

MANCHESTER
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The University of Manchester

UCIL

University College for
Interdisciplinary Learning

Course Unit Brochure 2015-16

manchester.ac.uk/college

INTRODUCTION

Welcome to the 2015-16 Course Brochure for the University College for Interdisciplinary Learning (UCIL). Now in its fourth year of operation, UCIL's mission is to encourage students to step outside of the confines of their chosen degree programme. Our goal is to enhance and enrich the student learning experience at the University of Manchester by expanding the breadth of options available. The uniqueness of our courses lies primarily in the fact they are designed to be accessible to as many students as possible, regardless of their primary disciplinary orientation. Additionally, many of our courses are explicitly multidisciplinary and interdisciplinary in focus, not least because it is at the interface between disciplines that so much research and innovation is now taking place. We think success on UCIL courses will not only broaden student's minds and expose them to some of the key grand challenges facing humanity today, but also enhance their employability by adding richness and diversity to their final Higher Education Academic Record (HEAR). In these aims UCIL is aligned fully with the university's teaching and learning strategy.

The range of courses is drawn from across the university and most have been designed explicitly for UCIL. A multidisciplinary Teaching and Learning Panel reviews rigorously all of our courses prior to approval. UCIL courses are all credit bearing and last year 2,000 students took a UCIL course and their feedback across all of our courses has been overwhelmingly positive.

New for this year

Since its inception UCIL has been continuously evolving and this year is no exception. We have already developed close relationships with the Manchester Enterprise Centre, and the University Language Centre, both of whom already offer a number of courses through UCIL, as well as with the Centre for the History of Science and Medicine (CHSTM). CHSTM's very successful course units align fully with UCIL's mission and we have expanded the number of

their undergraduate courses accessible through UCIL. We have also revamped our website and branding to give greater emphasis to the multi-disciplinary and interdisciplinary nature of the course units and their student audiences. Students can now search for course units on our website by key skills they would like to develop. Additionally, we have clustered our courses around 6 key themes:

- Culture & Community
- Global Challenges
- Languages & Global Citizenship
- Professional Skills & Business Enterprise
- Science & Society
- Sustainability

The visibility of and access to our courses has been made markedly easier through the introduction of a dedicated UCIL radio button to the course unit selection page. We have increased the number of 20 credit options available for students and although most UCIL units are level 2, we have introduced some level 1 and level 3 course units.

We have completed lots of research with students to find out what motivates them to take UCIL units and guidance from Schools and Academic Advisers are top of the list. We would be very grateful if you could promote UCIL units to your students. If you would like to find out more about UCIL we are always happy to arrange a meeting or present to colleagues.

Further details on UCIL, its mission and its course offerings can be found on our website: www.college.manchester.ac.uk. Please do not hesitate to contact us if you need further information. Our email address is universitycollege@manchester.ac.uk.

Professor Peter Lawler
Academic Director

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UCIL AWARDS

The aim of the Awards is to provide students at the University of Manchester with a unique selling point in the recruitment market. Students will be encouraged to develop a range of skills whilst completing the awards, which will enhance their employability. Positive feedback from employers on the Manchester Leadership Programme suggests that recruiters are looking for evidence of how students make themselves stand out in a competitive recruitment market. The Awards will provide students with an excellent vehicle to do this.

The Awards are all unique, but do share a number of features in common:

- Students receive an Award Certificate signed by the President and Vice-Chancellor
- Awards will be recorded on the students' Higher Education Achievement Record (HEAR)
- A verification process will be in place to ensure that the extra-curricular activity has taken place to an approved standard
- Students must pass the relevant University College Unit as well as completing an extra-curricular element to achieve the Awards

If you have any questions please contact ucol-awards@manchester.ac.uk.



MANCHESTER LEADERSHIP AWARD

The Manchester Leadership Award is one of a range of awards that combine University College academic provision and extra-curricular activity. The Manchester Leadership Award forms part of the Manchester Leadership Programme and has two components:

1. Completion of a 10 or 20 credit 'Leadership in Action' University College unit
Leadership in Action Units are available as a 10 credit lecture based unit or as an entirely online unit, in each semester. A 20 credit option is also available which runs over 2 semesters.
2. Completion of 20, 40 or 60 hours of approved volunteering to achieve a Bronze, Silver or Gold Award. Help is available from the Volunteering team to find suitable volunteering opportunities. MLP students have taken part in a wide range of volunteering including environmental campaigns, sports volunteering, mentoring young people, fund raising and much more. To find out more about volunteering opportunities visit www.mlp.manchester.ac.uk/volunteering

Students who successfully pass a Leadership in Action unit and complete 20, 40 or 60 hours of approved volunteering will achieve the prestigious Manchester Leadership Award. The award will be listed on students' Higher Education Achievement Record (HEAR). The HEAR forms part of the academic transcript issued to students on graduation.

"The Manchester Leadership Programme equips students with many of the skills, knowledge and insights sought by employers and helps Manchester students to stand out in a highly competitive recruitment market."

Chief Executive, Association of Graduate Recruiters.

For more information please contact leadership@manchester.ac.uk.



MANCHESTER GLOBAL AWARD

The Manchester Global Award is one of a range of awards that combine University College academic provision and experiential learning. The Manchester Global Award has three components:

1. Completion of a 10 credit 'global' UCIL course unit:
 - UCOL21102: Diverse Britain in a Globalising World
 - UCOL22501: Global Citizenship and Sustainability
 - UCOL21902 Humanitarian Challenges in an Unequal World
 - UCOL22102: Intercultural Communication
2. Completion of a period of approved international/intercultural experience. Approved opportunities include University supported study and work abroad opportunities (for example, the Worldwide and Erasmus Exchange Programmes - <http://www.manchester.ac.uk/study/international/study-abroad-programmes/>), a number of national programmes (for example, Study China and Study India) as well as a small number of local opportunities in Manchester.
3. Completion of a reflective online presentation/project bringing together the academic material covered in the University College Unit and the intercultural experience.

Students who successfully pass a University College 'global' unit, complete a period of approved international/intercultural experience, and successfully complete the reflective presentation/project will achieve the Manchester Global Award. The award will be listed on students' Higher Education Achievement Record' (HEAR). The HEAR forms part of the academic transcript issued to students on graduation.

“The value of international experience goes beyond purely the acquisition of language – it lies in the ability to see business and personal issues from other than your own cultural perspective.”

