1. **Title of the module**

LAWS9270 / LAWS9271 (LW927) Law and the Humanities 1: Ethos and Scholarship [intensive delivery]

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 7

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

20 credits (10 ECTS Credits)

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

Autumn Term

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

None

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

All law postgraduate programmes. Available to postgraduate students from other schools at the convenor’s discretion.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Demonstrate a systematic understanding of the specific importance of humanities scholarship and scholarly perspectives to the history, nature and thought of law.
3. Demonstrate a comprehensive appreciation of the nature and value of humanities research perspectives in the contemporary study of law and the academy more generally.
4. Critically analyse contemporary understandings of the key parameters of legal scholarship, such as the object of legal scholarship, the end or purpose of legal scholarship, the notion of a research ethos, the problem of ethics and responsibility, and the nature and status of legal knowledge.
5. Critically reflect on how humanities research perspectives can inform and shape students’ own scholarly engagement with law and legal inquiry.
6. Develop a research question of contemporary relevance to the law and humanities academy.
7. Synthesise competing theories and critical perspectives relevant to a humanities-based approach to law.
8. Critically evaluate examples of scholarship relevant to a humanities-based approach to law.
9. Participate in an exchange of informed views in a public online forum on topics relevant to the discipline of law and the humanities.
10. **The intended generic learning outcomes.  
    On successfully completing the module students will be able to:**
11. Evaluate and synthesize complex material from across various disciplines (law, philosophy, political theory, history).
12. Demonstrate a sophisticated understanding of the specificity of textual analysis in humanities methodologies.
13. Make well-constructed and structured arguments.
14. Formulate a viable research question.
15. Deploy critical and self-reflexive modes of thought and analysis.
16. Demonstrate sophisticated independent learning.
17. Undertake independent research on a focused topic.
18. **A synopsis of the curriculum**

This module provides students with a solid grounding in law and the humanities, a distinct approach to law that draws upon disciplines like political theory, literature, film studies, history and social theory. The module familiarises students with key questions in the field, provides training in humanities methods in relation to law, and equips students with a clear and rigorous approach to all their present and future academic work. No special knowledge or experience of any particular discipline is required to undertake the module.

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

Davies, M., 2008. Asking the law question: the dissolution of legal theory. Sydney: Lawbook co.

Douzinas, C. and Gearey, A., 2005. Critical Jurisprudence: the political theory of justice. Oxford: Hart

Sarat, A et al., 2010. Law and the Humanities: An Introduction. Cambridge: Cambridge UP

Thomas, M. and Leiboff, M., 2004. Legal theories; in principle. Lawbook Co.

Thomas, M. and Leiboff, M., Legal theories: Contexts and Practices. Australia: Thomson Reuters.

1. **Learning and teaching methods**

Total study hours: 200

Contact hours: 20

Private study hours: 180

1. **Assessment methods**

13.1 Main assessment methods

Four posts on the module blog (10%)

Research essay, 4000-5000 words (90%).

13.2 Reassessment methods

Reassessment instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Seminars | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Module Blogs | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Research Essay | x | x | x | 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 before the module starts.
3. Prioritised reading will be specified 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, the lecture/seminars will not be recorded as they are heavily discussion-based.

**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 or Paris

1. **Internationalisation**

The content, materials and discussions conducted in this course are intended to offer a global reading of both Law and Humanities scholarship.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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) |
| 28/07/2017 | Minor | September 2017 | 5, 12, 13, 16, 17 |  |
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