

SECTION B

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A Guide to a Module Description

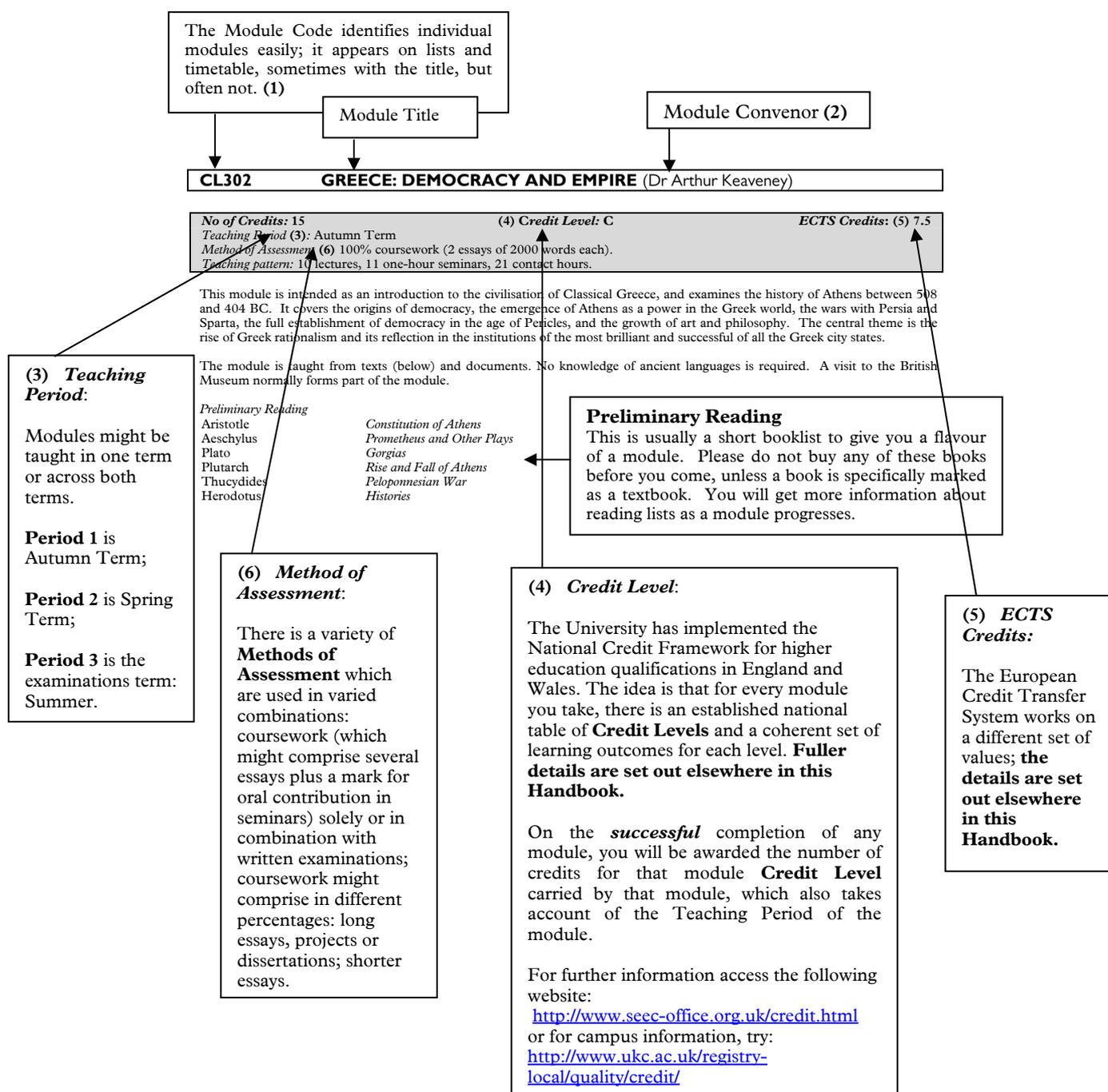
(1) Module Code:

The Code is a 5-character code; the first 2 characters identify the Department offering the module: CL - Classics; CP - CLS; DR - Drama; EN - English; FI - Film; FR - French; GE - German; HA - HTA; HI - History; IT - Italian; LS - Spanish; LZ - ELU; PL - Philosophy; TH - Religious Studies.

