develops your understanding and practical skills in environmental monitoring and policy through workshops, field classes and lectures in the areas of geoscience, environmental resource management, remote sensing and data analysis.

#### Mechanisms and Measurements

This module develops your understanding and practical skills in environmental biology and ecology through workshops, field classes and lectures in the areas of aquatic science, ecology and chemistry.

### Level 3

#### Core Modules:

#### Reconstructing Past Environments

This module develops understanding of the nature of environmental change and of the methods used to reconstruct past environments; it also examines how ongoing climate change will alter the earth.

#### Optional Modules:

#### Biogeography

Students will learn to understand why different organisms inhabit the Earth in different places. The mechanisms by which they move and adapt to change is of importance to understanding how life will adapt to environmental change. The module also covers the key drivers behind environmental change (such as carbon uptake) and implementation of effective conservation measures to protect and conserve all species.

#### Environmental Remote Sensing

This module provides an overview of the physical principles of remote sensing and covers a number of environmental applications of Earth observation techniques. Theoretical understanding developed in lectures is combined with 'hands-on' practical skills in digital image processing and air photograph interpretation.

#### Environmental Research Methods

Students undertake several themed local classes on site assessment, water quality and sedimentology. Each develops a range of field skills supplemented by laboratory-based analytical work. These are supported by a problem-solving student-led workshop on Research Design.

#### Ecology and Conservation Biology

This module introduces the basic principles of ecology and conservation biology, covering fundamental aspects of population and evolutionary ecology and community ecology and examines the challenges and opportunities posed by conservation.

#### Environmental Assessment and Sustainability Appraisal

This module reviews the legislative obligations imposed on the planning system and environmental management agencies with respect to environmental management processes and techniques for assessing the sustainability of development proposals, plans, programmes and policies.

#### Planning in the Countryside

This module enables students to develop critical understanding of the theories appropriate to planning in the countryside and develops understanding of the current planning issues in countryside management and the nature of the partnership relationships involved in resolving conflicts in the countryside.

**In addition to these modules, Level 3 Environmental Science students can also choose from the following Geography modules:**

#### Population Geography

This module focuses on demographic change in the developed and developing worlds and addresses key questions about processes such as mortality, fertility and internal migration.

### Hydrology and Water Resources

This module focuses on the applied aspects of hydrology and water resource managements. Issues addressed include flooding and climate change, managing the water balance in river basin catchments, and examining how hydrological hazards can be managed for the benefit of people and the environment.

### Glacial Processes and Environments

This module takes you to the spectacular ice-covered parts of the planet to discover how glaciers form, how they tell us about climate change, and how their motion impacts on the shape of the landscape.

### Urban Geography

Focused on the dynamics of cities in the developed world, the issues this module addresses include the impacts of globalisation on the economic fortunes of cities, the segregation of social groups in urban areas, and the reasons why social problems like health, crime and poverty are clustered in different parts of the city.

### Geographical Information Systems (GIS)

This module introduces students to the principles of GIS, covers data entry, management, analysis and mapping of spatial information, and involves the execution of a GIS project to solve a particular environmental or social problem.

## Level 4

### Core Module:

#### Environmental Resource Management

This module provides a theoretical background to resource use and abuse and provides understanding of the practical applications of resource management principles. As well as the links between physical and biological systems and the history, culture and politics of the human activity associated.

### Optional Modules:

#### Dissertation

Students put into practice their problem-solving research skills in an original, independent research project on a topic of their choice. This involves research design, data collection, analysis, and writing-up a 10,000 word report. All students can select their own topic and structured one-to-one supervision is provided.

#### Animal Behaviour and Ecophysiology

Aiming to develop knowledge and awareness of animal behaviour, this module aims to show the ways in which physiological functions common to all animals have become uniquely adapted to the demands imposed by extreme environments and an insight into the dynamic nature of the host/parasite relationship.

### Coastal and Estuarine Geoscience

This module aims to provide an understanding of the physio-chemical principles and processes that comprise the major geomorphological elements of coastal and estuarine systems. An emphasis is placed upon applied aspects.

**In addition to these modules, Level 4 Environmental Science students can also choose from the following list of 'advanced' Geography modules which develop material introduced at Level 3:**

- Population Geography
- Hydrology and Water Resources
- Geographical Information Systems (GIS)

## Graduate Profile

Heather Miller graduated in 2003 with MA (Hons) in Environmental Science and Geography. After this, Heather went on to take the Master of Research in Civil Engineering degree at the University of Dundee, in which she graduated with distinction in 2004. She is now employed as an Environmental Engineer with W A Fairhurst and Partners in Glasgow. Her job involves investigations and risk assessments of contaminated land, designing and supervising site investigations, hazardous waste classification and the design of remediation strategies.

Heather comments: "A particular highlight of my job is the combination of desk-based and field work, which takes me to places ranging from Dundee Riverside to the Isle of Skye! I enjoy having the opportunity to make a positive impact on environmental problems through my work." Asked how her degree has helped her in her career, Heather commented: "The broad range of subjects covered in the Environmental Science and Geography joint degree gave me an ideal foundation for working in the geoenvironmental sector. Transferable skills integrated into the course, such as IT skills, problem solving, numeracy and report writing, have also increased my general skills base which is required for my job."

# Environmental Sustainability

## What is distinctive about Environmental Sustainability?

**Environmental Sustainability** is a diverse and dynamic subject examining the interaction between people and their surroundings. The programme is concerned with the use of natural resources and the attainment of more sustainable lifestyles whilst protecting critical natural capital. With the increasing emphasis on the 'green agenda' in all aspects of daily life, understanding the environment has never been more important. Global warming, biodiversity and renewable energy are just a few of the recurring themes we hear on the news. Public agencies are now looking for people with the ability to deliver sustainable outcomes, while businesses, large and small, are seeking graduates with substantial environmental expertise. This exciting degree programme means you no longer need to wait until you have graduated to

turn your academic interests into such practical environmental skills. You can instead draw on two highly-rated disciplines in the School of the Environment to give you the management and administrative skills and the scientific and technical knowledge to deliver a more sustainable environment. If you want to tackle pollution, to ensure that new developments enhance rather than detract from their surroundings, to offer communities the chance to have a real say in how people use their natural resources, in short to have a real impact on the future of our earth, then this is the degree for you. Dundee is uniquely located for the study of environmental sustainability. It has easy access to estuarine, maritime and a range of terrestrial environments. Its urban and industrial heritage, the fertile agricultural hinterland and the backdrop of hills and mountains afford a vibrant and varied 'laboratory' in which to study.

The degree in Environmental Sustainability is fully accredited at associate level by the Institute of Environmental Management and Assessment (IEMA). A student graduating with an honours degree at a 2.2 level or above is automatically granted Associate Member status on joining the professional body. This enhances the career prospects of the Environmental Sustainability graduate.

MA (Hons) in Environmental Sustainability and Geography is designed to develop student knowledge and understanding of the interconnectedness of the planet, people and the environment – is science and management allied to legislation, plans, policies and processes that combine to offer a sustainable future for the world.

## Extracurricular Activities

- Students on the degree can take part in the Transatlantic Student Exchange Scheme and the School has an exchange agreement with the University of Northern British Columbia.
- There is an active student society called SPAD (Student Planners At Dundee) which organises social events and visiting speakers.
- For further information see [www.tp.dundee.ac.uk](http://www.tp.dundee.ac.uk)

## Module Content

### Level 1

#### Sustainable Development and the Environment

This module explores the relationship between the concept of sustainable development and the application of policies designed to deliver sustainable outcomes. It considers the interface between sustainability and economic growth, and how this has been interpreted through policy initiatives at international, national and local levels.

#### Countryside Planning and Management

This module introduces the principal institutions concerned with the environment, planning and development in the countryside and some of the major issues and concerns that have a bearing on planning and environmental management.

#### The Physical Environment

This module examines the geological environment, terrestrial processes, hydrological processes, energy in the environment and study skills.

#### Environments for Life

This module examines environmental chemistry, atmospheric processes, terrestrial ecosystems, aquatic science, urban green space management and the application of environmental biology in the built environment.

### Level 2

#### Management in the Built and Natural Environments

This module examines management for environmental (built and natural) professionals and environmental projects.

#### Introduction to Environmental Law

This module introduces students to statutory controls in relation to the environment, and considers the relationship between planning law and environmental regulation.

#### Management and Monitoring

This module explores environmental geo-science, environmental monitoring and applications of remote sensing, environmental resource management and the state of the Scottish environment.

#### Mechanisms and Measurement

This module explores aquatic science, terrestrial ecology, and environmental chemistry, including the development of fundamental chemical principles and their relevance to environmental processes.

### Level 3

#### Environmental Assessment and Sustainability Appraisal

This option deals with topics which are at the cutting edge of sustainable development policy and practice, including Environmental Assessment and Strategic Environmental Assessment.

#### Business Law and the Environment

This module examines a number of aspects of environmental legislation including ethics and aspects and impacts of the major types of pollution and Integrated Pollution Prevention and Control (IPPC). It also provides students with an insight into environmental management theory and practices as applied to the corporate sector, examines the basic theories of industrial ecology, and includes study visits to companies that have adopted environmental management systems.

#### Environmental Geoscience

This module provides an understanding of the nature of environmental change and the methods used for reconstructing past environments. In particular it considers interactions between people and the geological environment.

#### Geography Theory Methods & Practice

This module introduces students to the importance of research, develops skills in observation, measurement & reporting, and gives practical experience in modern field techniques.

**Level 4****Climate Change: Societal and Organisational Responses**

Climate change is seen as the most important phenomenon currently to affect our planet and runaway global warming threatens the continued existence of human life on the earth. The module examines the science, impacts and responses to climate change of societies and organisations around the globe. Concepts such as mitigation, adaptation, transition, resilience and behaviour-change will all be explored. A number of practitioner-inputs will also be provided.

**Environmental Resource Management**

This module provides students with a broad understanding of the theory of resource use and abuse and considers the practical application of resource management principles.

**Dissertation**

This module allows students to undertake an extended study (8,000 to 10,000 words) of a topic or problem which has relevance to the study of environmental sustainability. This process will involve both theoretical and empirical knowledge and argument.

Choose 2 from the following approved module options:

**Community Governance**

This option critically examines key aspects of theory and practice associated with community governance, community based planning and neighbourhood management.

**Coastal and Estuarine Geoscience**

This option examines coastal and estuarine environments: relationships between coastal and estuarine processes and pollution, physical and geomorphological processes of coastal and estuarine environments and geophysical investigations of the nearshore zone.

**Graduate Profile**

After graduating with a 2:1 Honours degree, Keir McAndrew (29) joined the Scottish Environment Agency's Graduate Training Programme. This comprised two years of 'on-the-job' training across Scotland, and provided practical experience of producing environmental permits for activities ranging from sewage treatment works to large chemical plants, undertaking inspections of authorised activities, modelling discharges to the environment, laboratory analysis and ecotoxicology and consultation with a wide range of public and private stakeholders. During this time he was posted to offices across Scotland and dealt with discharges to air, land and water.

Upon completion of the Graduate Training Programme he joined SEPA's Air Policy Unit as part of the Strategic Planning Directorate, and specialised in the implementation of the Pollution Prevention and Control (Scotland) Regulations (PPC) in Scotland. He then undertook a 12 month secondment to SEPA's Futures Department which involved the development of Environmental Issue Prioritisation measures to determine the future direction of the Agency, the long term environmental strategy and the development of guidance on topics such as the UK's Energy White Paper and Wind Farm development in Scotland.

He returned to SEPA's Air Policy Unit and led on policy development with regard to the UK's Air Quality Strategy in Scotland and the associated Local Air Quality Management regime. More recently he has assumed the role of policy lead for PPC in Scotland, and this involves close collaboration with relevant stakeholders including the Scottish Government, Environment Agency and Environment and Heritage.