**Charles Macleod, Head of UK Resourcing,
PricewaterhouseCoopers**



MANCHESTER ENTERPRISE AWARD

The Manchester Enterprise Award is one of a range of awards that combine University College academic provision and extra-curricular activity. The Manchester Enterprise Award has two components:

1. Completion of a 10 credit 'enterprise' UCIL course unit:
 - UCOL22001: Essential Enterprise
 - UCOL24002: The Art of Enterprise
 - UCOL22602: Ethical and Sustainable Business Enterprise
2. Completion of an approved 'enterprise' activity project – which will involve working with a locally based business, charity or social enterprise to address and analyse a specific improvement opportunity (assuming around 20 hours of work). The extra-curricular project can be undertaken as part of a group or as an individual and at times that are flexible.

The outcomes and recommendations from the final report will be presented as a PowerPoint 'pitch deck' enabling students to bring together their University College study and the project. The 'pitch deck' will comprise a set of slides (20 maximum) which address the key issues of the project and will include a mix of text and graphics. An accompanying Word document (2 pages maximum) should provide a succinct overview of the key points contained within the accompanying 'pitch deck' and references.

Students who successfully pass a University College 'enterprise' unit and complete an 'enterprise' activity project will achieve the Manchester Enterprise Award. The award will be listed on students' Higher Education Achievement Record. The HEAR forms part of the academic transcript issued to students on graduation.

“All economies are hoping to inspire young people, especially graduates, to have the confidence and competences to move effortlessly into the world of work. By offering students the opportunity to engage with enterprise in a variety of ways as an applied concept will enhance the employability options of our graduates.”

UCOL24002

THE ART OF ENTERPRISE

Overview

The 'art of being enterprising' is being able to turn ideas into innovations - to make it really happen and to effect change. This unit looks at how organisations, both large and small, create value through the recognition of good ideas and how a good idea can evolve and ultimately be transformed into an opportunity which an organisation can create value from. The unit looks at this from a range of different areas (history, nature, art and music) to enable us to think in a more creative way; to better understand the problems and the challenges that are faced; and highlighting the importance of creativity and opportunity spotting across all business areas.

The unit is delivered as a series of lectures and includes a number of invited speakers. By the end of the unit you will be able to appreciate the nature of creating value with innovative approaches to business thinking and practices. The unit will expand your appreciation of the working environment whilst developing the practical skills that employers are demanding.

This unit forms part of the Manchester Enterprise Award.

Assessment

Formative:

Written project proposal summary.

Summative:

Assignment: Structured individual report on a chosen company (100%).

Lynn Sheppard

Manchester Business School

10 Credits

Semester 2

Level 2

Manchester Enterprise Award



Overview

This unit provides an opportunity to explore a range of contemporary controversies in biomedical science, including

- stem cell research
- euthanasia
- assisted reproductive technologies
- genetic engineering
- human experimentation
- the use of animals in research

Bioethics, by its very nature, draws upon a range of disciplines in terms of the approach, methodologies and body of knowledge relevant to the subject.

The unit benefits from the development and exchange of ideas between students from different disciplines.

Learning activities include lectures delivered by staff from a range of disciplines including bioscience, ethics, philosophy and law, class discussions both during lectures and in the online learning environment, and the preparation and presentation of a debate video on one of a range of selected topics.

Assessment

Debate video and presentation (group project) involving student-moderated peer assessment of participation in group project (40%);

Exam (60%).

UCOL21802

BODY, HEALTH AND WELL-BEING

Overview

Understanding the importance of a healthy lifestyle is relevant to everyone, yet even more so to students.

Nutritional education and the comprehension of potential disease risks associated with poor diet and lifestyle are very important, and play a huge part in a person's health, mentally and physically. Therefore, it is crucial to understand what can be damaging or beneficial to the body, and also the reasons why!

Preventable diseases, such as obesity and diabetes are already impacting societies, therefore, enlightening you to various health issues and their underlying causes will result in producing healthier, as well as an educated future workforce.

This unit aims to prompt you to assess your own life style and develop an understanding of the human body, its basic composition, structure and function. It will also emphasize the effects of poor and healthy life styles by monitoring your own health parameters in a laboratory.

Assessment

MCQ Paper (50%);

Written report (50%).

Dr Harbans Sharma, Anne-Marie Smith and Dr Josephine Naish

Manchester Medical School

10 Credits

Semester 2

Level 2



UCOL22901 (SEMESTER 1) UCOL22902 (SEMESTER 2)

BUILDING ANCIENT EGYPT: THE TECHNOLOGY OF THE DYNASTIC AGE

Overview

This Unit is taught entirely by eLearning, with the exception of one compulsory visit to the Manchester Museum which will involve either a supervised object handling session or the opportunity to conduct self-directed gallery work. Aspects of ancient Egyptian technology will be presented in twelve Learning Modules via Blackboard 9, using a mixture of written text, recorded lectures, photographs, plans, web-links, video clips and compulsory tutorial discussion group activities.

The Unit will focus on the archaeological and historical evidence for the technology underpinning Egypt's Predynastic and Dynastic civilization (approximately 5000 – 30 BCE), making full use of the collections in the Manchester Museum. Students will study technologies including stone-working, pottery, metallurgy and cooking, using a combination of historical documents, site reports, artefact analysis, and experimental archaeology, and will engage in a close examination of selected artefacts. Extracts from selected texts will be studied in translation.

Tutorial Group discussion will focus on placing the information gained into its historical, geographical and archaeological context, examining and analysing it to reconstruct a valid social and technological history for the peoples of ancient Egypt.

Assessment

Each of the twelve Learning Modules will include one compulsory tutorial group activity. This will be presented via the tutorial discussion board.

2 x multiple choice assessments conducted via Blackboard 9 (10%);

A personal portfolio of postings made to the discussion boards and associated work (30%);

One artefact-based independent project (1,500 words): "The Cabinet of Curiosities" (60%).

Dr Joyce Tyldesley, Dr Glenn Godenho and Dr Campbell Price

Faculty of Life Science

10 Credits

Semesters 1 and 2

Level 2



Culture
& Community

UCOL22302

COLLECTING AND EXHIBITING CULTURE

Overview

The University has fantastic world-class collections housed within the Manchester Museum, the Whitworth and the John Rylands Library. This unit will help you understand how our Cultural Institutions decide what to collect, how to make those collections have meaning for our audiences, and how we engage with audiences directly to enable them to create new meanings themselves.

You will learn how to develop and communicate ideas well through critical thinking, object interpretation and an understanding of audience learning styles. You will also gain an insight into the range of career opportunities in the sector – from Education and Learning to community engagement and curatorial careers.