The remaining 3 characters is a number for an individual module. The whole Module Code might appear on publications and lists with an additional number e.g. CL302.04; the extension 04, denotes a seminar group for that module. In the example: group 4.

(2) Module Convenor:

Each Module has an appointed **Module Convenor**, who is responsible for teaching and administering a module. There may be other teachers and seminar leaders involved in the teaching of a module. The campus address, email address and telephone number of all Module Convenors will be displayed on lists.



2. MODULE DESCRIPTIONS

The section that follows sets out details about the individual modules which are offered in Stage.

The descriptions below are designed to help you choose your modules. You may want to do some background reading to help you think about some of the issues you will be studying; brief book lists are included to this end. However, you need to bear in mind that some modules are subject to quota and it is unwise to buy books for a module you may not be able to take. Bear in mind too, that these are background books, not necessarily those which will be studied during the year. Details reading lists will be given to you for each module you are taking once teaching starts.

KENT BUSINESS SCHOOL

CB300 People and Organisations (Dr Samantha Lynch)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 30% coursework; 70% written examination

THIS MODULE IS AVAILABLE ONLY TO STUDENTS TAKING ACCOUNTING & FINANCE, BUSINESS ADMINISTRATION or INDUSTRIAL RELATIONS AND HUMAN RESOURCE MANAGEMENT DEGREES.

MAY NOT BE TAKEN WITH CB302 MANAGERS AND ORGANISATIONS

This module introduces students to the key concepts and theories of organisational behaviour and management. It integrates organisational theory with practical people management issues. It explores how the management of people and organisations are shaped by an increasingly complex and dynamic business environment, and the implications for managerial action. At the start of the 21st century, the experiences of work and employment are rapidly changing as a result of a range of factors including new technology, the growth of global markets and the changing demographic profiles and values of the workforce. This module sets these factors into an historical context and explores their implications for people-management practices and organisational forms. Its purpose is to help students to understand conceptual frameworks that can be used throughout their studies as a tool with which to analyse organisational activity.

Preliminary Reading:

L Mullins*

A Hucznski & D Buchanan

D Rollinson & A Broadfield

Managing and Organisational Behaviour, 7th ed., Financial Times, 2005

Organisational Behaviour, 5th edition, Prentice Hall

Organisational Behaviour and Analysis: An integrated approach (2nd edition), Financial Times Prentice Hall, 2002

* key text

CB302 Managers and Organisations (Dr Kim Parker)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 30% coursework (essays, online quizzes, seminar performance); 70% written examination

MAY NOT BE TAKEN WITH CB300 PEOPLE & ORGANISATIONS

The purpose of this module is to enable students to understand how organizations and managers operate. Its particular focus is on the interaction between theory and the real-world practice of management. It will cover the development of theories management, decision-making, leadership, motivation, delegation, business ethics, corporate culture and group process. Students will also develop the ability to analyse the strengths and weaknesses of various organisational theories and to apply these theories to practical issues associated with management.

Preliminary Reading:

The main textbook is

L Mullins

Managing and Organisational Behaviour, 7th ed., Financial Times, 2005

Further reading:

S P Robbins

Organizational Behaviour, (9th ed.), Prentice Hall, 2000

CLASSICAL & ARCHAEOLOGICAL STUDIES

CL302 Greek: Democracy and Empire (Dr Arthur Keaveney)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 100% coursework (2 essays of 2000 words each).

Teaching pattern: 10 lectures, 11 one-hour seminars, 21 contact hours.

This module is intended as an introduction to the civilisation of Classical Greece, and examines the history of Athens between 508 and 404 BC. It covers the origins of democracy, the emergence of Athens as a power in the Greek world, the wars with Persia and Sparta, the full establishment of democracy in the age of Pericles, and the growth of art and philosophy. The central theme is the rise of Greek rationalism and its reflection in the institutions of the most brilliant and successful of all the Greek city states.

The module is taught from texts (below) and documents. No knowledge of ancient languages is required.

Introductory Reading List

Aristotle	<i>Constitution of Athens</i>
Aeschylus	<i>Prometheus and Other Plays</i>
Plato	<i>Gorgias</i>
Plutarch	<i>Rise and Fall of Athens</i>
Thucydides	<i>Peloponnesian War</i>
Herodotus	<i>Histories</i>

CL303 Greek Drama (Dr Anne Alwis)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring Term

Method of Assessment: 50% coursework (one essay of 2000 words), 50% examination (2 hours).