Keir is currently seconded to the European Commission as a national expert helping detail the new Directive on Industrial Emissions.

# European Studies

## What is distinctive about European Studies?

Europe is changing. "So what?" you might ask. "All this is very interesting, but why should I spend time at university studying the process and the arguments?" The answer is very simple; traditional subjects will no longer equip people to cope with a society which is not restricted by any of the old frontiers.

Employers everywhere are looking for people with initiative and an understanding of this new, wider European society and the skills to live and work in it. That's what our courses are about. We give you a thorough understanding of European culture, geography, history, politics and economics, with a strong emphasis on recent events and their underlying causes. We take you

to mainland Europe on an exchange visit through our Erasmus programme or to work.

Our aim right from the start was to look at the whole of Europe and to approach the subject in a genuinely interdisciplinary way, with teaching provided by staff experts in European topics but coming from a wide range of subjects. Our programme is still unique in Scotland, and among very few in the UK, in offering you the chance to study so many facets of Europe. We draw on staff who can offer you perspectives from History, Philosophy, Politics, Law, Geography, Languages and Economics.

We have one of the few European Documentation Centres (EDC) in Scotland. The

EDC is a deposit library for all the European Community papers. We make sure you will have the necessary skills to make use of the vast amount of material available in the EDC and more, because as an EDC we are on-line to the Commission's own databases in Brussels.

Below you will see the types of module we offer, allowing you flexibility of choice with either of two pathways (one of which includes languages and one which does not).

If you have questions or want to contact us, you can visit our website at [www.dundee.ac.uk/cestud](http://www.dundee.ac.uk/cestud)

## Extracurricular Activities

We organise field trips to Brussels or Strasbourg from time to time.

## Module Content (not all options will be available in any one year)

### Level 1

#### The Globalising World (Core Module)

This module seeks to provide an understanding of the ways in which geographers, historians and political scientists work and to offer a multidisciplinary study of world order since 1945.

### Level 2

#### Contemporary Challenges for Europe (Core Module)

The module is divided into four sections with each focusing on a particular issue of importance to the development of Europe: an Introduction to Europe; Economic integration; Social and regional integration; Migration and National Identity.

### Level 3:

A sample of modules listed

#### A Vision of Europe (Core Module: Non-language Pathway)

This module aims to provide a deeper understanding of the unity and diversity of modern European culture and society. We examine and compare the vision of society, as presented by each of a number of French-, German- and Spanish-language films of the 20th and early 21st Century, relating our study to the exploration of wider socio-political issues and major cultural trends in Europe during this period.

#### Contemporary Politics in Ireland

This module introduces students to politics in Ireland, focusing on questions of power and policy-making. A critical analysis of the political culture is attempted through an examination of questions and debates surrounding modernisation, secularisation, economic change and gender change.

#### European Cinema since 1960

The course will focus on key movements in European cinema from 1960 to the present day – such as the French *Nouvelle Vague*, New German Cinema and the Czech New Wave, as well as key international directors such as Fellini, Godard, Bergman, Herzog and Kieslowski.

#### European Union Politics (Core Module)

This course explores the nature and development of the EU. It begins with an overview of key historical junctures in the integration process and the basic institutional structure of the EU. It reviews activities in a range of policy areas, including economic and monetary union, common foreign and security policy, justice and freedom. It also explores the implications of key issues in contemporary EU politics, such as the constitutional treaty and enlargement.

#### Foucault: Power and Knowledge

The module will introduce Foucault's influential conception of power and discuss the notions that are intimately tied to it: subject, knowledge, violence and truth. Students will consider the political implications of his thought and to apply it to current social issues.

#### Kant's Critique of Pure Reason

Kant's *Critique of Pure Reason* is one of the most important works of Western philosophy. In the course of resolving the bitter philosophical disputes of his own age, Kant paves the way for at least the next two hundred years of philosophical activity, above all by elaborating the central notion of critique and the transcendental approach to philosophy. This module will explore these key aspects of Kant's thought and their implications for philosophy.

#### French, German or Spanish 3: Language and Culture in Context (Core Module: Language Pathway)

These courses aim to develop, at an advanced level, practical communication skills, linguistic knowledge and language awareness, cultural awareness and intercultural competence. The study of each individual language and culture is placed in a wider European context through a film component common to all three courses.

#### Imperial Spain

This option focuses on many of the key problems in what was Spain's most successful period. In 1492 the Moors were at last expelled from Spain and Columbus first sailed across the Atlantic. Thereafter Spain acquired a European and world empire, the first on which 'the sun never set'. This empire endured for more than 300 years but collapsed at the same time as the political, social and religious structures of the old order, or "antiguo regimen", were increasingly called into question in Spain itself.

#### Interpreting 19th Century German History, A normal country in Europe?

Since the end of the Second World War, German historians have wrestled with the thorny questions of long-term continuities. Did social and political developments in Germany develop in the wrong way during the 19th century, and what was the connection between the Enlightened Absolutism of Friedrich the Great, the authoritarian semi-democratic rule of Bismarck and Hitler's dictatorship? And today, with Germany being a fully democratic country, can historians finally interpret the 19th century as something other than simply the prelude of the horrors to come? Can we study 19th century Germany as a 'normal' country, even if we know what came after?

### Society and Politics in Italy 1860-1980

The history of Italy and the way that historians have written about it is a lively and engrossing topic that will enrich your understanding. We will look at the work of social, political, cultural and economic historians in order to gain insights into the past of this intriguing and complex Mediterranean country.

### Question of Vision in Art and Philosophy

This module will look principally at Heidegger's '*Origin of the Art Work*' and Gadamer's '*The Relevance of the Beautiful*' as key works in establishing the nature of 'truth' in art and the type of knowledge such 'truths' convey.

### Russia and the Ex-USSR

The first part of the course will examine Soviet politics under Gorbachev, 1985- December 1991. The major topics covered are: perestroika, democratisation and nationalism. The second part of the course moves on to study Russian politics and society January 1992-present. This part of the course deals with questions concerning the prospects for creating a viable democracy in Russia.

### Spinoza's Ethics and the Denial of Free Will

This course will acquaint students with a philosophical text, Spinoza's Ethics, that is of importance historically and that has influenced contemporary debate on the problem of free will and on the metaphysical, moral and political consequences of denying free will.

### The Aesthetics of the Sublime

This course will explore the role of the sublime in philosophical aesthetics and in the philosophical imagination in modernity, drawing on texts from the eighteenth to the twentieth centuries.

### Theorizing Politics

The course provides an intellectually challenging agenda that focuses on classic texts and debates within various aspects of political studies. It leads the student to an advanced level of theoretical analysis and discourse focused on the central concept of the state.

### Level 4

### Case Studies in Difference and Repetition

This module will allow students to design their own critical applications of Gilles Deleuze's radical philosophy that emphasizes difference over identity and that claims that all things acquire relative form and change only through repetitions of variations.

### Dissertation (Core Module)

Writing a dissertation gives students the opportunity to study in depth and undertake original work on a theme chosen in consultation with their supervisor.

### Crime and Punishment in Britain and Europe 1750-1914

This new module looks at crime, punishment and criminal justice in its social and political context. Examples are drawn primarily from England, Germany, France and Italy, with a strong emphasis on comparison of shared problems and experiences, national and regional peculiarities, and on change over time.

### French, German or Spanish 4: Language and Culture in Context (Core Module: Language Pathway)

These courses aim to develop further the practical communication skills, linguistic knowledge and language awareness, cultural awareness and intercultural competence, already studied at advanced level in 'French, German or Spanish 3: Language and Culture in Context'. The study of each individual language and culture is placed in a wider European context through a film component common to all three courses.

### Popular protest and political violence in Europe 1918-2001

Political violence in 20th century European History is generally studied as generated from a specific historical context. However, the idea of 'Violent Social Revolution' or Fascism as a political philosophy of violence existed as a political undercurrent for decades and repeatedly emerged on the political scene. In this module, we will focus on the continuities and transformations of these themes.

### Revolution and Counter-revolution in Ireland 1912-37

Was there a revolution in twentieth-century Ireland? Many historians now argue there was. Was it followed by a counter-revolution? This two-module special subject gives students the opportunity to explore the concept of revolution as a historical problem and to come up with their own verdicts.

### Russian Revolution and the Civil War, 1917-1921

This two module special subject provides a detailed study of the Russian Revolution of 1917, and the subsequent civil war.

### Scottish Politics

This course provides a context within which contemporary political developments can be understood. This will involve a brief historical overview of how Scotland has been governed in the past. It will provide students with knowledge about the governmental institutions in Scotland and their relationship with similar bodies in the UK and the EU. It will allow them to study public policy making in a Scottish context and to learn about Scottish civil society.

### Simulation Game (Balkan Crisis): Transatlantic, European and International Perspectives of Foreign Policy Decision-Making

This module will introduce students to the knowledge of recent crises in the Balkans. It will create awareness of different political cultures and the way that they impact on decision-making. Students will gain experience in the difficulties of communicating and bargaining in complex situations in the formal language of diplomacy, both written and spoken. This module also gives the student a better understanding of perspectives of others through role playing.

### Thinking Film

The course explores the many ways in which philosophy and film can form a productive relationship through the two modes of Philosophy and Film and Philosophy of Film. The films chosen will be mostly contemporary ones. 'Philosophy of Film' will move beyond the mode of illustrating traditional philosophical arguments to examining some philosophical interpretations of filmic representation itself.

### Understanding Dialogue and Interpretation

The objectives of the course will be to provide a comprehensive introduction to hermeneutic thought from Schleiermacher to the present, to identify the primary methodological issues in hermeneutics and to explore their intellectual setting.

### Wittgenstein

Ludwig Wittgenstein was one of the greatest philosophers of the twentieth century. This module will consider Wittgenstein's work both sympathetically and critically, including his early work the *Tractatus Logico-Philosophicus*, which was one of the main inspirations for logical positivism, and his later work *Philosophical Investigations* which is anti-metaphysical and anti-general.

### Fascist Italy

This course focuses on the social, political, cultural and economic history of Italy between 1922 and 1945. During the course we will look at a range of topics including how the regime tried to shape gender relations, abolish class conflict, keep peasants on the land, instil a racial, nationalist and imperialist mentality and forge a mass consensus for its policies. We will also look at the regime's social engineering attempts to 'remake Italians' (through a variety of measures which ranged from trying to abolish the handshake to discouraging football). In seminars we will discuss a series of passionately argued historical debates on, for example, why Fascism came to power, the impact of its policies, the role of the Catholic Church and the attitude of different social groups towards the regime.

## What our graduates say

Ilze Plavgo graduated in 2009 with MA(Hons) European Studies and International Relations. She says "you are studying a truly multicultural

environment. Both students and lecturers come from various countries, representing different cultures with their personal insights and

experiences, which made the learning process a lot more interesting".

# Geography

## What is distinctive about Geography?

**Studying Geography at Dundee provides you with opportunities to explore some of the most exciting, challenging and relevant questions concerning the world's human and physical environments.**

These questions range from global concerns, such as the causes and consequences of climate change, or how the development of western industrial and post-industrial nations are linked

to the under-development of other parts of the world; to more local issues, such as how ice shapes the physical landscape or how to develop environmentally sustainable urban development. And as a geographer at Dundee you will not simply be interested in these issues from an academic perspective but will learn how to apply your knowledge in order to analyse and solve a range of environmental and social problems. This means that, rather than spending all your time in

lecture rooms, libraries and laboratories, you will also go out into 'the field' to conduct your own observations and collect your own information. At Level 1, you will undertake fieldwork in the local Dundee area; at Level 2 you will participate in a residential field class in the Scottish Highlands among some of the UK's most spectacular scenery; and at Levels 3 and 4 there are opportunities to carry out fieldwork overseas in locations ranging from south-east Spain to New York City.