Through this unit we explore how potentially controversial topics such as human remains, evolution, and objects taken from indigenous communities, are handled by museum professionals. You will gain key skills and have the chance to write a review of an exhibition, write exhibition labels, develop a plan for a guided tour of an exhibit of your choice and keep a reflective learning journal. This unit will help you to think critically about how we collect and exhibit culture and to plan how you can communicate your ideas with confidence and sensitivity to diverse audiences.

Assessment

Students choose an exhibition for a critical review exploring aims, audiences and assumptions and write exhibition labels (20%);

Students develop a plan for a 10 minute tour of an exhibition/building (50%);

Learning journals (30%).

Henry McGhie, David Morris, Stella Halkyard and Yvette Jeal
Manchester Museum, The Whitworth Art Gallery, John Rylands Library

10 Credits

Semester 2

Level 2



COMMUNICATING WITH CONFIDENCE

Overview

Do you long to be able to communicate within challenging and stressful situations? Do you dread presentations or just wish that you could present with more impact? Do you fear job interviews or ever find yourself getting tongue tied, with sweaty palms? If so, this course could be exactly what you need.

The course draws on the theory and practice of communication, body language and leadership, using techniques from the world of theatre and acting to help participants learn how to manage nerves, communicate effectively and engage with a wide variety of audiences.

A range of theories and techniques will be introduced and mastered through practice, using an interactive and participative approach. The learning process will be organic, and tailored to suit the needs and experiences of the students, who over the duration of the course will work towards producing a performance that allows them to put into practice the many skills that they will have learnt.

This unit will be extremely useful for participants in terms of communicating within a professional or personal context, aims to provide participants with the skills and confidence that will allow them to communicate, inform, inspire and motivate and will be of great benefit when presenting, and communicating, within the University, at job interviews, and in the workplace.

Assessment

Continual Assessment through reflective student journals (50%);

Individual presentation or joint performance (50%).



Overview

Can we save what's left of the natural environment? Can we eliminate pollution, protect species and prevent catastrophic climate change? Or is it too late? Consider the following: 'nature, the nature that preceded human history, today no longer exists anywhere.' Marx wrote this in 1845, when neither the automobile, nor plastics nor electricity played any part in social life. What happened since was a stunning increase in industrial production, mobility, urbanization and consumption of goods – all of which based on massive resources and energy use. The consequences of this progress are all around us: the ecological crisis is so widespread it has become a new normal.

This unit is motivated by the deceptively simple question: what is the future of 'nature'? We acknowledge that answers to this can be many, but in this unit we try to answer it by going backwards: how did we get where we are today and what have we learned that can help us move forward? We go to the very roots – cultural, economic and religious – of our 'post-natural' civilization and explore the master-concepts of our environmental crisis: modernity, risk society, pollution, and, above all, nature. Your part in this exploration will be crucial: have your say in research projects and in the weekly debates on issues such as water futures, climate catastrophe, oil dependency, the Great Pacific Plastic Gyro, genetically modified foods, overfishing, military weather modification (and even chemtrails).

Assessment

10 credits:

Research essay (50%);

Short exam (50%).

20 credits:

Research essay (25%);

Short exam (25%);

Self-arranged research project (50%).

Dr Vladimir Jankovic

Faculty of Life Sciences

10 and 20 Credits

Semester 2

Level 2



Overview

“You affect the world by what you browse” (attributed to Tim Berners-Lee).
As citizens of a networked world, our access to information has never been greater- but what are the implications for individuals and societies when we live so much of our life online?

This unit will explore these core issues and look at our digital footprint, the impact of digital and mobile technology on business and customer relationships, and ethics in the online world. We will investigate how creativity is integrated in and affected by digital technology and explore the social and cultural implications and realities of the 'digital divide'. Using digital media to communicate information and disseminate findings, build networks and develop communities of interest, you will be an active participant in shaping your own digital identity and take a critical look at online information, developing the tools to make informed decisions about your use of social media and other online platforms personally, academically and professionally.

Assessment and coursework will focus on your exploration and understanding of the theory behind the changing landscape of the online and digital world and on a practical application of the same to real-world examples.

Assessment

Individual: Reflective blog post x 3 (50%);

Groupwork: Address a specific task that reflects real-world demands on aspects of digital and online work, using freely available multimedia tools to produce a digital presentation (50%).



Overview

Disability studies is a rapidly emerging field within academia that seeks to explore how societies and societal norms result in the exclusion of people with 'different' bodies and minds. For example, how modern media portrayals of disabled people can invoke different feelings such as pity, fear and inspiration, and how these feelings influence the ways in which we understand and engage with the world around us.

The unit will enable students to explore a range of different approaches to understanding disability, debate current topical issues (such as the reform of the welfare benefits system) and engage in creative methods of enquiry. Students will have the opportunity to explore the social and political discourses relevant to the position of disabled people throughout history and into the 21st century. The political struggles of disabled people, and the disabled people's movement, will be a central feature of this unit and students will have the opportunity to learn directly from disabled experts, who are too often ignored and silenced within the walls of academia.

Assessment

Photo Diary (30%);

1500 word assignment (70%).

Dr Craig Blyth and Anat Greenstein

School of Environment, Education and Development

10 Credits

Semester 2

Level 2



Overview

This unit will introduce you to a range of concepts to enhance understanding of Diverse Britain. This understanding will be generated through attention to multiple areas of contemporary relevance: ranging from institutional analysis of the NHS and housing markets, a review of the history of post-war migration, analysis of policy discourses around multiculturalism and integration, and a more general and recurring critical discussion of popular culture (traversing hip-hop, Bollywood, the revival of primetime 'period drama' such as Downton Abbey and other areas of contemporary cultural prominence). It is only through such a multidisciplinary perspective that a rounded but also current understanding of how ethnic diversity is made to matter in contemporary Britain will be realised. The lectures/workshops will also draw comparisons and contrasts to other Western European contexts, equipping students with a broader regional and international lens regarding contemporary British policy and culture.

Assessment

Multiple choice exam - open book (30%);

One review essay (70%).

Overview

This unit is designed to improve awareness and understanding of key business and enterprise principles. It explores how successful organisations work and is aimed at developing skills and enterprise knowledge to help you with future employment. The unit covers the essential elements of a wide range of enterprises, from businesses to charities. Topics include how the enterprise is organised, the assessment of technology, marketing, finance and risk factors. You will be encouraged to develop your information search and analysis skills and investigate existing companies, their products and services. No prior knowledge of business is needed to study this unit.