Teaching pattern: 10 lectures, 11 seminars of one and a half hours, total contact hours 25.

This module is intended to be taken in Period 2 either in sequence to CL302 *Greece: Democracy and Empire* or as a free-standing module. It examines the development of theatre (tragic and comic) in fifth-century Athens, including questions of staging, dramatic conventions and mythological themes, and its role as a vehicle for the treatment of major areas of public debate in democratic Athens: justice, war and peace, rationalism. It is essential to note that the course is text-based. Some knowledge of Greek mythology would be useful.

Introductory Reading List

Aeschylus	<i>Oresteia</i>
Aristophanes	<i>Lysistrata and Other Plays</i>
Euripides	<i>Bacchae and Other Plays</i>
Sophocles	<i>Theban Plays</i>
Hard, R	<i>Handbook of Greek Mythology</i> , Routledge, 2003

CL304 The Last Century of The Roman Republic (Dr Arthur Keaveney)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 100% coursework (2 essays of 2000 words each).

Teaching pattern: 10 lectures, 11 seminars of one-hour each, 21 contact hours.

This module is intended as an introduction to the civilization of Ancient Rome. It deals with the transformation of Roman politics and society during the first century BC, the causes of decline and the restoration of political stability by Augustus after the collapse of the Republic. The process is seen through the eyes of poets - Catullus, Virgil - as well as through historians and politicians.

Introductory Reading List

Catullus	<i>Poems</i>
Cicero	<i>Selected Political Speeches</i>
Plutarch	<i>Makers of Rome and Fall of the Roman Republic</i>
Sallust	<i>Jugurthine War and Conspiracy of Catiline</i>
Suetonius	<i>Twelve Caesars</i>
Appian	<i>Civil Wars</i>

CL305 Literature in the Age of Augustus (Dr Anne Alwis)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 50% coursework (one essay of 2000 words), 50% examination (2 hours).		
<i>Teaching pattern:</i> 11 seminars of one and a half hours, 16.5 contact hours.		

This module is designed to be taken in Period 2 either in sequence to CL304: *Rome: Last Century of the Republic* or as a free-standing module. It is concerned with how literature helped create enduring images of Rome and Empire, and the role of writers such as Virgil and Ovid whether as spokesmen for the policies and ideals of Augustus' government, or as commenting on and reacting against them. Other aspects of Augustan society, such as public policy, the place of women and the revival of religious cults will also be discussed.

Introductory Reading List

Horace	<i>The Complete Odes and Epodes</i>
Livy	<i>The Early History of Rome</i>
Ovid	<i>Erotic Poems and Metamorphoses</i>
Propertius	<i>Elegies</i>
Virgil	<i>Aeneid</i>

CL308 Intermediate Latin A (Dr Arthur Keaveney) (Subject to quorum)

No of Credits: 30	Credit Level: I	ECTS Credits: 15
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 20% coursework; 80% examination (two papers: language paper and prepared translation)		
<i>Contact hours:</i> two hours class work every week for 24 weeks		

This module is intended for students who have taken *Beginners' Latin* (CL311) or have some previous knowledge of the language. It initially continues the direct study of Latin grammar and syntax, but increasingly concentrates on elementary unseen translation and the study of easy Latin texts. In the first term the emphasis is on the completion of the study of grammar and syntax; in the Spring and Trinity Terms students normally study classical texts and unseens, though medieval options are available.

Coursebook

M Wheelock & D W Taylor	<i>Wheelock's Latin</i> , 6th ed., Harper Collins
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CL310 Beginners' Greek (Subject to Quorum) (Dr Anne Alwis)

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 20% coursework (two assessment tests of 10% each) and 80% examination (3 hours)		
<i>Contact hours:</i> 2 seminars (one of one hours and one of two hours) twice a week for 24 weeks		

The aim of the course is to provide students with a firm foundation in the Classical Greek language. The text book used combines grammar and syntax with passages about a farmer and his family living in fifth-century Attica. As the story progresses, we move onto the Peloponnesian war and thus adapted texts of Thucydides. Reading is therefore ensured from the very first lesson. Extracts from the Bible will also be used. The course will follow the structured approach of *Athenaze I* (OUP).