## Extracurricular Activities

The opportunities for students to get to know each other and the staff through field excursions and other project work means that Geography has a well earned reputation for being one of the most friendly subjects to study. The Geography and Environmental Science Society (GESS) provides a lively and informal focus for student

social activities, while the Dundee branch of the Royal Scottish Geographical Society provides an excellent programme of talks about expeditions and journeys to exotic locations which many students attend. In addition, many of our own students regularly organise their own expeditions to different parts of the world. In recent years

several groups of students have successfully raised the money and gained sponsorship to travel to Iceland, where they have carried out field work for their dissertations.

For further information see [www.dundee.ac.uk/geography](http://www.dundee.ac.uk/geography)

## Module Content

### Level 1

#### A World in Crisis? Population and Environment

This module examines the perceived crises associated with a rapid increase in population and its coincidence with forces resulting in global, regional and local damage to the physical environment.

#### A World of Plenty? Environment and Development

This module provides an overview of natural resources at the global level and introduces key concepts about social and economic change in different world regional settings.

### Level 2

#### Dynamic Human Worlds

This module examines how space and place interact with social, cultural and economic processes. For example, it considers how different social groups define themselves geographically in terms of racial and class segregation, gated communities and 'gang-land' territories; and it looks at how firms decide where to locate and why some parts of the world are more affluent than others.

#### Dynamic Physical Worlds

This module covers key concepts used in geomorphology and hydrology, focusing on rivers, slopes and glaciers and the processes acting to create different landscapes. It also includes a residential field trip to the Scottish Highlands.

### Level 3

#### Research Methods and Field Skills (Sem1) Concepts and Techniques (Sem2)

This includes elements on 'Geographical Thought' (covering the history and key concepts of physical and human geography), 'Statistics and Cartography' (covering computer-aided analysis of data and the production of maps), and 'Research Methods in Geography' (students can choose to study the methods used in physical or human geography and get 'hands-on' experience of using these methods). In addition this module also includes a one week overseas residential field course which is currently held in south-east Spain.

#### Migration and Ethnicity

This module focuses on the global flows of labour migrants and refugees. Topics covered include the links between international migration and urbanisation and the political and social forces moulding UK immigration and asylum policy.

#### Glacial Processes and Environments

This module takes you to the spectacular ice-covered parts of the planet to discover how glaciers form, how they tell us about climate change, and how their motion impacts on the shape of the landscape.

#### Hydrology and Water Resources

This module focuses on the applied aspects of hydrology and water resource management. Issues addressed include flooding and climate change, managing the water balance in river basin catchments, and examining how hydrological hazards can be managed for the benefit of people and the environment.

### Research Methods in Human Geography

This course provides you with relevant knowledge and skills to design a rigorous research project in human geography and to give you experience in using different methods in the field. The topics covered by the course include:

- Getting started: how to design a research project
- Questionnaire surveys: how to design questionnaire surveys, different ways of using questionnaires, coding and analysis of questionnaire data
- In-depth interviewing: how to design an interview schedule, practice in doing interviews, and how to code and analyse interview transcripts
- Ethnographic methods covering use of participant observation and research diaries

### Environmental Research Methods

This module provides you with relevant experiences to undertake a physical geography research project, as well as equipping you with skills relevant to professional life after university. Fundamental to the module is a mixture of experimental design, targeted fieldwork, laboratory analysis and report writing and includes:

- Getting started: background and desk-top based research
- Characterising environments (mapping and sediment logs)
- Catchment water quality characterisation (field and laboratory)
- Topographic survey and mapping using GIS tools
- Sedimentological analysis of beach/dune systems

### Population Geography

This module focuses on demographic change in the developed and developing worlds and addresses key questions about processes such as mortality, fertility and internal migration.

### Field research in Spain

This course forms part of the compulsory courses in Level 3 and involves students in a week's residential field course in the Alicante region of Spain. Central to this course is learning about a distinctive region and the focus on student-led research projects. Issues covered include:

- What are the physical, environmental and human processes which shape the contemporary landscapes of the Alicante region?
- Are current demands on resources from tourism, urbanisation and migration sustainable economically, environmentally, politically or socially?
- How can demands be managed in sustainable ways?
- What are the challenges of conducting field research in an unfamiliar environment?

### Geographies of Health

This module explores the geographies of health and health care, examining questions such as:

- What are the spatial variations in levels of health?
- What role do the environment and place play in promoting health?
- What are the inequalities in access to health care within developed countries?
- How are new approaches to health (genetics, complementary medicine) changing the geographies of health?

### Geographies of Power: Contemporary Political Geography

This module investigates how power and politics connect to space, place, territories and borders. It explores issues such as the political geographies of the 'war on terror', why territory is important to national identity and nationalism, and how different forms of political protest make use of spatial tactics in their campaigns.

### Geographical Information Systems (GIS)

This module introduces students to the principles of GIS, covers data entry, management, analysis and mapping of spatial information, and involves the execution of a GIS project to solve a particular environmental or social problem.

### Cities: People, Places, Conflicts

This module considers the following questions: what impact have processes of globalization had on the economic and political fortunes of cities? How have conflict, violence and security impacted upon cities? How have changes in

architecture and urban design affected experiences of the city? Why are different social groups increasingly segregated in urban areas? Why are social problems (like poor health and poverty) clustered in different parts of the city? There is a fieldtrip to New York to explore these questions.

### Geographies of Children and Youth

This module explores the social and spatial practices of young people's lives in a variety of settings and contexts. How do your experiences and geographies differ to those of street children, young sex workers, and young people in prison or migrant children?

### Biogeography

This module considers the following questions: What are the key biogeographical processes that are responsible species distribution? How can we map and monitor biodiversity and vegetation productivity at scales ranging from local to global? What is the role of terrestrial vegetation in the carbon cycle and how do biogeographical processes influence current political and practical attempts to conserve plant species? The module draws on examples from across the world to examine these issues.

### Level 4

#### Catchment Sediment Dynamics

This course examines issues of catchment sediment supply including soil erosion, sediment budgets, erosion control and management and sediment fingerprinting. It also looks at transport and sediment storage including sediment transport in rivers, global sediment loads, sediment geochemistry and integrated catchment management.

#### Dissertation

This involves students choosing a geographical topic and then carrying out the research, analysis and writing up of their study in the form of a 10,000 word report. All dissertation students receive one-to-one supervision from a member of staff.

#### Critical Reading and Review Essay

An introductory lecture on the module is followed by a choice of three student-led reading-based seminars on a range of topics from which students write one reflective essay. Students then develop their review essay as an independent study with individual staff supervision to produce a 5000 word essay.

### Advanced Glacial Processes and Environment

This module explores the ice-covered regions of the world, analysing how glaciers form, how they tell us about climate change, and how their motion leaves an indelible footprint on the landscape. Field and practical work are integral parts of the course. These are just some of the questions that we address:

- What is the effect of global warming on alpine glaciers?
- How stable is the Antarctic ice sheet?
- What techniques are used to monitor changes to glaciers?
- How can glacial landforms tell us about past climates?

### Geographies of Power (Advanced)

This course explores the field of political geography at the international, national and local scales to explore such questions as:

- How have economic globalisation and technological change altered the role of nation-states in global politics today?
- What are the political geographies of the post-Cold War world and the 'war on terror'?
- How do different forms of political protest and resistance make use of local, national and international spatial tactics in their protests and campaigns?
- What are the geographies of political citizenship?

### Migration and Ethnicity (Advanced)

The option is designed to advance students' appreciation of the chief academic arguments associated with labour migration and refugee flow. Migration is inextricably linked with development process and uneven patterns of opportunities. There is however a tendency for analysis and policy makers to fail to distinguish between the labour provision function of migration and the embodied needs and social and cultural aspirations of migrants. Geographical analysis of the changing role of labour migration in the world economy offers a distinctive perspective on this spatially, socially and economically selective process.

### Advanced Geographies of Health

### Advanced Geographical Information Systems (GIS)

## Graduate Profile

Laurie Whyte (graduated with MA Hons in Geography) is now working as a Policy Manager for the Health Department of the Scottish Executive in Edinburgh. Her job is to help deliver the various health targets Scottish Ministers have set in areas like the recruitment and retention of nurses, midwives and other health professionals. Laurie's job also involves preparing briefing notes and contributions to Ministers' speeches and answers to Parliamentary questions.

Asked how her degree has been helpful to her in this career, Laurie commented:

"The subject content of the geography course provides a good background to a lot of the issues which are affecting our country today, including aspects of health, immigration, housing and environmental resource management. The statistical component has been particularly useful as I am involved in compiling a lot of data. In addition, studying geography has also helped

with having to write reports, do analysis and communicate effectively with the public and professional stakeholders. My advice to anyone thinking about choosing Geography is that it gives you an insight into many topical factors which affect how we live in the world, so use it to broaden your mind, and get a career in virtually anything!"

# History and Scottish Historical Studies

## What is distinctive about History?

**How good is the teaching and how good is the Department's research?** At Dundee we believe in research-led teaching. That is to say, historians create modules around their areas of interest or the historical problems on which they

are working. History is a top-rated research and teaching discipline. The chief advantage to the student coming to a discipline with an international reputation for research comes from being taught by historians who are actively

thinking anew about the past. Research carried out in archives, ideas or arguments published in books or presented at conferences inform the modules we design and the teaching we undertake.

## Extracurricular Activities

- The History Society is run by students for students, organising various events throughout the year.
- Events such as debates, quizzes and trips.

For further information see [www.dundee.ac.uk/history](http://www.dundee.ac.uk/history)

## Module Content

There are core modules for both the History and the Scottish Historical Studies degree paths. However, you will be able to build your own degree as you progress through levels 1 to 4. A wide variety of subject areas and approaches are covered.

### Level 1

#### Age of Revolution c.1750 to 1850

What do we mean by the term 'revolution' and are there differing definitions of what is meant by revolution when applied to events taking place across Europe and North America during the period 1750 to 1850? This module aims to address such questions by examining the political and social impact of revolution in America and France, the causes and consequences of Industrial Revolution in Britain, the revolution in ideas during the Enlightenment, over the period 1750 and 1850, and debates and interpretations about this 'age of revolution'. This module will also promote an awareness of a range of different approaches and sources which are available for the study of the past through a broad comparative survey of different peoples and different states.

#### Britain in the Twentieth Century

This module explores the development of Britain since 1900, including the separation of Ireland in 1922 leading to the creation of the United Kingdom. For post-1945 Britain it also provides an American comparison in the key areas of the cold war and civil rights.

### Level 2

Level 2 modules offer introductions to European history by themes selected because of their intrinsic importance. They also further your introduction to varying types of history: political, social, economic, intellectual, gender and art.

#### Early Modern Europe 1400-1700

This module provides a general introduction to European History from the Renaissance to the Enlightenment. It broadly surveys the major cultural, political, religious and social movements that shaped Europe between 1400 and 1700.

#### Europe in Transition, 1870-1922

How did Europe become 'modern'? Globalisation started already in the 19th century with the

transition from slow moving agricultural societies to modern, fast-moving, inter-connected, industrial societies with mass-politics and mass-culture, extending from Europe across the globe. This module introduces students to a broad range of aspects that shaped modern European societies, not only in terms of politics and economics, but also social and cultural aspects, including sex, crime and cinema. We will look at a range to different approaches to modern European history: social and political history, economic history, demography, urban development, high art and popular culture and discuss how historians have interpreted the causes behind the transition to 'modernity' and its implications.