This unit forms part of the Manchester Enterprise Award.

Assessment

Formative:

Written project proposal summary.

Summative:

Assignment: Structured business report to research a product, service, organisation or company (100%).

James Hickie

Manchester Enterprise Centre

10 Credits

Semester 1

Level 2

Manchester Enterprise Award



Overview

Ethical and sustainability factors are influencing the thinking of top leaders and entrepreneurs; and many students have a strong interest in making a positive difference to the world through their professional life, beyond solely generating financial profit for companies and organisations.

This unit aims to develop your understanding of the key concepts and principles of ethical, environmentally sustainable and socially responsible enterprise, in order to:

- Encourage the application of ethical judgement and sustainable decision making in your future professional endeavours
- Enable the incorporation of environmental and societal impact assessments in a business context
- Facilitate the creation of responsible social and eco- enterprises

This course takes the “flipped classroom” blended learning approach, so students study resources online in their own time and at their own pace. Participants undertake additional research in the areas of particular interest to them, which is discussed using electronic communication tools. The whole cohort meets four times to engage in debate and group workshops.

This unit forms part of the Manchester Enterprise Award.

Assessment

Two in-course short answer tests (40%);

An analysis of CSR/sustainability of an existing organisation (60%).



Overview

This course introduces students to the global history of epidemics, starting from the outbreaks of cholera in the 1830s in Asia, Africa, Europe and America to the twenty-first century history of HIV/AIDS and Ebola. It has three main objectives; first, it highlights that the history of global epidemics enables us to understand the wider and deeper social, economic, political and cultural histories that led to disease and mortalities. Second, by drawing on a heterogeneous body of secondary and primary sources it identifies the local geographic, social and economic contexts of these epidemics. Finally, it will help students understand and analyse the experiences of communities and individuals living in the time of epidemics.

Assessment

10 credits:

1500 word essay (50%);

2 hour examination (50%).

20 credits:

1500 word essay (25%);

2 hour examination (25%);

3000 word project report (50%).

Professor Pratik Chakrabarti

Centre for the History of Science, Technology and Medicine

10 and 20 Credits

Semester 1

Level 2

Overview

We all know what a Crime Scene looks like today: white-suited and hooded investigators carefully searching for trace evidence from behind a barrier of yellow police tape. It is a highly regimented place, driven by strict codes of conduct to prevent "contamination" and to ensure that traces taken from it retain their identity as evidence. But what do we know about its history? What did a crime scene look like a century ago, and what happened in it? We will look at a wide range of forensic investigation techniques from the lie detector to DNA 'fingerprinting' and an equally wide range of historical sources from detective stories and newspaper reports to present-day television dramas. The course unit does not require any prior scientific, legal or historical knowledge, only a curiosity about and a willingness to engage with styles of forensic investigation, past and present.

Assessment

10 credits:

1500 word essay (50%);

Two hour final exam (50%).

20 credits:

1500 word essay (25%);

Two hour final exam (25%);

Final project (50%)

Overview

On this course you will consider your role as a 'global citizen' in an interconnected world. You will reflect on what constitutes an ethic of caring for a world in which our lives are inextricably linked to the lives of people across the globe, to nature which sustains us and ultimately to future generations.

You will develop qualities associated with global citizenship, qualities increasingly valued, professionally and otherwise. These will include: sensitivity to cultural difference; the capacity to recognise your own biases and to be inquisitive about the perspectives of others; the capacity to engage with uncertainty and ambiguity; the capacity to view global challenges from multiple perspectives; the capacity to think relationally, and for the long term; the capacity to identify ways in which your choices and actions have consequences for people and the environment across the globe; the capacity to communicate effectively across boundaries.

You will identify a key global issue relating to sustainability you wish to explore, and via a research project, explore the interconnections and complexities inherent in that issue. The course culminates in an exhibition which will be mounted at the University. In small groups you will create exhibits for the exhibition which convey your understandings of your chosen issue and what they mean for an ethic of caring for the World. Through your exhibits you should aim to inform people and inspire them to develop their own ethic of caring for the World.

This unit forms part of the Manchester Global Award.

Assessment

A written piece on an aspect of global citizenship and sustainability which will form a part of the exhibition (30%);

An exhibition piece on your chosen research project, created collaboratively in small groups (70%).

Susan Brown and Dr Richard Fay

School of Environment, Education and Development

10 Credits

Semester 1

Level 2

Manchester Global Award



UCOL22801 (Semester 1) UCOL22802 (Semester 2)

THE GOLDEN EMPIRE: INVESTIGATING EGYPT'S 18TH DYNASTY

Overview

This Unit is taught entirely by eLearning, with the exception of one compulsory visit to the Manchester Museum which will involve either a supervised object handling session or the opportunity to conduct self-directed gallery work. The 18th Dynasty will be presented in twelve Learning Modules via Blackboard 9, using a mixture of written text, recorded lectures, photographs, plans, web-links, video clips and compulsory tutorial discussion group activities.

The Unit focusses on the archaeological and historical evidence from 18th Dynasty (Late Bronze Age) Egypt, making full use of the collections in the Manchester Museum. Students will study the history, social history and geography of ancient Egypt using a combination of historical documents, site reports and artefact analysis, and will engage in a close examination of site archaeology. Selected texts will be studied in translation. Consideration will be given to development of Egypt before and after the 18th Dynasty, and to Egypt's relationships with its neighbours.

Tutorial Group discussion will focus on placing the information gained into its historical, geographical and archaeological context, examining and analysing it to reconstruct a valid social history for the people of 18th Dynasty Egypt.

Assessment

2 x multiple choice assessments conducted via Blackboard 9 (10%);

A personal portfolio of postings made to the discussion boards and associated work (30%);

One artefact-based independent project (1,500 words): "The Cabinet of Curiosities" (60%).

Dr Joyce Tyldesley, Dr Glenn Godenho and Dr Campbell Price

Faculty of Life Sciences

10 Credits

Semesters 1 and 2

Level 2



Culture
& Community

Overview

This unit provides an opportunity to analyse, synthesise and evaluate contrasting debates into the policies and practices that impact on global health in both the UK and globally, as well as critically examine different perspectives on the role of global health actors. The unit adopts a multi-disciplinary approach that draws on disciplines such as politics, sociology, history and medical sciences to enhance students' understanding of the evolution of global health as a discipline, the distribution of health and ill-health worldwide and the individual, social, cultural and institutional factors that affect the burden of disease and well-being on a global scale. The unit is delivered using face-to-face lectures, structured individual and group research and preparation, and seminars where you will give presentations relating to global health in context and debate key issues based on their background research and preparation. In doing so it aims to enhance your cultural awareness and intellectual curiosity in the field of global health and more widely.