Preliminary reading

M. Balme & G. Lawall	<i>Athenaze I</i> (OUP, revised edn 1995)
Abbot & Mansfield	<i>A Primer of Greek Grammar: Accidence and Syntax</i> (Duckworth, 1987)

CL311 Latin: Beginners (Dr Arthur Keaveney)**No of Credits: 30****Credit Level: C****ECTS Credits: 15***Teaching Period:* Year Long*Method of Assessment:* 20% coursework (weekly exercises) and 80% examination.*Teaching pattern:* 22 lectures, 22 one-hour classes, 44 contact hours.

This module is aimed at students with little or no Latin. It sets out to ensure the learning of basic language skills through material which is intrinsically interesting for its focus on the culture and environment of the classical period. It will also be of interest to students who wish to read Medieval or Renaissance Latin as an aid to the study of their respective periods. This module is for beginners or near beginners; students who have passed Latin 'O' Level or GCSE in recent years are not permitted to take it.

Introductory Reading List

F M Wheelock

Wheelock's Latin, 6th Edition, Harper Collins**CL313 'Atlantis' the history of a legend and the invention of Utopias** (Dr Adam Bartley)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 50% coursework (one essay of 2000 words) and 50% examination (2 hours).*Teaching pattern:* 9 lectures, 12 one-hour seminars, 21 contact hours.

The Atlantis story first appeared in Classical Greece, in Plato's *Timaeus* and *Critias*. Whether Plato intended the story to be taken as true history or invented myth is not certain, but what he wrote is not only a vehicle for political theory but a remarkable literary fantasy. The myth of an ideal community, located on a remote or lost island was transformed during the 16th century by the discovery of new worlds and the writing of More's *Utopia*. An immense body of Atlantean and Utopian literature has come down to the modern world, and its influence is found in philosophy, history, myth, archaeology, fantasy and the occult. Its enduring contributions include the notions of 'lost worlds', utopias and dystopias.

The aim of this module is to trace the origins and some developments of the story, down to the 18th century. It will concentrate on Greek philosophical and literary texts and on some English authors influenced by them. Students should note that the course is not primarily concerned with the archaeological aspect of the story or with the search for a historical basis or with philosophy, but includes all of them.

Introductory Reading List

Plato

Timaeus and *Critias* (only part of the *Timaeus* will be studied)

Plato

Republic, bks ii-v

Aristophanes

Birds

Lucian

'*True Histories*', in P. Turner: *Lucian: Satirical Sketches*

More

Utopia

Huxley

*Brave New World***CL315 Classical Mythology: Themes and Approaches** (Dr Adam Bartley)**No of Credits: 30****Credit Level: C****ECTS Credits: 15***Teaching Period:* Year Long*Method of Assessment:* 50% Autumn Term coursework (two essays of 2000 words each), 25% Spring Term coursework (one essay of 2000 words), 25% examination (2 hours).*Teaching pattern:* 17 lectures, 10 seminars of 1½ hours, 47 contact hours.TIMETABLE RESTRICTIONS WILL **NOT** ALLOW THIS MODULE TO BE TAKEN WITH: FI303

This module is intended as a general introduction to the heritage of myth in the Ancient World, and to efforts to make sense of myth as a means of expression. In the first period, the aim is to introduce students to a working repertoire of some of the best-known myths; in the second, the emphasis will be on a series of theories to explain the 'workings' of myth offered from a variety of disciplines ancient and modern.

Introductory Reading List

Primary: Selected episodes from: *Poems of Heaven and Hell* from Ancient Mesopotamia; Homer, *Iliad* and *Odyssey*; Hesiod, *Works and Days* and *Theogony*; Herodotus; Aristophanes, *Frogs*; Ovid, *Metamorphoses*; Lucian, selections; Longus, *Daphnis and Chloe*, selections.

Useful preliminary reading

J Bremmer (ed.)	<i>Interpretations of Greek Mythology</i>
E R Dodds	<i>The Greeks and the Irrational</i>
K Dowden	<i>The Uses of Greek Mythology</i>
G S Kirk	<i>Myth: Its Meaning in Ancient and other Cultures</i>
G S Kirk	<i>The Nature of Greek Myth</i>
P Veayne	<i>Did the Greeks believe in their myths?</i>

CL329 Introduction to Archaeology (Dr Gabor Thomas)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 100%: coursework (a written exercise on material culture, c. 2000 words, and one essay assignment, c. 2000 words).