### Level 3

(Not all options will be available in any one year):

The Level 3 programme in History allows you to choose a number of Modules.

#### Making History: Issues in the Study of the Past (Core Module)

This Level 3 module aims to equip students to do three things in particular: (1) to recognise and critically assess different kinds of History, (2) to engage with fundamental issues about how historians 'make' History (including how they interpret and write about the past), and (3) to consider the role of History in the public sphere today, including the media and the heritage industry.

#### Reading Seventeenth-Century Scotland

This module introduces you to seventeenth-century Scotland through an examination of the sources. The main themes are government, politics, political ideas, religion and culture. A distinctive aspect of this module is archive-based training in the reading and interpretation of original manuscript sources.

#### Holland in the Age of Rembrandt

This module serves as an introduction to seventeenth-century Dutch history covering political history and also exploring social stratification, women's history, religious strife and toleration, intellectual life, and, of course, Dutch art and culture.

#### Questions of Ulster, 1590 to the Present

This module examines the province of Ulster in Ireland over four centuries. It is a study of a

region which has many contexts, British, Irish, Scottish, European and North Atlantic. The module explores how past and present interact and the way history is employed in a divided society in everyday life.

#### Society and Politics in Italy

There is much more to Italy than just the familiar pasta, opera and fashion. This course will introduce you to some key aspects of the history of this fascinating country in the 120 years following political unification. This period was characterised by huge change and upheaval, in which Italy was transformed from one of the poorest and most disunited states of Europe to one of the wealthiest nations in the world, but also by elements of continuity (such as the enduring strength of the family). The history of Italy and the way that historians have written about it is a lively and engrossing topic that will enrich your understanding of history as a discipline. We will look at the work of social, political, cultural and economic historians in order to gain insights into the past of this intriguing and complex Mediterranean country.

#### Globalization and History

The module covers the main patterns in 'globalization' from the 1870s to the late twentieth century. It focuses especially on the patterns of economic integration (trade, investment, and migration), and the forces making for their expansion and contraction. It examines the complex relationship between European colonialism and globalization. In addition to looking at the overall trends, it includes three case studies of globalization: India, Canada and Dundee.

#### Society and Politics in France and Germany, 1814-1914

This option explores the political and social development of France and Germany from the end of the Napoleonic Wars to the outbreak of the First World War.

#### Scots on the Move: a Century of Scottish Migration and Emigration c.1830-1930

This option considers theories and explanations of population movement. The module also investigates the longer-term contribution by Scots to social, political, economic and cultural development of their adopted countries.

### Restoration, Revolution, Union and Rebellion: Scotland 1660-c.1760

The module focuses on a crucial period in Scotland's history that witnessed the restoration of monarchical government, significant religious upheaval, revolution and dynastic change, war, parliamentary union, the emergence of a British state, the rise and fall of Jacobitism and considerable economic change.

### Imperial Spain

At the end of the fifteenth century and the start of the sixteenth, Spain was united and acquired an overseas empire, and retained it until the early nineteenth century. This module explores the history of Spain in this period, paying particular attention to the impact of empire. While the main focus will be on political developments, attention will also be paid to economic, social and cultural issues.

### Level 4

The Level 4 programme of Focused Studies and Special Subjects offers you in-depth study of historical topics and sources based on the reading and interpretation of primary materials. Special Subjects comprise two modules, taught over two semesters, Focused Studies are just one module.

### Special Subjects:

#### Red Scotland/Radical Scotland 1880-1932

Part 1, The roots of Industrial and Political Radicalism, c.1880 to 1914, charts the rise of industrial left-radicalism and the early labour and socialists movement in Scotland from the 1880s.

Part 2, 'Red Scotland? Radical Scotland?: War, the Russian Revolution, and decline of Radicalism 1914 to c.1932.

#### The Early American Frontier ca.1615-1815

What do we mean by the term 'frontier' in early American history and what was life like for those who lived on the early American frontier, both Native American, and 'Euro-American'?

#### The Georgian Town

This two-module Special Subject considers the golden age of Scottish Towns. The shift of power from country to town caused urban refashioning to new patterns of civility, culture, and aspirations of politeness.

#### People and Society in Britain in the 1950s and 1960s

Using oral and autobiographical material, and sources on popular culture, this module focuses on the emerging historical debate concerning how the post-war period down to c.1960 led to a 'cultural turn' towards new freedoms for the young, women, gays and people of colour.

## Graduate Profile

In 2004 Claire Swan published her prize winning undergraduate dissertation as a short book entitled *Scottish Cowboys and the Dundee Investors*. Claire is now studying for her PhD in the Department.

Neil McCulloch graduated in 1996. After a year teaching English as a foreign language in France, he took a BA in Jurisprudence at Oriel College, Oxford. Neil went to train as a barrister at the

### Crime & Punishment in Britain and Europe 1750-1900

This module looks at the sources that historians use for research on crime and criminal justice and at criminal justice debates and transformations in prosecution and punishment from the 18th to the 20th centuries.

### The French Revolution 1789-1799

These two modules explore the French Revolution from its beginning c. 1789 to its close c. 1799, looking in detail at - among other things - the reconstruction of France between 1789-91, the Terror, and the emergence of general Napoleon Bonaparte, whose coup in 1799 brought the revolutionary cycle to a close.

### The Russian Revolution and the Civil War 1917-1921

Part 1 - This module covers the complex events in Russia from the dismantling of the tsarist regime to the spring of 1918 when the Bolsheviks signed the Brest-Litovsk treaty with Germany.

Part 2 - This module covers the complex events in Russia from the Brest-Litovsk treaty to the final victory of the Bolsheviks in the struggle for power.

### Revolution and Counter-revolution in Ireland c.1912 - 1936

Part 1 - This Focused Study will expand your historical skills. The development of historiography and public history on the period will also be addressed through explorations of primary and secondary sources.

Part 2 - This module examines the transition of Irish society north and south from revolution to settlement in the 1920s and 1930s.

### Other options: Single Semester Honours Modules

#### Dundee and the World since 1940

The primary aim of this course is to allow students to develop an understanding of the major political, social and economic changes in Dundee since 1940 in appropriate Scottish, British and international contexts.

#### Enlightened Despotism in Europe 1763-1789

Between 1763 and 1789, many European states experienced wide-ranging reform, not least in the states of the three classic Enlightened Despots: Frederick the Great of Prussia, Catherine the Great of Russia, and Joseph II of Austria. Was 'Enlightened Despotism' an expression of humanitarian concerns or about making the state more powerful and secure, both at home and abroad. This and other relevant problems lie at the heart of a module which looks at Europe's political, economic, social and cultural experience in the decades before the French Revolution.

#### Film and History

This module aims at exploring different ways of explaining and thinking about the past through film. It will consider the limitations of the media we look at, and also attempt to evaluate the

influence of film in shaping the popular historical imagination. It will also introduce students to methods where they apply their historical skills to different media.

### Holland on the Hudson: The Dutch in the Atlantic World 1600-1800

This module examines Dutch participation in the Atlantic world from the time of the Dutch Revolt until the French invasion of the Low Countries in 1795.

### Scotland and Europe, c.1530-c.1570

This module examines a key period in the history of Scotland, with a particular emphasis on the wider European situation.

### Dissertation or Independent Study Project

The dissertation of 8-10,000 words offers an opportunity to apply all the accumulated skills and knowledge in one piece of work and it is usually linked to areas studied in Focused Studies or Special Subjects.

### Fascist Italy

This module focuses on the social, economic and political history of Italy 1919-45. It concentrates primarily on the following areas: the rise of Fascism; the social, political and economic history of the period of the regime; the reasons for Fascism's durability in Italy; war and Resistance; historiography on all of the above themes.

### Parliament and Society

What was the role of parliament in early modern Scotland and how significant was it? This module explores these issues through a variety of primary sources and secondary material. The aim is to allow you to discover what parliament was like in early modern Scotland, its form, its functions, how it was perceived and how it compared to representative assemblies elsewhere in Britain and Europe.

### History of the Book

This module examines the history of the book from a variety of perspectives. In the past, the history of the book was a field largely dominated by English scholars and librarians, in particular analytical bibliographers. They investigated and described the physical characteristics of books (paper supplies, binding, etc.) and their provenance (i.e. who were the previous owners?). A completely different approach arose at the end of the 1970s, which can best be described as the social history of knowledge. Cultural historians have become interested in readers' responses to texts, for example. Readers do not swallow books whole. They construct new meaning(s) for themselves and others by means of selective appropriation (i.e. underlining, marginalia, cutting up of texts, creation of commonplace books, etc.). Another hot topic is the production of knowledge. How did ideas circulate in the past? What are the connections between authors, printers, booksellers and readers? In this course, we will examine both the 'old' and 'new' approaches to the history of the book, along with their impact on other fields of study, ranging from social history to the history of ideas.

Bar School in London, where he now practices commercial law.

At Dundee we aim to produce self-reliant graduates who have been trained in the discipline of history. They are able to ask searching questions when confronted with academic or practical problems. They are also leave here equipped with the skills to research and answer problems logically and to

intelligently communicate their ideas. We aim, in short, to produce a confident individual who is an independent and creative thinker.

Whether you become a lawyer, accountant, financial advisor, or business manager you will always be a historian while you apply the skills of the discipline in your work-life. History at Dundee is as much about your future as it is other people's pasts.

# Languages (French, German and Spanish)

## What is distinctive about Languages?

The Languages Programme offers you, as a prospective student in Humanities, Psychology or Social Sciences, the opportunity of combining French, German or Spanish with your main degree subject. (e.g. Psychology with French, History with German, or Geography with Spanish).

- The flexible entry system means that you can study your chosen language from scratch or as a post-beginner in French and Spanish, or continue your study at post-Higher or post A Level in French/Spanish/German.
- Our flexible modular system means that you can take a single module or single modules

in your chosen language(s), or take your chosen language throughout the four years of your undergraduate degree.

- All courses are team-taught and offer a balanced approach to the study of the four skills of speaking, listening, reading and writing.
- We focus on developing your intercultural awareness by exploring, for example, contemporary European media, cinema, literature and the Internet throughout the course.
- All courses aim to develop practical, vocationally relevant language skills in areas such as letter-writing, oral and written

presentation, bilateral interpreting and translation, as well as related transferable skills, such as collaborative learning and expertise in ICT.

Taking up a language with us will open up new horizons on the personal, social, cultural and professional front.

## Extracurricular Activities

If you study Languages at Dundee, you will find a rich learning environment including:

- Erasmus exchange opportunities to universities in France, Germany and Spain, in Level 3.
- Free Film Club, with weekly showings throughout the academic year of an up-to-date selection of foreign language films.
- Language café providing a unique

international experience and the opportunity for Peer Tutoring.

- An opportunity to learn another foreign language, such as Italian, Gaelic, Chinese or Arabic, within our evening programme, approved for ILA funding.
- Social events, with the opportunity to meet native speaker students of French, German and Spanish, who are at Dundee on Erasmus exchange.

For further information see [www.dundee.ac.uk/languagestudies](http://www.dundee.ac.uk/languagestudies)

## Module Content

All Modules include the teaching of formal grammar, as appropriate, as well as the four skill areas of speaking, listening, reading and writing.

### Level 1

#### Practical French / Spanish 1A (Intensive)

- Basic grammar, vocabulary and pronunciation
- Informal letter writing; speaking about oneself and others; asking for information, answering questions, expressing an opinion

Topic areas include family life, education, employment, leisure.

#### Practical French / German / Spanish 1A

- Reading comprehension, dictionary skills, and précis skills, Cv and formal e-mail re employment
- Giving your opinion, expressing preferences, oral presentation skills; telephone skills; job interview skills

Topic areas include education & student life, employment, geography & regional differences.