Assessment

Workshop Presentations: group work to research, plan and deliver a presentation on a specific aspect of global health -assessed as a group but with individual feedback as well (50%);

Individual written assignment based on assessed presentation theme (50%).

Jessica Hawkins

Humanitarian and Conflict Response Institute (HCRI)

10 Credits

Semester 2

Level 2



UCOL20282 (10 CREDITS) UCOL20782 (20 CREDITS)

THE INFORMATION AGE

Overview

How did information-processing equipment come to dominate so many areas of human life? Who are the winners and losers in a computerised, automated, data-driven world? And what about users? Even now that computer technology is on tap all around us, there are still identifiable kinds of 'computer people': have the 'boffins,' 'nerds' or 'code junkies' always been a breed apart?

This course deals with these questions through the histories of a range of technological developments, from the mechanical calculating machines of the nineteenth century to today's global networked systems. The course is suitable for any historically engaged student, with or without particular expertise in computing.

Assessment

10 credits:

1500 word essay (50%);

2 hour exam (50%).

20 credits:

1500 word essay (25%);

2 hour exam (25%);

Extended project of around 3000 words (50%).

Overview

Achieving sustainability and combating climate change is a key challenge facing the world today. This unit is designed to enable you to discuss the concepts behind efforts to achieve sustainability and where the real world challenges and opportunities lie. Innovation is crucial in developing less resource intensive ways of meeting the needs of society (such as food, transport and energy). Solutions will include new products, new services, changing behaviours and even re-shaping entire systems. But how is this possible when so many societal actors are involved? What roles can consumers, businesses, governments and new technologies play in this transformation? Answering these fundamental questions requires perspectives which span traditional academic disciplines, including sociology, economics, management and innovation studies. This unit does just that, by bringing together world-class sustainability expertise to introduce cutting edge ideas and debates in this area. Throughout the unit these perspectives will be explored through discussion of sustainability initiatives in areas of food, transport and energy provision in the UK and beyond.

Assessment

Formative Assessment:

Written report proposal and structure; Research presentation (20%);

Summative Assessment:

The assessment will be a structured individual report developed based on guided research over the semester (80%).

Josephine Mylan

Manchester Business School

10 Credits

Semester 2

Level 2



Overview

Cultural diversity is all around us - on campus, in the neighbourhood, online, and when we travel overseas or receive visitors from elsewhere. Intercultural communication skills are needed now more than ever before as we interact with individuals whose backgrounds, identities, assumptions, and practices may differ from our own. Some models of intercultural communication reduce culturally complex individuals to national and regional stereotypes. In contrast, in this unit, you will be invited to think critically about your own cultural complexity as well as that of all the other people with whom you interact. You will be introduced to communication 'hot spots' where variation in values and behaviours is highly likely but also learn to be prepared for unexpected areas of similarity and difference. You will have the opportunity to develop skills for managing intercultural communication, skills valuable not just for you, but also much sought after by employers. Above all, this unit will encourage you not only to deal with the challenges of intercultural communication but also to embrace the opportunities that arise from the cultural diversity all around us.

This unit forms part of the Manchester Global Award.

Assessment

Assignment 1: An ethnographic task where you choose a site/phenomenon (e.g. a cafe, a library room, a sports match) and observe and reflect on the site through an intercultural lens (50%).

Assignment 2: A critical exploration of your previous / current intercultural interactions using the staged process of reflection and analysis stimulated by the Autobiography of Intercultural Encounters (AIE) (50%);

or

A discourse analysis of interculturally-oriented policy and/or mission statements (50%).

Dr Richard Fay and Susan Brown

School of Environment, Education and Development

10 Credits

Semester 2

Level 2

Manchester Global Award



Overview

The unit aims to give you a basic knowledge of British Sign Language (BSL), together with practice in signing, so that you are able to participate in simple everyday communicative situations with members of the deaf community. The unit may be of particular value if you are seeking a career in health or education, or if you have contact with deaf people through work, friends or family. It may also be of intrinsic interest to linguists.

The unit covers the signs and skills needed to achieve basic communication in the following areas: meeting people; the weather; time, age and money; families, work and interests; transport, direction and buildings; colours, clothes and people; animals, objects, furniture. In addition, students learn about basic deaf awareness and deaf culture.

Assessment

Independent project 750 words: (20%);

Presentation 3 to 4 minutes in length (25%);

Comprehension (25%);

Practical interactive tasks (30%).

Sadia Grabham

School of Arts, Languages and Cultures

10 Credits

Semesters 1 and 2

Level 2



Overview

This course unit is for students who have successfully completed British Sign Language Part 1. In Part 2, students continue to develop their ability to communicate with Deaf people in a range of familiar and work-related contexts. Students will further develop their knowledge of signs, fingerspelling, phrases and grammatical structures. They will gain further practice in signing, so that they are able to participate in everyday communicative situations with members of the Deaf community.

The course may be of particular value for students seeking a career in health or education, or for those who have contact with deaf people through work, friends or family. It may also be of intrinsic interest to linguists. After completion of the unit, there is an optional opportunity for students to take Signature BSL level 1 to gain a national accreditation. However, for this students will need to make their own arrangement and payment for examination with Manchester Deaf Centre.

Assessment

Independent project: 1,000 words project: A reflective report based on an interaction between yourself and a Deaf person/people and a visit to Deaf event (20%);

Presentation: 3-5 minutes recording self-production in BSL (25%);

Comprehension: Written test in two parts that involve a) writing sentences from signed phrases in BSL, and b) answering questions from a signed story in BSL (25%);

Practical interactive tasks: Discuss a chosen theme and engage in simple spontaneous conversation with a deaf person (30%).



Overview

Computers are everywhere in the modern world. From big business, to the UN, to national governments, complex global organisations depend on IT systems and increasingly sophisticated computer science to make them work and to get ahead of the competition. Chances are, as a university graduate, whatever your degree, you will be working and making decisions in that world.