This course provides an introduction to the discipline of archaeology and the work of archaeologists, examining specific techniques of data recovery and analysis, exploring key sites from different periods, and focusing on the problems and constraints of archaeological evidence and its interpretation.

The lecture series will include an overview of some of the more important techniques of field survey, excavation and post-excavation analysis. The investigation of the ancient world will be illustrated using relevant case studies significant prehistoric, Roman and medieval sites such as Stonehenge, Pompeii and Sutton Hoo. The parallel seminars will engage directly with primary source material and will cover varied approaches to the analysis and interpretation of data, including an introduction to computers in archaeology, and the appraisal of various tools (historical sources, anthropological parallels, theoretical models, etc) for the interpretation of archaeological evidence.

The course will also include a museum/excavation visit and a reading week.

Core text

C Renfrew & P Bahn *Archaeology: Theories, Methods and Practice*, Thames and Hudson, London (3rd edition), 2000

Recommended reading

P Barker	<i>Techniques of Archaeological Excavation</i> , Routledge, London/New York (3 rd edition), 1993
M Carver	<i>Sutton Hoo, burial ground of kings?</i> , British Museum Press, London, 1998
R Etienne	<i>Pompeii, the day a city died</i> , Thames & Hudson, London, 1992
D Souden	<i>Stonehenge, mysteries of the stones and landscape</i> , Collins & Brown in assoc. with English Heritage, London, 1997
K Spindler	<i>The man in the ice: the preserved body of a Neolithic man reveals the secrets of the Stone Age</i> , Weidenfeld and Nicolson, London, 1994

CL332 Archaeology and Archaeologists (Dr Patricia Baker)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring Term

Method of Assessment: 100% Coursework, Two essays

Contact Hours: 2 hours a week. One hour lecture and one hour seminar

Do you ever wonder how the field of archaeology and its interpretative methods developed? Have you ever considered how the interpretations of new theories and techniques open up different ways of thinking about the past? If so, this module will introduce you to the historical development of archaeological thinking and interpretation. The module will begin with the emergence of archaeology by examining antiquarianism and the collection of artefacts from the Italian Renaissance into the 19th century. From here, an introduction will be made to how the field developed into a more scholarly pursuit during the late 19th and early 20th centuries by examining key figures and how they developed ideas about excavation techniques and interpretations of what they found. Following this, examinations will be made into more recent developments in archaeology, especially interpretative methods of processual and post-processual archaeology. In conjunction with this will be made introductions to other areas of interpretation that have influenced the field of archaeology, such as social anthropology, gender studies and historical archaeology. The module will conclude with examinations into how these theories are applied in other areas of archaeology such as heritage management and museums. By approaching the module in this manner it is hoped that the students will not only have gained a grasp of the development of archaeology, but the ability to apply what they have learned to a broader cultural understanding of past societies.

Preliminary Reading:

- Deetz, J. 1994. *In small things forgotten: the archaeology of early American life*. New York: Doubleday press.
Johnson, M. 1999. *Archaeological theory an introduction*. London: Blackwell.
Praetzelis, A. 2000. *Death by Theory: a tale of mystery and archaeological theory*. New York: Altamira Press.
Renfrew, Colin and Paul Bahn 2005. *Archaeology The Key Concepts*. London: Routledge.
Trigger, B. 1989. *A history of archaeological thought*. Cambridge: Cambridge University Press.

CL335 Introduction to Historical Archaeology (Dr Ellen Swift)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 100% coursework (two assessed piece of work, 50% each)

Contact Hours: 2 hours per week: one lecture and one seminar

This course provides an introduction to the study of archaeology in a historical period. The archaeology of civilizations involves the study of vast quantities of evidence relating to material culture, and its integration with disparate other sources, including evidence from related disciplines such as history, art-history, and place-name studies.

Drawing on principally Roman case studies, the module will provide an overview of some common themes in historical archaeology. In particular, however, it aims to familiarise students with the study of archaeology in a historical period by introducing specific skills in the analysis of different categories of material, such as coins, inscriptions, maps, art-historical sources etc. The course will also examine how events in more recent history, such as the rise and fall of the British Empire, have affected the archaeological study of historical empires such as Rome.