#### Practical French / Spanish 1B (Intensive)

- Reading comprehension; dictionary skills; summary skills
- Listening, finding out, and giving instructions; oral presentation; basic telephone skills

Topic areas include health, travel & transport, regional differences, historical personalities & events.

#### Practical French / German / Spanish 1B

- Listening comprehension, note taking, summary skills and individual written project
- Investigative and interviewing skills, skills of oral presentation and persuasion

Topic areas include environment & tourism, media & publicity, historical events & political structures.

### Level 2

#### Practical French / Spanish 2A (Intensive)

- Reading comprehension, advanced dictionary skills, and contextualised report writing; formal letter writing
- Giving your opinion, expressing preferences, oral presentation skills; telephone skills; job interview skills

Topic areas include education & student life, business & employment, geography & regional differences.

#### Practical French / German / Spanish 2A

- Reading comprehension & advanced dictionary skills, formal letter writing & textual synthesis
- Interview skills and analysis of findings, debating skills

Topic areas include education and student life, business and employment, current affairs, contemporary social and cultural issues.

#### Practical French / Spanish 2B (Intensive)

- Listening comprehension, note taking and contextualised summary, individual written project
- Investigative and interviewing skills and analysis of findings, skills of oral presentation and persuasion

Topic areas include environment & tourism, media & publicity, historical and political events.

#### Practical French / German / Spanish 2B

- Critical reading/listening and contextualised summary, individual written project
- Organising and conducting opinion poll and evaluating data, advanced oral presentation skills

Topic areas include publicity, tourism, geography & regional differences, historical and political events, current affairs, contemporary social and cultural issues.

**Level 3****French, German or Spanish 3:  
Language and Culture in Context**

- Critical reading/viewing and textual analysis; listening; note-taking; contextualised summary
- Advanced oral presentation skills; advanced skills of argument and debate
- Study of French/German/Spanish film and society in the wider European context

Topic areas include the arts (literature, film, and painting), contemporary social, cultural and ethical issues (e.g. migration, xenophobia, terrorism, non-traditional families, status of women, identity) and current affairs and events.

**Level 4****French, German or Spanish 4:  
Language and Culture in Context**

- Creative writing; study of the short story and writing a short story; translation into English & elements of translation theory
- Bilateral interpreting; team negotiation & problem solving
- Study of French/German/Spanish film and society in the wider European context

Topic areas include the arts (literature, film, and painting), contemporary social, cultural and ethical issues (e.g. identity, human rights, globalisation) and current affairs and events.

## Graduate Testimonies

**German**

Since graduating with a degree in Geography with German in June 2010, I have found German to be an invaluable tool in finding a job and I have subsequently been hired by American Express, who required German-speakers for a number of vacancies. I am now really glad that I took German, as it has given me such a head start in the job market. I also had the chance to study for one year in Germany, which was one of the best years of my life and from which I have retained many fond memories and friends. (Matthew Piller, Graduate 2010, Geography with German)

**French**

Employers realise the value of studying a foreign language and as a result it gave me an edge over some of the other candidates during the interview stage. French has provided me with transferable skills in communication, writing, reading and listening that I can use in many ways in the future. For me, studying French has been the highlight of my time at University. It has allowed me to learn a language in a more relaxed, fun environment rather than in a large formal lecture. (Lindsey Kerr, Law with French 2008)

# Mathematics

## What is distinctive about Mathematics?

At the University of Dundee, we focus on applied mathematics - branches of mathematics which have been developed in direct response to practical needs.

We offer a lively and modern programme of study, presented in a stimulating, fast-moving environment. Members of our staff are leaders in their fields so they give deep insight whilst making their topic clear and understandable. For example, Professor Roger Fletcher was recently elected to the highly prestigious Royal Society, joining influential scientific figures such as Isaac Newton, Charles Darwin, Albert Einstein and Stephen Hawking. Roger's ground-breaking research in optimisation has contributed to the formulation of solutions to problems for engineers to achieve minimum cost and maximum strength in the design of bridges and buildings, and the calculation of how power companies can distribute power to the consumer with the minimum loss of energy.

Mathematics is taught as a broad-based syllabus at Levels 1 to 3. This leads onwards in Level 4 to a set of topics inspired by our internationally-rated research strengths in Applied Mathematics, including numerical analysis, mathematical biology, applied analysis and magnetohydrodynamics. This means that our undergraduate programme is always up-to-date and focused on important and exciting applications of modern mathematics.

We offer a range of both BSc and MA Degrees. In the MA Degree Programme you can study the following joint honours combinations:

- MA (Hons) Mathematics and English
- MA (Hons) Mathematics and Business Economics with Marketing

Mathematics is of vital importance in modern society. It is central to the study of science. Few scientific discoveries are possible without underlying mathematical theories. Also, an understanding of many industrial processes and socio-economic problems can only be achieved through the derivation and analysis of appropriate mathematical models.

You can join DuMaS (Dundee Mathematical Society), our student society, which regularly organises social events such as the annual ball, bowling or cinema nights, careers events and BBQs.

Whatever your mathematical interest, you can pursue it at Dundee.

## Module Content

Although you have specified an intended Honours course on your UCAS form, this choice is not binding once you start your studies. Each year, you plan that year's studies based on your current experience with the help of an Adviser of Studies. This means you can navigate your own route to the degree combination with which you graduate. This flexibility is important and you may not find it available in every university. The other subjects you study at Level 1 and Level 2 allow you to broaden your education and retain flexibility in your degree.

For further information on the content of all Mathematics modules please see [www.maths.dundee.ac.uk/teaching](http://www.maths.dundee.ac.uk/teaching)

### Level 1

#### Mathematics 1A

This module is made up of a Calculus component and an Algebra component. The Calculus component covers Functions and Differential Calculus while the Algebra component covers Polynomials, Trigonometry, Series and Conic Sections.

#### Mathematics 1B

This module is made up of a Calculus component and an Algebra component. The Calculus component covers Integral Calculus and Differential Equations. The Algebra component covers Vectors, Matrices and Linear Equations, Complex Numbers and 3D Geometry.

### Level 2

#### Mathematics 2A

Further Differential Equations, Taylor Series, Applications of Integration, Vector Spaces, Inner Products, Linear Equations and Matrices.

#### Mathematics 2B

Multivariate Calculus, Further Series, Abstract Vector Spaces, Eigenvalues and Eigenvectors, Linear Mappings.

#### Mechanics

Newton's Laws of Motion, Forces, Dynamics, Energy, Euler's equations, Trajectories, Oscillations.

#### Statistics and Discrete Mathematics

This module is made up of a Statistics component and a Discrete Maths component. The Statistics component covers Data analysis, Probability, Distributions of Random Variables. The Discrete Maths component covers Difference Equations, Markov Chains and Game Theory.

At Levels 3 and 4, with the joint honours degrees, [Mathematics and Business Economics with Marketing](#) and [Mathematics and English](#), you and your Advisor of Studies will select a suitable combination of the mathematics modules and modules from [Economics and English](#) to best suit you and your interests.

### Level 3

The following two Semester 1 modules are compulsory:

#### Differential Equations

Ordinary and Partial Differential Equations, Fourier Series.

#### Mathematical Methods

Coordinate Systems, Scalar and Vector Fields, Vector Operators, Vector Integrals, Fundamental Field Equations.

In Semester 2, students may select two of the following four modules:

#### Fundamentals of Scientific Computing

Computer Arithmetic and Round-off Errors, Direct Methods for Solving Linear Systems of Equations, Iterative Methods for Solving Linear Systems, Iterative Methods for Eigenvalue Problems, Using MATLAB to solve problems in linear algebra.

#### Complex Analysis

Functions of a Complex Variable, Residue Calculus, The Fundamental Theorem of Algebra, Conformal Mapping.

#### Differential Geometry

Manifolds, Differential Forms, Exterior Algebra, Integration of Forms, Lie Derivates.

#### Graph Theory

Brief Historical Survey, Connectedness, Eulerian and Hamiltonian Graphs, Trees, Graph Colourings, Planar and Non-Planar Graphs.

## Level 4

### Mathematical Biology I

Using Mathematical Techniques to model: Single Species Population Dynamics, Interacting Species and Molecular Dynamics.

### Mathematics of Fluids and Plasmas I

Fluid Dynamics including: Conservation Laws, Common Fluid Approximations, Vorticity, Waves, Viscous Flow, Turbulence and Chaos.

### Ordinary Differential Equations and their Approximation

Numerical Methods for Initial Value Problems for ODEs including Linear Multi-Step and Runge-Kutta Methods, Boundary Value Problems for ODEs including Maximum Principles.

### Personal Transferable Skills and Project Work

This module runs over both semesters. Semester 1 covers: Basics of MATLAB, Compiling Technical Reports, Presentation Skills, Lecturing Techniques, Case Studies. Semester 2 comprises a substantial individual project from a wide choice of topics.

### Mathematical Biology II

Partial Differential Equation models in biology including the Diffusion and Reaction Diffusion Equations, Fisher's Equation, Turing pre-pattern theory, Mechanochemical Pattern Formation, Epidemiological Models.

### Mathematics of Fluids and Plasmas II

Introduction to Magnetohydrodynamics and the Sun including: Maxwell's Equations, Electrostatics and Electrodynamics, Properties of Plasmas, Equations of Magnetohydrodynamics and their Solutions, Waves.

### Partial Differential Equations and their Approximations

Theory of First and Second Order PDEs, Boundary Value Problems including Finite-Difference Methods and Curved Boundaries, Initial Value Problems including Parabolic and Hyperbolic Equations, Numerical Methods and Error considerations.

## Graduate Profile

Many of our graduates enter the financial sector (banking, commerce and insurance) and graduates can also choose from a wide range of careers in industry, research, public service, consultancy and education.

In the social sciences, subjects such as Psychology and Economics are areas in which analytical and statistical skills are required, and knowledge of Mathematics and Statistics is very important.

Morag Mitchell (Actuary), graduated with Honours in Mathematics with Financial Economics: "A mathematics degree is very attractive to employers in any career choice for graduates due to the fact that essential problem solving and analytical skills gained with this degree are invaluable.

This gives me, and any mathematics graduate, a very strong advantage in the search for the right job when leaving the University of Dundee."

Fiona Waddell (Finance), graduated with Honours in Mathematics: "studying maths at Dundee is enjoyable and rewarding. The staff are friendly and make the effort to get to know each student individually.

The maths building became my second home, especially around exam time when lecturers made themselves available to answer endless questions, not giving up until they were sure you fully understood any problems you had."

# Philosophy and European Philosophy

## What is distinctive about Philosophy and European Philosophy?

**Why does freedom matter? What is 'truth' and is it possible to find it? How should we live? These are just some of the questions you will explore when you join us to study Philosophy. We will encourage you to examine your own beliefs, and to put them to the test as we explore the views of some of the most important thinkers in the history of Western thought: Plato, Descartes, Hume, Kant, and Nietzsche, to name but a few.**

In our programme, you will be taught by a dynamic team of lecturers with national and international reputations. Through their work, they play an active role in shaping some of the most exciting debates in contemporary philosophy. They will introduce you to these debates, as well as to innovative philosophical approaches to some of the most urgent political and ethical issues of our times. The programme is unique in Scotland in offering a specialisation in European Philosophy: you will be able to study with experts in this field who will show you how

thinkers in the European tradition have led us to question our understanding of history, our moral values, and even our own identities.

Our Programme is unusual because of the extent to which we encourage our students to make links between philosophy and other disciplines. We specialise in philosophy and art: we are the first programme in the UK to offer a degree in Art, Philosophy & Contemporary Practices, and all our students are encouraged to make links between philosophy and literature, the visual arts, film, or music. Specialist modules in these areas will help you to identify and explore the topics of special interest to you. When studying with us, you will also be able to examine the relationship between philosophy and science (including developments in computing and artificial intelligence), and relationships between philosophy, science and religion.