But how will you manage an organisation if you don't know anything about IT systems? If you think computers are 'magic', do you run the risk of overestimating what they can do for you? IT implementation disasters make front page news, but are they systems failures, or failures of management? Do you want to be responsible for such a disaster? Introduction to Computer Systems explores what computers are, how they work and what they can, and can't do. It will give you an understanding how programmes are structured and written, and how networks, and the internet, work.

The course promises a stimulating romp through the hardware, software, firmware and wetware (that's humans to you and me) that surround us in our home and business lives, how they interact, and how to get the most from them.

It features multi-media lectures and access to a library of video lectures, as well as supporting lecture notes, and student-developed tutorials. These are backed up by mentoring through one-to-one and group feedback from an award-winning lecturer. The coursework also provides a structured approach to report writing - an invaluable, transferable skill, whether you want to smarten up the presentation of your thesis, or wow the business world.

This course includes some Maths, but don't let that put you off. Simple, pre-GCSE Maths is all that's required.

Assessment

2 hour exam (80%);

Coursework (20%).

Richard Neville

School of Computer Science

10 Credits

Semester 2

Level 2



Overview

Biological topics often feature in the news or entertainment media and are frequently sensationalised or subject to inaccurate reporting. We will consider the science behind the headlines to help you develop an informed opinion regarding the complexities of current biological issues.

So, if you have an interest in biology but haven't had the opportunity to study it at a higher level, then this is the unit for you.

Topics covered in previous years include:

- DNA and evolution
- genome sequencing
- stem cells
- biodiversity
- brain function
- emerging infectious diseases

Prerequisites:

This unit is only available for students outside the Faculty of Life Sciences and we welcome students from all disciplines and science backgrounds, although Biology or single science award GCSE or equivalent knowledge is assumed.

Assessment

Coursework based on six individual assignments (these may involve visiting Manchester Museum) plus 1 group activity of a video documentary (20%);

A written examination based on MCQs and short-answer questions (80%).

Amanda Bamford, Casey Bergman, Terry Brown,
Bipasha Choudhury, Maggy Fostier and Ruth Grady

Faculty of Life Sciences

10 Credits

Semester 2

Level 2



INTRODUCTION TO SPOKEN ARABIC

Overview

This unit is designed for students who wish to move quickly through the fundamentals of Arabic grammar while developing some basic communicative skills in Modern Standard Arabic. It aims to teach you simple structures, lexis and phrases which will enable you to communicate effectively in a range of situations in an Arabic-speaking country. Reading and writing Arabic text is not covered, though some time is devoted to learning the alphabet and to developing recognition of commonly seen words and signs. You will be expected to use the range of resources available to you in the Language Centre and to communicate with native speakers wherever possible, in order to develop cultural competence.

Upon successful completion of the unit, you should be able to: handle some of the basic grammatical structures of Arabic; communicate orally in a limited number of social contexts; perform at Level A1 (Speaking and Listening) of the Common European Framework.

Assessment

One written test (35%);

One oral test (35%);

One aural test (30%).

Smahan Al-Jabiri

University Language Centre

10 Credits

Semesters 1 and 2

Level 1



Overview

This unit is designed for students who wish to move quickly through the fundamentals of Chinese grammar while developing some basic communicative skills. It aims to teach you simple structures, lexis and phrases which will enable you to communicate effectively in a range of situations in a Mandarin speaking country. Reading and writing Chinese characters is not covered, though some time is given to developing recognition of commonly seen characters and signs. You will be expected to use the range of resources available to you in the Language Centre and to communicate with native speakers wherever possible, in order to develop cultural competence.

Upon successful completion of the unit, you should be able to: handle some of the basic grammatical structures of Mandarin Chinese; communicate orally in a limited number of social occasions, perform at Level A1 (Speaking and Listening) of the Common European Framework.

Assessment

One written test (35%);

One oral test (35%);

One aural test (30%).

Susan Tamin

University Language Centre

10 Credits

Semester 2

Level 1



UCOL20020, UCOL20021, UCOL20022

LEADERSHIP IN ACTION: LECTURE BASED UNITS

Overview

Leadership in Action units aim to help you understand what it means to be a leader in the 21st century. The units explore complex current problems and ask how does change happen? Who makes it happen? What does that tell us about leadership and how we do it?

Leadership in Action units provide you with the tools to critically evaluate models and approaches to leadership and to apply those to a range of 21st century problems, such as poverty and inequality; environmental sustainability; ethics and responsibility. The units will also help you to develop a toolkit of transferable skills that will boost your employability.

You will hear from leaders who are influencing change in the world around you, including some of the university's leading academics and high profile leaders from the public, private and voluntary sectors.

The Leadership in Action Lecture Units are available in both semesters 1 and 2 and you can also opt to undertake the 20 Credit unit which runs over both semesters.

Assessment

10 Credit units:

Group ePoster (50%);
Assessed Discussions (40%);
Online Multiple Choice Test (10%).

20 Credit Unit:

Semester 1: As above for 50% of the total mark;
Semester 2: Individual Project Report - 3,500 to 4,000 words (50%).

Mark Batey and Sian Yeowell

Student Development & Community Engagement

10 and 20 Credits

Semesters 1 and 2

Level 2

Manchester Leadership Award



LEADERSHIP IN ACTION: ONLINE UNITS

Overview

Leadership in Action units aim to help you understand what it means to be a leader in the 21st century. The units explore complex current problems and ask how does change happen? Who makes it happen? What does that tell us about leadership and how we do it?

Leadership in Action units provide you with the tools to critically evaluate models and approaches to leadership and to apply those to a range of 21st century problems, such as poverty and inequality; environmental sustainability; ethics and responsibility. The units will also help you to develop a toolkit of transferable skills that will boost your employability.

You will hear from leaders who are influencing change in the world around you, including some of the university's leading academics and high profile leaders from the public, private and voluntary sectors.

This unit is delivered entirely via Blackboard.

Assessment

Summative Assessment (50%);

Assessed Discussions (40%);

Online Multiple Choice Test (10%).



UCOL20001, 21001, 21002, 20002

LEADERSHIP OF LEARNING

Overview

“This module was the most valuable one I have done in my whole University course! It helped fire my enthusiasm for working with young people”

Student, 2012-13.

Are you thinking of going into teaching after you graduate? This unit is taught in the School of Environment, Education and Development, and in lively local schools. It is made up of a series of interactive sessions on planning, classroom organisation and managing relationships in school. You will then spend ten afternoons in a school, working with pupils and observing experienced teachers at work. You are carefully guided by school staff and experienced tutors. Your assessment will involve you in writing about your learning and drawing on “critical incidents” that helped you in that learning.

