1. **Title of the module**

LAWS3230 (LW323) - A Critical Introduction to Law (Certificate Programme)

1. **School or partner institution which will be responsible for management of the module**

Kent Law School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Certificate in Law; LLB Law (Certificate Route)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Demonstrate an understanding of the basic concepts and principles at issue in contemporary critical and analytical legal theory.
3. Demonstrate a capacity to apply basic critical legal concepts to contemporary contexts and debates.
4. Demonstrate a sociological, historical and political perspective towards claims about law’s objectivity and neutrality.
5. Understand law as an instrument of politics and ideology.
6. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
7. Research a legal issue to find relevant principles and concepts, and to investigate those principles and concepts critically and analytically.
8. Identify flaws and weaknesses in argument.
9. Distinguish and rank sources of knowledge and evidence.
10. Use library and web resources, including journal articles, to research an issue.
11. Present a sustained critical analysis of a legal issue in writing.
12. Work independently in pursuit of a research and composition assignment.
13. Consider critically and reflectively their own learning.
14. Demonstrate the analytic skills required to criticise legal and other writing.
15. **A synopsis of the curriculum**

The module will introduce students to critical legal techniques grounded in critical legal and social theory. Throughout the course, concepts are introduced through socio-legal and critical investigation of selected case studies - such as new pieces of legislation, emerging political campaigns and prominent litigation - ensuring that the course maintains a focus on ‘law in action’. Particular attention will be paid to developments in foreign jurisdictions and in the international arena. Accordingly, case studies will alter from year to year, and draw heavily on research projects on-going in the Law School. The course has a heavy focus on primary legal materials and core critical texts, but will also draw on film, museum artefacts, art and literature as appropriate.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

* W. Brown and J. Halley, *Left Legalism/Left Critique* (Duke University Press, 2002)
* M. Davies, *Asking the Law Question* (LBC, 2002)
* A. Gearey, W. Morrison and R. Jago, *The Politics of the Common Law* (Routledge, 2009)
* I. Grigg-Spall and P. Ireland, *The Critical Lawyer's Handbook* (Pluto; 1992)
* W. Mansell, B. Meteyard and A. Thomson, *A Critical Introduction to Law, 3rd edition* (Cavendish; 2004)
* J. Penner and E. Melissaris, *McCoubray and White’s Textbook on Jurisprudence* (Oxford, 2012)
* M. Stone et al (eds), *New Critical Legal Thinking* (Routledge, 2012)
* S. Veitch et al, *Jurisprudence: Themes and Concepts* (Routledge, 2012)
* I. Ward, *Introduction to Critical Legal Theory, 2nd edition* (Cavendish, 2004)

1. **Learning and teaching methods**

Total contact hours: 76

Private study hours: 224

Total study hours: 300

1. **Assessment methods**
   1. Main assessment methods

* Case commentary 2000 words (40%)
* Long Essay 3000 words (60%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | X | X | X | X |  | X |  |  |  |  |  |  |
| Seminars | X | X | X | X | X | X | X | X | X |  | X | X |
| Workshops | X | X | X | X | X | X | X | X | X |  | X | X |
| Private Study |  |  |  |  | X | X | X | X |  | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Case Commentary | X | X | X | X | X | X | X | X | X | X | X | X |
| Essay | X | X | X | X | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

**a) Accessible resources and curriculum**

1. Preference will be given to electronic resources that meet minimum accessibility standards and support the use of assistive technologies.
2. Module outlines will be made accessible at least four weeks before the module starts.
3. Prioritised reading lists will be made available sufficiently in advance to accommodate the provision of alternative formats and support those with a slow reading speed.
4. Lecture/seminar slides/outlines will be made available in electronic format in advance to allow all students to prepare (particularly students with notetaking difficulties).
5. In accordance with the KLS school-level statement on Lecture Capture, lectures will be recorded to assist notetaking unless one or more of the lectures contains sensitive material. The module convenor will notify students in advance of any lectures that will not be recorded.

**b) Learning, teaching and assessment methods**

The inclusive practices in the guidance (Annex B Appendix A, section b (1) and (2)) have all been considered in order to support all students in their assessments on this module.

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module examines critical legal thought with reference to events (including international events) of historical and political significance. The module also introduces students to theories of law and the market, globalisation, economic development and international trade (with reference to the work of a variety of international authors).

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 01/12/19 | Major | Sep 2020 | 7, 10,12 | No |
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