Teaching and learning reflect this interdisciplinary approach: in our lectures, we regularly draw on

films and artworks, we discuss important scientific developments, and debate controversial ethical issues. You will also attend seminars with expert tutors, where you will work in small groups on important philosophical texts and problems, and develop your skills of analysis and argumentation. The fourth year dissertation is the high-point of your studies, where you will put forward and defend a thesis in an area of philosophy of your choice.

The programme regularly reviews its module options; new Level 3 and 4 modules currently being developed include courses on German Idealism, Phenomenology and Feminist Philosophy.

**Philosophy is about learning how to think: by studying with us, you will learn how to think deeply, creatively, and in ways that make a difference.**

## Extracurricular Activities

- The **Philosophy Society** is a thriving student-led group that meets regularly in term-time to listen to invited speakers and debate important philosophical questions.
- As a student with us, you will be able to attend our Research Seminars, where you will hear papers by visiting international speakers working in some of the most exciting areas of contemporary philosophy.

- As you progress to Honours, you will be encouraged to attend workshops and conferences hosted by the Programme recent events have examined issues in contemporary ethics, in philosophy and science, and in philosophy and art, and have investigated the work of key thinkers in contemporary European philosophy.

- Optional field trips to museums, archives and art galleries are also a regular feature, as we encourage you to link your philosophical studies to a broader cultural and social context.

For further information see [www.dundee.ac.uk/philosophy](http://www.dundee.ac.uk/philosophy)

## Module Content

Students following the **European Philosophy** pathway must take 'Hume / Recent European Philosophy' at Level 2 and specialise in **European Philosophy options** (here marked with a \*) at Levels 3 & 4.

### Level 1

You will study 2 modules, each with two parts.

#### Reading and Thinking Philosophy

In this module you will engage with key philosophical texts and skills.

The **Critical Thinking** unit will introduce you to, and help you to develop, the distinctive and valuable skill of thinking philosophically. You will improve your skills of argument, analysis and critical evaluation.

**Plato** (427-348 BC) is arguably the founding father of Western philosophical thought. We shall investigate his still-influential answers to questions such as: What is reality and what is illusion, and how can we tell? What is knowledge? How should we live?

#### Foundations of Modern Philosophy

This module introduces you to key ideas of modern thought.

**Political Philosophy** examines the concepts that shape important political debates. By looking at the work of influential political philosophers, we address such questions as: do laws protect us, or take away our freedom? Why should we protect the right to freedom of speech? Should everyone have equal rights?

**Descartes** (1596-1650 AD) kicked off a whole philosophical tradition when he asked: 'How do I know that my ordinary beliefs about the world are true?' We shall examine Descartes' strategy for answering this question, plus key issues that he confronts as a result, such as the relationship between mind and body, and the existence of God.

### Level 2

You will study 2 modules, each with two parts.

#### Aesthetics / Kant and his Critics

**Aesthetics:** What is 'art'? Can it be defined? What, if anything, is special about encountering an art work? How do we evaluate a work of art?

To help us answer these questions, we will draw on a range of different theories and thinkers, both historical and contemporary.

**Kant and his Critics:** Immanuel Kant (1724-1804) revolutionised philosophy in every area he wrote about. This course focuses on his influential ideas about ethics. We go on to investigate critical reactions to Kant, including the exciting and challenging arguments developed by Nietzsche in the nineteenth century.

#### Hume / Recent European Philosophy

**David Hume** (1711-1777) is widely regarded as the greatest ever Scottish philosopher. In this unit, we investigate Hume's views on the mind, meaning, the sources and justification of knowledge, causation, free will, the self, God, and morality.

**Recent European Philosophy:** Problems of the Self. What makes me 'me'? Given the multiplicity of physical, mental, perceptual, and spiritual states that I will go through in my life, what is it, really, that allows me to say 'I' through all these changes? This unit addresses questions about self and identity via the work of recent European philosophers such as Freud, Bergson, Sartre, and Foucault.

### Level 3

#### Spinoza and Free Will\*

In this course we will discuss one of the most controversial works in the history of philosophy: Spinoza's Ethics. We will discover why Spinoza affirms freedom while rejecting the possibility of free will, and why he has been considered both the most interesting and the most dangerous philosopher in the history of European thought.

#### Question of Vision in Art and Philosophy\*

What is the relation of an art work to reality? Can careful attention to an art work increase our understanding - of ourselves or our world? How does the understanding we gain by looking differ from the understanding we gain via analysis and theoretical explanation? This course addresses these topics through a critical engagement with two important twentieth-century German philosophers, Heidegger and Gadamer.

#### Philosophy of Mind

How can we understand the experience and attitudes expressed in a scream? Can theory give a complete understanding? If not, what else is needed, and why does it elude theory? This is the kind of question we will be thinking about on this course, which introduces students to central themes in Contemporary Philosophy of Mind.

#### The Philosophy of the Sublime\*

Erupting volcanoes, boundless seas, towering mountain peaks: why do such 'sublime' sights fascinate and move us? Why do we find it so hard to turn away from things that disturb or even horrify us – natural disasters, the violence of war? This course explores philosophical answers to these questions in relation to issues of identity, gender, race, the ethical, and the political.

#### Logic and Paradox

By taking this course, students will appreciate the philosophical reasons for employing formal logic. Students will gain an understanding of elementary formal logic, as well as of problems concerning the expression of natural language and thought in formal languages. The module also explores the significance of developments beyond elementary formal logic.

#### Foucault: Power and Knowledge

This module introduces the work of a twentieth-century philosopher who has been influential in history, politics, sociology and literature: Michel Foucault. We will examine Foucault's influential conception of power and discuss the notions that are intimately tied to it: subject, knowledge, violence and truth. The module explores the different ways that power relations influence the production of knowledge and assesses the epistemological and ontological commitments that underlie Foucault's genealogical histories. We will consider the political implications of Foucault's thought and apply it to current social issues.

### Level 4

#### Deleuze\*

This course introduces one of the most important and exciting thinkers of the twentieth century: Gilles Deleuze. Students will explore his revolutionary work on difference and repetition through a case study in a field of their choice, for example, in literature, art, politics, philosophy or history.

#### Thinking Film\*

This module explores the many ways in which philosophy and film can form a productive relationship. We begin by looking at how philosophical topics such as time, reality and appearance, or personal identity can be investigated through recent 'high-concept' films such as *The Matrix*, *Memento*, or *Gattaca*. We go on to examine philosophical theories of film, and conclude by asking how film-art can make us think: in other words, can film philosophise?

#### Understanding, Dialogue and Interpretation\*

What is involved in the act of interpreting a text or an art work? How does interpretation differ from analysis and explanation? This course will approach these and related questions via a sustained enquiry into such modern hermeneutic thinkers as Schleiermacher, Dilthey, Heidegger, Gadamer, Habermas and Iser.

#### Kant's Critique of Pure Reason

Kant's *Critique of Pure Reason* is one of the most important works of Western philosophy. The spur came from what Kant thought to be the degenerate state into which metaphysics had fallen. However, in the course of resolving the bitter philosophical disputes of his own age, Kant paves the way for at least the next two hundred years of philosophical activity, above all by elaborating the central notion of critique and the transcendental approach to philosophy. On this module, we will explore these key aspects of Kant's thought and their implications for philosophy, alongside Kant's radically new account of the human subject.

#### Wittgenstein

Ludwig Wittgenstein was one of the most influential twentieth-century philosophers, with both 'analytic' and 'continental' philosophers being extensively and deeply influenced by his thought. His two most influential works, the *Tractatus*, and the *Philosophical Investigations*, transformed philosophy of language. This module focuses on these two works, seeing how Wittgenstein's deep commitment to ethics and thought emerges from his writing. We will also look at other texts to see Wittgenstein's influence beyond philosophy in literature, film and social science.

## Graduate Profile

Graduates from our Department – whether studying for single or joint Honours – go on to a wide range of careers, including publishing, the civil service, social work, teaching, the performing arts, and the police.

After completing her degree with us in 2003, Kate Crawford worked in retail management before taking up a post as a banking adviser with Halifax Bank of Scotland. Kate graduated

with a 2:1 single Honours degree in Philosophy with German. She would encourage other students to take advantage of the unusual opportunity offered at Dundee to study a foreign language alongside single Honours in Philosophy.

Blair Ogden graduated with a First Class Honours degree in Philosophy and English in 2003. Since then, he has successfully completed his postgraduate Masters degree in Continental

Philosophy at the University of Warwick, and has published in the Observer newspaper. He is currently preparing to go on to study for a PhD. Of his time at Dundee, Blair says: "Whether I was translating ideas or finding inspiration in the crossover between Philosophy and English, I always felt happiest at Dundee when I was working between disciplines. I want to try and test philosophy outside of its boundaries and dispel the myth of the unworldly philosopher."

# Politics, European Politics and International Relations

## What is distinctive about Politics?

Politics affects our everyday life, whether it is the number of computers you have in your school or college or global questions such as the conflict in the Middle East and global warming. Politics is at the centre of everybody's lives and taking a degree in Politics will help you gain an in-depth understanding of major contemporary concerns.

When you become a graduate in Politics you will be able to answer questions such as:

- How are political decisions made in the UK and the wider world?
- Why do wars occur?
- What is Britain's role in Europe?
- What has devolution meant for Scotland?
- What do the important political thinkers say on today's global issues?

If you are interested in taking part in the debates that surround these questions then politics at Dundee is for you.

Politics can be studied via four degree pathways:

- MA (Hons) Politics
- MA (Hons) International Relations and Politics
- MA (Hons) European Politics
- MA (Hons) Geopolitics

Each year we ask for comments about our courses from our students and here are some of the recent responses:

- 'up to date courses and friendly, approachable staff'
- 'enthusiastic teaching'
- 'enjoyable seminars with relaxed atmospheres which allows everyone to express their opinion'
- 'courses are relevant, challenging, varied and interesting'
- 'the course enables me to be able to understand things as they actually happen.'

Politics has achieved high ratings for its teaching and the research the staff undertake into the ever-changing world of domestic and international politics. This is important, as it means that our students receive the best possible learning experience in politics and international relations and the most up-to-date information on current political debates.

We have a role in making sure that our students are ready for life after university when seeking employment, which we do in several ways by:

- Developing 'key' skills such as, communication, team working and IT.
- Offering a range of opportunities for students to build up their CVs.
- Assisting students to gain short internships in organisations such as the Scottish Parliament.
- Offering opportunities for students to study for some of their degree abroad. We currently take part in schemes operating in France, Poland, Denmark, Canada and the USA.
- Enabling students to take a leadership role in the student body through sitting on the Departmental Staff-Student Consultative Committee (SSCC).
- Annual careers workshop focuses on application forms and performing well in interviews.

For further information see [www.dundee.ac.uk/politics](http://www.dundee.ac.uk/politics)

## Module Content

In Levels 1 and 2, you will take six modules each year, which all carry 20 credits. All modules are assessed through a mixture of coursework and a final exam (with the exception of 'Theorising Politics' at Level Three).