The course is available in the following formats:

- UCOL20001: Semester 1, 10 credits
- UCOL21001: Semester 1, 20 credits
- UCOL21002: Semester 2, 10 credits
- UCOL20002: Semester 2, 20 credits

Assessment

10 credits:

Learning journal on your weekly placement and a 2000 word reflective assignment about your professional learning (100%).

20 credits:

Learning journal on your weekly placement and two x 2000 word reflective assignments - one with a focus on leadership and one about your professional learning.

Olwen McNamara, Colin Mills and Pauline Prevett

Manchester Institute of Education

10 and 20 Credits

Semesters 1 and 2

Level 2



Overview

Over several years relationships have been established with a growing number of local organisations, each providing projects which challenge teams of students to work on various aspects of Manchester's sustainability agenda. Past projects have ranged from fuel poverty to a community bee project, and from transport and car parking issues to waste management, environmental monitoring, urban ecology, shale gas exploitation and derelict land use.

In teams, you will negotiate a project brief with their client, take ownership of the required planning and implementation tasks and then deliver the agreed outputs within an agreed timeframe. During regular project/workshop meetings (throughout two semesters) you will meet with a designated PG demonstrator/facilitator and member of staff who will provide advisory support. The level of client interaction is likely to vary, but it is hoped that the clients will be able to attend an initial 'meet the client session', then maintain brief contact throughout the duration of the project, and finally attend an assessed seminar presentation and give feedback on the project report.

Assessment

Individual portfolio (50%) consisting of:

Professional project diary (10%);
Media diary (10%);
Portfolio of appraisals (10%);
Annotated bibliography (20%).

Group portfolio (50%) consisting of:

Co-authored client report (30%);
Final team presentation for client (20%).

Individual student marks for the group portfolio will be determined via assessment of individual written and verbal contributions to group outputs, plus limited moderation (+/- 5%) based on peer assessment.

Professor Colin Hughes

School of Earth, Atmospheric and Environmental Sciences

20 Credits

Semester 1 and 2

Level 3



Overview

Do you wish you had a better understanding of the scientific issues behind some of today's grand challenges, such as climate change, future energy needs, the nuclear debate and the origin and fate of the Universe? If so, this course is for you. You will learn about a wide range of topics including quantum mechanics, the theory of relativity, nuclear physics and radioactivity, medical imaging, the working of the Earth's climate and astronomy and cosmology. Very little existing scientific knowledge will be assumed, nothing beyond GCSE Science, and we will concentrate on discussion of concepts, with little use of mathematics.

The course will be taught by a team of academic staff from the School of Physics and Astronomy and will include guest lectures given by the well known TV presenters Professor Brian Cox, Dr Tim O'Brien and Professor Jeff Forshaw.

The course will also include fortnightly 'Question Time' sessions where you will be able to quiz the course team about topics from the course, or indeed about anything from Physics that particularly interests you.

Assessment

Short essays every two weeks moderated by peer assessment & online feedback (50%);

Online examination (50%).

Professor Gary Fuller

School of Physics and Astronomy

10 Credits

Semester 2

Level 2



UCOL23302 (10 CREDITS) UCOL23102 (20 CREDITS)

SCIENCE AND CIVILISATION IN EAST ASIA

Overview

Why are Japanese people obsessed with being punctual? Why did only China adopt such a drastic population measure as the 'one-child policy'? Why did the South Korean professor Hwang Woo-suk feel he had to fabricate his biomedical research and why did it become a global scandal? This course, which adopts the perspectives of social and cultural history, will ask questions of this kind and examine a number of key issues – e.g. colonialism, nation-building and globalization – by looking at interactions between science, culture and civilization in East Asia.

Assessment

10 Credits:

Invention of 10 multiple choice questions and a 1500 word commentary (100%).

20 Credits:

Invention of 10 multiple choice questions and a 1500 word commentary (50%);

3000 word review essay (50%).

Overview

Who should make decisions about the classification of illegal drugs or the safety of a new technology – politicians or scientific experts?

Science and technology (S&T) are central to the public policies and self-image of modern advanced economies and rapidly industrializing/less developed countries alike. This course explores how and why this has become the case, and what the implications are for our societies, our politics and our economies – as well as for the still growing and increasingly globalised scientific enterprise itself.

We will look at the changing role of the state in relation to science and technology and current trends in the governance of S&T, such as demands for the stronger steering of research agendas towards political, economic or social priorities; for more accountability for the efficient and effective use of public money spent on science; and for more commercialization of research. We will look at the role of scientific expertise and experts in public policy and regulation; efforts to improve public engagement with and participation in science and technology decision-making; efforts to encourage responsible research and innovation; and current issues in science such as reproducibility, fraud and 'open science'.

Assessment

10 credits:

1,500 word essay (60%);
600-800 word 'policy brief' / blog post
on a current science policy issue (40%).

20 credits:

1,500 word essay (30%);
600-800 word 'policy brief' / blog post on a current
science policy issue (20%);
4,000-5,000 word individual research project on a
science-society governance issue (50%).

Kieron Flanagan and guest lecturers

Manchester Business School

10 and 20 Credits

Semester 1

Level 2



Overview

To be culturally aware, we as citizens and consumers need to have a grasp of science's place in the contemporary world. Science shapes our lives, from the food we eat and the medicines we use to the possible consequences of genetic or materials research and our understanding of climate change. The media occupy a central position in the public's understanding of science. But the media – press, broadcasters, digital platforms, publishers, the film industry, science museums, science centres – are themselves complex organisations with their own agendas. Why do they choose to make some science stories “news,” and not others? What choices do reporters, editors, producers and curators make about how to represent science in text and imagery? When is science ‘entertainment’? Are scientific celebrities – like Brian Cox – good for science? And how do the complex processes of science communication shape our understanding of the content and values of science and our appreciation of its place in public culture?

Using a wide range of sources including newspapers, popular books, sound, film, TV, theatre and social media, as well as external visits and guest lectures, this highly interactive and topical unit will explore key issues in science and the media. Taught in a weekly 2-hour class of flexible multi-media format, it aims to help students from all backgrounds improve their awareness and their critical understanding of our contemporary, media-saturated society. Participants will learn how to communicate their work more effectively, and develop new ways of thinking about science and the public sphere. The unit offers rich opportunities for participants to express their own ideas and develop their practical communication and group-working skills in a supportive setting.

Past students have said:

“I really valued the wide range of topics we discussed and were able to do our assignments on”;

“enjoyed being able to analyse and critically assess many forms of science communication/media.”