### Level 1

#### Politics and Public Policy (Compulsory Module for MA Politics students and for MA European Politics)

This module looks at UK politics. It has three sections:

- Political and civil institutions in the UK. Who actually governs the UK and how?
- How we choose and influence our leaders and how civil society is maintained (e.g. law and order)
- UK public policy in action

#### The Globalising World (Compulsory Module for MA International Relations students and for MA European Politics)

This module provides a multidisciplinary study of some of the main themes of international relations from the end of the Second World War to today. It has three parts:

- Global change since 1945 (includes globalisation, the end of the Cold War, the United Nations and the Global South, the changing nature of security and decolonisation)
- Transatlantic relations from 1945 to the present day
- Europe and European Integration

#### Introduction to Political Theory

This module will provide you with a systematic introduction to the most important political ideologies. Through this module you will obtain an excellent grounding in the world views that have dominated politics across the world during the last two centuries. Topics covered include socialism, liberalism, conservatism, feminism, fascism, nationalism, environmentalism and Islamic political ideas.

### Level 2

#### International Relations (Compulsory Module for MA Politics and MA International Relations students)

This module introduces you to the structures and processes which underlie the relationships between states and other actors in the contemporary international system. It looks at:

- The international 'system': what it is and how it has developed
- How the political world 'works' through examining the competing international relations theories
- The processes that keep international relations 'moving': diplomacy, international law, international organisations and conflict

#### Comparative Politics (Compulsory module for MA Politics and MA European Politics students)

This module provides an introduction to the study of comparative politics. It explores areas such as power, political culture, party systems and political behaviour. It does this through the study of:

- Comparative methodology: how do we compare political systems?
- Two case studies (usually two of Russia, the USA and Spain)

### Level 3

At the beginning of Level 3, you will have been asked to finally choose which degree you would like to study for.

All Level 3 and 4 modules are 30 credits, so you will take four modules in each year. If you are taking single honours Politics or Politics and International Relations, all four modules you take in each year will be from Politics. If you are taking joint honours, you will take modules from both Politics and your other subject.

#### The Politics of the United Nations

This module traces the evolution of the UN and explores the range of its contribution to contemporary international politics across such areas as peace and security, international law, global development and environmental management.

### The Collapse of the Soviet Union

This module explores the political (and economic) dynamics underlying the end of the Soviet Union. It deals with the final years of the USSR in the late 1980s, the impact of Gorbachev's reforms and the eventual disintegration of the old Soviet Union into a collection of new sovereign states.

### Theorising Politics (Compulsory module for all MA Politics and MA International Relations students)

This module will provide you with grounding in the important theoretical approaches to politics. This will provide you with the conceptual and theoretical underpinning for all other Level 3 and 4 modules.

**The optional modules in Level 3 and 4 reflect the specialities of the Politics teaching staff. Modules currently available (these may change on a yearly basis) at Level 3 include:**

#### Governing the USA

This module looks at American federal politics (the President, Congress and Supreme Court) – how it works and what it does, along with looking at contemporary debates and current issues in American politics.

#### The International Politics of Crime and Terrorism

The module will introduce students to the international political context in which so-called 'wars' on drugs and on terrorism have become prominent features of international relations. It will provide you with a historical background to these issues, along with a thorough examination of international co-operation concerned with international crime and terrorism.

#### European Union Politics

This module will provide you with an understanding of the development of the EU and its principal activities. It will look at the contemporary debates about the nature, origins and political dynamics of European integration.

#### Contemporary Politics in the UK

This module considers UK politics from a range of perspectives. By the end of the module you will have developed an understanding of the internal and external dynamics (including devolution, globalisation, European integration) that represent potentially both a threat and an opportunity to the continuity of the UK.

### Contemporary Politics in Ireland

This module will introduce you to politics in Ireland, focusing on questions of power and policy-making. It includes sections on political culture and the party and electoral system. Although its primary focus is on the Republic of Ireland, the module also touches upon the conflict in Northern Ireland and its impact on the politics of the Republic.

#### Politics of Transatlantic Relations

This module examines the contemporary transatlantic alliance. Although it mainly focuses on security issues, it also considers the wider transatlantic relationship, including trade and environmental issues.

#### Level 4

All Single Honours Politics students have to undertake a dissertation in Level 4. This is a research project on a subject of your choice. In addition to this, Single Honours Politics and Politics and International Relations students will take three other modules from the selection offered. Joint Honours students may undertake a dissertation if they choose to do so and, as in the third year, will take modules from Politics and their other subject.

**Optional modules currently on offer at Level 4 include:**

#### Russian Politics in Transition

This module picks up the narrative change in the "Russian Space" which ended in the level 3 module, the Collapse of the Soviet Union. Here, the impact of the Yeltsin and Putin periods of power in Russia are explored and the dramatic changes in its political and economic structures are examined.

#### International Peacekeeping

This module will introduce you to the theories and concepts of international peacekeeping. It will provide you with a clear sense of what peacekeeping is – and what it is not.

#### US Foreign Policy Since 1945

This module covers a broad range of US foreign relations since 1945. The module will answer questions about who makes policy and why? It will also look at the democratic control of US foreign policy and at how it adapts to changes in the international environment.

### Scottish Politics

This module will provide a context within which contemporary political developments in Scotland can be understood. It will include a historical overview of the governance of Scotland, along with an examination of the governmental institutions of Scotland and their relationship with bodies such as the UK government and the EU.

#### Gender, Power and Sexuality

This course aims to introduce you to a rapidly expanding area of social sciences – critical studies on gender and sexuality. Inspired by important contemporary research in women's studies, critical theories of masculinity, lesbian and gay studies, and sexual politics, the course treats gender and sexuality as social construction that needs to be explored, analysed and understood in a critical way.

#### Crisis Simulation

The crisis game module involves the development of a complex 'real life' simulation of an international crisis (the Balkans has occupied central stage in this up to now). Throughout the module you will develop an in-depth knowledge of the politics and diplomacy surrounding a particular international conflict. Then, having been assigned a role as a small group (e.g. the principal countries involved, the UN, NATO, the EU etc.) you will act out the crisis over on a fixed day at the end of the module directed by 'controllers' who will complicate your role as much as possible!

#### Surveillance in a Post-9/11 World

This module is concerned with the increasingly controversial issues of privacy and security in a world more and more obsessed with surveillance as part of the so-called 'war on terror'. This ever-growing 'surveillance culture' is mostly driven by governments, but it has an important 'private' dimension as well. It is also, controversially, not always just directed at the scrutiny of actions and behaviour, but of attitudes and beliefs as well.

## Graduate Profile

A degree in Politics is a valuable asset to possess when looking for employment, as you will be a quick thinker, be an excellent communicator and well-versed in current affairs. Some of our recent graduates have gone into careers in law, management and finance, teaching, politics (we include MSPs and a former Secretary General of NATO among our former students), the civil service (this includes the diplomatic service), local government, and working for non-governmental organisations.

Stephen McCabe graduated with a first class MA Honours degree in English and Politics and began work straightaway at the Scottish Parliament. He works as a Parliamentary Aide to Mary Scanlon MSP.

Stephen writes: "studying Politics was a great experience for me; the staff are all experts in their field and are all very approachable and positive. The methods of teaching and assessment, such as essay and report writing,

along with presentations gave me an excellent skills grounding for my current position. The atmosphere was always a friendly one where I felt encouraged in all of my classes to try and articulate my own position, and I always looked forward to attending my classes".

# Psychology

## What is distinctive about Psychology?

At Dundee you will be a part of a vibrant and stimulating School in which teaching and research are carried out to a very high standard. We provide an exciting and contemporary undergraduate programme emphasising modern psychology as a science and we are committed to providing you with teaching of the highest quality. We feel that it is important that our students become an integral part of the School and this is reflected in all aspects of our teaching and in our active School Forum.

Our great strength at Dundee is human experimental psychology focusing on three core areas: language, cognition and perception; neuroscience and development; and social

identity. We have built up one of the strongest visual cognition research groups in the world and are particularly renowned for our work on eye movements and reading. At Dundee, you will have the opportunity to become an active member of this research community through our research apprenticeship scheme during Level 4, when you carry out your dissertation. Our research wing houses extensive research facilities and a teaching laboratory, fully equipped for lecture classes and laboratory practical classes.

Our psychology course is accredited by the BPS (British Psychological Society), and covers all the core material necessary to obtain BPS recognition. This recognition means that when you graduate you will be eligible for Graduate Basis for

Chartered Membership, which is crucial for moving into careers in psychology, such as clinical, occupational, forensic or educational psychology. Satisfying the BPS Graduate Basis for Chartered Membership requires that you meet two criteria: first, you must achieve at least a 2.1 in your degree and pass your dissertation and second, if you are taking a joint Honours degree, you must take all eight of the Level 3 modules over your final two years and must also complete a dissertation. At Dundee we aim to provide you not only with expert training as a psychologist, but also with the key skills necessary to prepare you for a wide range of careers after you graduate.

## Extracurricular Activities

- **Dundee University Psychology Society (DUPS)** - we have a very active and popular undergraduate psychology society which organises many events, including both social and informative meetings. There are regular talks by invited speakers, careers talks, pub quizzes, visits and the annual ball.
- **Student Participation** - there are many opportunities to get more involved in the running of the School and the Dundee University Psychology Society. We have an

active staff-student consultative committee and you will be able to stand for class representative in each year. There is also the opportunity to become the representative for our Psychology undergraduates at the British Psychological Society.

- **Residential Study Meeting** - this is an annual, 3 day event and is best characterised as an informal conference. Its purposes are to help Level 3 students and staff to get to know each other and to

encourage the discussion of psychology in a relaxed atmosphere.

- **Erasmus/Transatlantic Student Exchange Schemes** - we have established exchange programmes allowing you the opportunity to complete part of your degree in Europe, Canada or the United States.

For further information see [www.dundee.ac.uk/psychology](http://www.dundee.ac.uk/psychology)

## Module Content

### Level 1

Level 1 provides the fundamental grounding that you need to become a psychologist which will be built upon in later levels. You will learn about the biological basis of behaviour, memory and cognition, child development, social behaviour, and human abilities and personality. In addition, psychological research skills are further developed through practical projects, the study of the principles of experimental design, the statistical analysis of data, and essential computing methods.

#### Introductory Psychology 1

- Social psychology - dealing with the ways in which people influence one another and behave in groups
- Learning Memory in Animals and Humans
- Individual Differences with special reference to human personality
- Science and Psychology – the influence science has on current thinking

#### Introductory Psychology 2

- Cognition – the process of perception, memory, imagination and language
- Biological Psychology – the dependence of behaviour on the structure and functioning of the brain and nervous system
- Developmental Psychology concerned with the emergence of thought, language and social awareness in infancy and childhood

### Level 2

You will now explore more detailed aspects of psychology. You will learn how we perceive the world around us and carry out skilled tasks within it, what happens when things go wrong in the brain, how children develop psychologically, and how we learn and use language. You will acquire more advanced research skills, including methods for statistical analysis and you will have more opportunity to practice these skills in laboratory classes.

#### Neuropsychology and Language

- Cognitive Neuropsychology – the study of the effects of focal brain damage on perception, memory and thinking
- Human Performance – especially attention, working memory and action
- Psycholinguistics – including animal language, language acquisition, and language processing

#### Perception and Development

- Perception of the world – introduction of visual perception, perception and survival
- Cognitive Development – the development in infancy and childhood of perception and cognition
- Social Development – the development of social and communicative capacities

#### Research skills for psychologists

Critical thinking - psychology in the media; reading psychology articles; thinking critically about evidence. Research methodology in psychology - designing experiments; ethics; hypothesis testing. Statistical analysis for psychologists - using SPSS for analysis; t tests, ANOVA.

### Level 3

#### Cognition

Topics include: Cognition in context, High level perception, Attention, Memory (including short long term memory, autobiographical memory, eyewitness testimony), Executive function, Thinking, Decision making, Problem solving, Planning

#### Biological Psychology

Topics include: Basics of neurological function, Low level perception. Movement and motor control, Biology of behaviour (regulation of behaviour, addiction, stress, aggression), Cognitive neuropsychology (case studies of patients with brain damage)

#### Social Psychology

Topics include: Theories of the self, Attitudes, Social relationships, Helping and pro-social behaviour, Social influence, Social categorisation and social identity, Group processes e.g., cohesiveness, leadership, entitativity, Social identification and inter-group behaviour, Social perception and stereotyping, Prejudice and intergroup contact, Applications of social psychology (e.g., to health settings)

### Individual Differences and Abnormal Psychology

Topics include: intelligence, personality, abnormal psychology: theoretical aspects and various disorders (e.g., mood disorders, schizophrenia, anxiety disorders, pervasive developmental disorders, disorders of personality)

### Language

Topics include: language structure, language processing architectures, visual word recognition, spoken word recognition, word meaning, word production, sentence comprehension, sentence production, discourse, bilingualism

### Developmental Psychology

Topics include: themes in development, temperament and personality, communication, language acquisition, conceptual development, causal reasoning, memory and executive function, social cognition: joint attention, TOM, attachment and social relationships

### Psychological Research Skills 3a (Semester 1) and 3b (Semester 2)

In both of these modules you will continue to develop your research skills. This will involve learning how to conduct your own research, how to statistically analyse data and how to read and critique published research.

### Level 4

At this last stage in your training as a psychologist you will be able to choose three advanced and specialised courses taught in small group seminars, which address topics at the frontiers of contemporary psychological research. The advanced topics change every year to reflect the current research interests of members of staff. A selection of recent topics includes:

### Animal Minds: A comparative approach to social development

Comparative Psychology offers an alternative methodological perspective which challenges and compliments the field of developmental psychology. The intention is to provide a fresh perspective on existing knowledge; highlighting the difficulties inherent in designing research for non-verbal populations and putting children's development into evolutionary perspective.

### Cognitive Science and Psycholinguistics

This module will introduce students to the study of language processes and provide an overview of this area of psychology. The course will also familiarise students with some of the range of methodologies used for studying language processing. A range of current topics in the areas of lexical access, syntactic and semantic parsing, language production and eye movements in reading will be covered.

### Developmental Psychopathology

This course offers an introduction to abnormal brain and behaviour development, psychological, and neurological disturbances and disorders, which occur in infancy and childhood. Topics include: normal and abnormal brain-behaviour development, mental disorders in infancy and childhood, diagnosis and research methods of mental disorders occurring in early development.

### Language and the Mind

Understanding language is something we effortlessly manage to achieve everyday, and we take our ability for granted. However, it is not instantly apparent to us how we extract the meaning of the word as we hear or see a mere string of sounds or printed characters. Also, understanding sentences takes more than simply combining meanings of each word in the sentences: structural and semantic relationships must be worked out - but exactly how is it achieved so rapidly? We often fail to see the very real mystery surrounding how we manage to interpret sentences. The purpose of this course is both to highlight, and to unravel, some of this mystery.

### Memory, Ageing and the Brain

This option will examine current thinking about biological models relating to the processes involved in memory formation and retrieval and the impact neuronal ageing has on these processes. The major aims of the course are to understand and critically evaluate cognitive models of memory processing; understand the importance of converging evidence from cognitive and biological methods of investigation; gain an understanding how investigation of age-related and/or pathological changes can contribute to the understanding of cognitive function.

### Reading Development and Disability

The course adopts a cognitive neuropsychological approach to the analysis of reading development and disability. The aim is to localise the impairment in cases of reading disability and to pinpoint the phase of development at which things begin to go wrong.

### Vision in the Real World

Can we ever understand how vision really works from studying it in the lab? In this course you will learn why understanding vision requires us to run real world experiments. We are only now beginning to understand how we use vision to help us get through our activities of daily life. You will learn how vision is used in a range of everyday activities, and sporting activities. In all of these it is clear that vision and action are intimately linked: the eyes are used to search out relevant information to plan our actions and vision tends to lead action by up to a second.

### Dissertation

You will also carry out an investigation of a topic of your own choice, under the guidance of a member of staff, which you will write up as a dissertation. The research can take place "in the field" (for instance, schools, hospitals, businesses) or in laboratories specialised in the study of brain activity, eye movements, perception, motor control, reading, communication, infant behaviour and group dynamics.

## Graduate Profile

Psychology graduates are increasingly sought after because of the key skills that they learn, such as the ability to analyse, interpret and evaluate information and to communicate effectively.

Every year our psychology graduates leave to pursue a wide variety of careers including clinical, educational and occupational psychology, as well as teaching, counselling and management positions.

Dee McDonnell graduated from our psychology degree programme in 2001. "After leaving school I was interested in pursuing a career in clinical psychology and knew that the first step in realising my goal would be to select an appropriate undergraduate psychology degree. The degree at Dundee University ticked all the boxes.

The degree provided me with a thorough grounding in the science of psychology,

particularly in statistical methods and experimental design. Moreover, there was the opportunity to join the psychology society, run by staff and students in the psychology department. The society organised numerous talks, often given by qualified clinical psychologists, and proved invaluable in terms of networking. In addition, teaching staff were always on hand to provide advice on the requirements necessary to further a career in the field of psychology."

# Town & Regional Planning

## What is distinctive about Town & Regional Planning?

The approach to town planning at Dundee is informed by a former professor of the University, Sir Patrick Geddes, sometimes referred to as the "Father of Town Planning", and is concerned with the viability of communities, the economy, and the built and natural environment. Town and regional planning aims to make the environment a better place for all of us. It involves identifying land for new development, conserving historic buildings, facilitating community regeneration, protecting the countryside, promoting innovative forms of transportation, creating attractive public spaces and much, much more!

Accredited by the Royal Town Planning Institute (RTPI), the Town & Regional Planning degree programme provides students with the relevant knowledge and critical understanding of the social and environmental contexts, the nature of changing state-market relations, and spatial planning by which urban and rural professionals

intervene in the public interest. Specifically, students develop a range of generic and specialist skills and professional values in order to promote sustainable development in a rapidly changing world in which economic, social and environmental justice are as important to the planning function as the concerns of land, development, and conservation.

There are a number of field visits across the different years of the degree. In recent years Level 3 students have visited Malta, Holland and Ireland, as part of the European Spatial Planning module.

Town & Regional Planning is committed to the highest standards in its teaching and it was awarded the premier Teaching Quality Assessment rating for the discipline in Scotland. The majority of teaching staff are members of the Higher Education Academy, as well as members of the relevant professional bodies for our degree programmes. Graduates hold a range of senior positions within central and local

government, executive agencies, partnerships, and the private development and consultancy sectors.

There is also a joint honours MA degree in Geography and Planning which emphasises the examination of change and development in the environment. The focus is on environmental matters allied to land-use planning and spatial policy, social, and economic considerations. The programme provides students with opportunities to gain first hand experience of the challenges that face environmental professionals by drawing on the experiences of the city of Dundee and its hinterland.

The joint honours MA degree in Spatial Economics and Development is jointly taught with Economic Studies and places emphasis on the theory and practice of managing change and development in the wider economy and environment.

## Extracurricular Activities

- Students on the degree can take part in the Transatlantic Student Exchange Scheme and the School has an exchange agreement with the University of Northern British Columbia.

- There is an active student society called SPAD (Student Planners At Dundee) which organises social events and visiting speakers.

For further information see [www.trp.dundee.ac.uk](http://www.trp.dundee.ac.uk)

## Module Content

### Level 1

#### Planning Perspectives

This module provides a general introduction to the field of town and regional planning, the origins of planning, and the historical context to planning theory and practice. The module also examines the nature of the land and property development process.

#### Design and the Environment

This module considers the main principles of design in the built environment and examines the key issues necessary to town and regional planning practice.

#### Sustainable Development and Environment

This module explores the relationship between the concept of sustainable development and the application of policies designed to deliver sustainable outcomes. It considers the interface between sustainability and economic growth, and how this has been interpreted through policy initiatives at international, national and local levels.

#### Countryside Planning and Management

This module introduces the principal institutions concerned with the environment, planning and development in the countryside and some of the major issues and concerns that have a bearing on planning and environmental management.

Students choose 2 modules offered by Geography, Environmental Science or Economics.

### Level 2

#### Design and Development

This module develops student understanding of the operation of land and property markets, the pricing of land and land resources, investment in property and issues relating to residential, commercial, retail, recreational and cultural markets.

#### Planning Theory and Practice

This module explores the main theories of planning, from the traditional view of planning as an exercise in physical design to more recent ideas of planning as a form of communicative action.

#### Management in the Built and Natural Environments

The module examines management for environmental (built and natural) professionals and environmental projects.

#### Introduction to Environmental Law

This course introduces students to statutory controls in relation to the environment, and considers the relationship between planning law and environmental regulation.

Students choose 2 modules offered by Geography, Environmental Science or Economics.

### Level 3

#### Territorial Planning and Development

This module develops a critical awareness and understanding of the purpose, nature, principles and operation of statutory and non-statutory development planning, public involvement and non-statutory approaches at the regional and local levels.

#### Planning Law and Practice

The module provides students with the required technical knowledge of the Scottish planning system with particular reference to development of the built and natural environment.

#### European Spatial Planning

This module considers the theoretical background to regional spatial planning and examines the nature and future development of regionalism in European and UK contexts. It involves a residential study visit to a European country.

#### Environmental Assessment and Sustainability Appraisal

This option deals with topics which are at the cutting edge of sustainable development policy and practice, including Environmental Assessment and Strategic Environmental Assessment.

#### Urban Policies and Programmes

This option considers the development of contemporary urban policy in the UK, its origins with reference to contextual social, political and institutional factors.

### Level 4

#### Critical Planning Agendas

This module explores contemporary themes and issues in the planning and management of cities, regions and the environment.

#### Community Governance

This option critically examines key aspects of theory and practice associated with community governance, community based planning and neighbourhood management.

#### Urban Conservation and Rehabilitation

This option analyses the factors which have led to the emergence of urban area conservation and rehabilitation in the UK and explores the case for extensive urban conservation.

#### Conservation of Buildings of Architectural and Historic Interest

This option examines building conservation, the principles of listing buildings, the complexities of funding projects and the technical issues raised in practical building projects.

#### Dissertation

This module allows students to undertake an extended study of a topic or problem which has relevance to the study of town and regional planning. This process will involve both theoretical and empirical knowledge and argument.

## Graduate Profile

Iram Mohammed graduated with a BSc in Town and Regional Planning in 2006. She joined Atkins Ltd in 2008 as a Graduate Planner, and was then promoted to Planning Consultant in 2009.

“Working in a large multidisciplinary engineering company has meant that I’ve had the opportunity to work on many projects including road, rail and utilities infrastructure, public realm and masterplanning, education, energy, coastal and health developments. My work includes the preparation of planning appraisals and statements, stakeholder and public consultation,

the submission of applications for small and large scale developments, research and analysis of policy and environmental impact assessments. I’m also on hand to give planning advice to Atkins architects and engineers. I have also been on the RTP1’s Scottish Young Planners Network Steering Committee since 2007.

The degree programme at Dundee gave me good academic grounding and covered a wide variety of planning and environmental topics, all of which have invaluable in the world of work, especially the environmental law module in 2nd

year which covers environmental impact assessments. The best thing is that, as the world of planning in Scotland and even the UK is a small one, you inevitably end up working with your peers, whether it’s in the private or public sector.

I found my time at Dundee really enjoyable. Everyone – from the lecturers to the students – was passionate about the subject and the academic support I received was first class. Lecturers always made time to see students no matter how busy they were.”

# Enquiries and Further Information

## For information about your application:

Admissions & Student Recruitment  
Tel: 01382 383838  
Email: [contactus@dundee.ac.uk](mailto:contactus@dundee.ac.uk)



## For further course information please contact the appropriate member of academic staff:

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