Assessment

1000 word review of a popular science book or programme (25%);

1000 word science communication assignment (25%);

Group project (50%).

Jeff Hughes & guest lecturers

Faculty of Life Sciences

10 Credits

Semester 1

Level 2



SCIENCE AND THE MODERN WORLD

Overview

What is science? And why does science have such authority in our society and culture? You don't have to be Einstein to find an answer! Using a variety of examples from past and present, this unit explores the place of science in human affairs. By using a non-specialist vocabulary, it helps to understand why we trust scientists and where that reliance comes from historically. It invites critical reflections on the methods scientific experts use and the influence they exercise in the modern world. The unit is accessible to students from all faculties.

Assessment

10 credits:

1,000-word essay (50%);

1.5 hour exam (50%).

20 credits:

1,000-word essay (25%);

1.5 hour exam (25%);

3,000-word individual research project (50%).

Dr Simone Turchetti

Centre for the History of Science, Technology and Medicine

10 and 20 Credits

Semester 1

Level 1

UCOL21701

SECURITY AND SURVEILLANCE

Overview

The unit will introduce a range of theories, including securitization, governmentality, risk-society theory and critical security studies. Inter-disciplinary methodologies will be adopted which draw on politics, law, sociology, criminology and public policy studies. A range of subject areas will be covered including, the historical development of security (including the relationship between public and private provision), international human rights, military security, human security, integrity of law, and security management and strategies.

The theories will be applicable in the context of policing, humanitarian intervention, counter-terrorism and cyber-security. The teaching and learning team will seek to involve academics from other faculties in delivering the unit, including from the disciplines of computer science, architecture and engineering.

Assessment

Mid-term non-assessed coursework (compulsory);

Seen exam (100%).



UCOL13301

SUSTAINABILITY AND ENVIRONMENTAL IMPACT: INDUSTRY PROJECTS

Overview

This cross-disciplinary module welcomes students from any academic background with an interest in sustainability and the environment. There are no conventional lectures and no exams. Instead, students will be guided and supported to complete a weekly programme of individual and team activities designed to combine independent academic learning with professional skills development – culminating in a team project report and presentation examining the environmental impact of a selected industry. Topics covered will include: sustainable development; environmental stories in the popular media; how technological innovation underpins industrial scale exploitation of natural resources; environmental pollution and the significance of sociological, economic and political issues. Skills developed will include: team working; time management; literature review; oral presentations and co-authored report writing. Detailed guidance and formative feedback will be provided throughout the semester.

Assessment

A team project report of 5000 words and presentation (55%);

An individual portfolio including a weekly project diary; a media diary; a 500 word essay based on the media diary; and a 500 word reflective appraisal of academic and professional development (45%).

Colin Hughes

School of Earth Atmospheric and Environmental Sciences

10 Credits

Semester 1

Level 1



Overview

Values influence decision-making at all levels, from the personal to the political; and 'values talk' is ubiquitous in society. But the very concept of values is contested and arguments using value premises are notoriously slippery. This unit will look at the ways in which values are understood and value based arguments employed in a range of current debates that are of relevance to you now and in relation to your later career. Through this focus we will help you to critically evaluate your own values as well as the values of others. The unit looks at the structure of values talk and on how people try to convince others to share their values.

The areas covered include political speech now and in the past, professional codes of conduct, new biotechnologies, and the role of religious values in modern society.

Assessment

Group project (50%);

Written coursework analysing the argument and values in a short text, e.g. Martin Luther King's "I have a dream" speech (50%).

Søren Holm, Rebecca Bennett, Sarah Chan & Ruth Bromley

School of Law, Faculty of Life Sciences

and School of Medicine

10 Credits

Semester 2

Level 2



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| UCOL20882: An Introduction to Current Topics in Biology | 29 |
| ULAR10032: Introduction to Spoken Arabic | 30 |
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| UCOL20022, 20032: Leadership in Action (Manchester Leadership Programme) | 32 |
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COURSES BY THEME



Culture & Community

- UCOL22901, 22902: Building Ancient Egypt: The Technology of the Dynastic Age
- UCOL22302: Collecting and Exhibiting Culture
- UCOL23202: Disability and Society
- UCOL21102: Diverse Britain in a Globalising World
- UCOL22801, 22802: The Golden Empire: Investigating Egypt's 18th Dynasty



Global Challenges

- UCOL25002: The Digital Society
- UCOL21902: Humanitarian Challenges in an Unequal World
- UCOL20020, 20021, 20022, 20031, 20032: Leadership in Action (Manchester Leadership Programme)
- UCOL21701: Security and Surveillance



Languages & Global Citizenship

- UCOL22501: Global Citizenship and Sustainability
- UCOL22102: Intercultural Communication
- ULBS20011, 20012: Introduction to British Sign Language - Part 1
- ULBS20022: Introduction to British Sign Language - Part 2
- ULAR10031, 10032: Introduction to Spoken Arabic
- ULCH10022: Introduction to Spoken Mandarin Chinese



Professional Skills & Business Enterprise

- UCOL24002: The Art of Enterprise
- UCOL21301, 21302: Communicating with Confidence
- UCOL22001: Essential Enterprise
- UCOL22602: Ethical and Sustainable Business Enterprise
- UCOL29512: Introduction to Computer Systems
- UCOL20001, 21001,
21002, 20002: Leadership of Learning
- UCOL28002: You Can't Say That! Learning to Think and Argue Critically



Science & Society

- UCOL21202: Bioethics: Contemporary Issues in Science and Biomedicine
- UCOL21802: Body, Health and Well-Being
- UCOL20331, 20081: From Cholera to AIDs: A Global History of Epidemics
- UCOL32011, 32511: From Sherlock Holmes to CSI: A History of Forensic Medicine
- UCOL20282, 20782: The Information Age
- UCOL20882: An Introduction to Current Topics in Biology
- UCOL29002: Physics and the Grand Challenges of Today
- UCOL23302, 23102: Science and Civilisation in East Asia
- UCOL24141, 24151: Science, Technology and Democracy
- UCOL20181: Science, the Media and the Public
- UCOL10221, 10721: Science and the Modern World



Sustainability

- UCOL20092, 20592: Crisis of Nature: Critical Issues in Environmental History
- UCOL21402: Innovation for a Sustainable Society
- UCOL30000: Manchester Sustainable City Projects
- UCOL13301: Sustainability and Environmental Impact: Industry Projects

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