Preliminary Reading List

- Orser, C. & Fagan, B. 1995 *Historical Archaeology*
Deetz, J. 1996 *In Small Things Forgotten*
Reece, R. 1988 *My Roman Britain*
Funari, Hall & Jones 1999 *Historical Archaeology: back from the edge*

CL336 Introduction to Aegean Archaeology (Dr Evangelos Kyriakidis)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring Term

Method of Assessment: 100% coursework (50% each essay and oral presentation)

Teaching Pattern: 1 our lecture and 2 hour seminar each week

A great many aspects of the Greek world in Archaic and Classical times can be traced back to the Great European Bronze Age civilizations of the second millennium BC: this is the world of Mycenaean palaces, of Minoan Crete (not to mention the minotaur!), and the Greek heroic age of the Iliad and Odyssey. It is also a world in which the decipherment of the Minoan linear B script as the most ancient form of Greek has opened up a culture almost unknown until the 1950s, and exciting new developments continue.

In this course we shall be examining the Minoan and Mycenaean world by studying its religion, its art and architecture, its politics and script; and we shall assess the influence this world has had on the world of later antiquity.

CL550 Intermediate Greek (Dr Anne Alwis)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Year Long

Method of Assessment: 20% coursework (two assessment tests of 10% each) and 80% examination (3 hours)

Contact Hours: 2 seminars (one of one hours and one of two hours) twice a week for 24 weeks

This module is intended for students who have taken Beginners' Greek (CL310) or have some previous knowledge of the language. The text used combines grammar and syntax with unseen translation. The course will follow the structured approach of Athenaze I and Athenaze II (OUP) and aims to develop knowledge of Greek achieved at the end of CL310 to the point where students are capable of autonomous reading of unadapted Greek texts. Weekly vocabulary tests ensure that constant revision is part of the module.

Preliminary Reading

- M. Balme & G. Lawall, Athenaze I and II (OUP, revised edn 1995)
Abbot & Mansfield, A Primer of Greek Grammar: Accidence and Syntax (Duckworth, 1987)

CM340 Modern Greek for Beginners (Dr Evangelis Kyriakidis)

No of Credits: 30	Credit Level: C	ECTS Credits: 7.5
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Teaching Period: Year Long

Method of Assessment: 100% coursework

Teaching Pattern: 2 hours per week

To learn basic Modern Greek, at a non-specialist level. The student will be taught basic grammatical principles, taught to write short letters and compositions, use spoken Greek to answer simple practical questions and do short translations. By the end of the course students will be able to:

- Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment)
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
- This course will be of particular interest to any students wishing to widen their knowledge of the different periods of the Greek language and to those intending to spend time in Greek-speaking countries (Greece and Cyprus)

Preliminary Reading

S.Voyatzidou, Learning Modern Greek, A Communicative Approach, University Studio Press, 2003

M. Moore, A Basic Grammar of Modern Greek for English Speaking Students, University Studio Press, 2002

Recommended Reading:

D.A Hardy, Greek Language and People, BBC Books, 1984

APPLIED COMPUTING

Computers have long been used in commerce, industry and administration but, with the advent of inexpensive microcomputers and advances in computer communications, they are increasingly involved in every aspect of daily life. Many students, from a variety of backgrounds, are now opting for modules in which they will have some opportunity to combine their chosen subject with some computing. These students are just as likely to be studying law, economics, literature, languages or sociology as they are mathematics or physics. Furthermore, employers are demanding more from new graduates. They expect graduates to be familiar with computers and flexible in their outlook so that they can easily keep abreast of new developments. In addition, they expect them to have developed skills in using computer software for problem solving in a variety of areas.

Taking computing modules at Stage 1 will enable you to take further modules at Stage 2, as wild modules, if you wish.

For detailed module information and module learning outcomes see the Applied Computing entry on the University's World Wide Web pages – <http://www.cs.kent.ac.uk/teaching>.

Choice of Modules

Most Computing modules are of 15 credits. You may take any computing modules, subject to any restrictions of your degree programme and pre-requisite and timetable constraints. Your attention is drawn to the options shown under the computing heading of the Subject Requirements Section II. Normally, choice of computing modules should be split evenly between the Autumn and Spring Terms. For all Computing modules one week of the term in which the module is delivered will be designated as a Project Week. For Autumn term modules this will normally be week 7, and for Spring term modules this will normally be week 21. Further information on the arrangements for Project Week will be made available during the course of a module.

CO320 Introduction to Object-Oriented Programming (Janet Linington)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Either Period 1 or 2

Method of Assessment: 30% coursework and 70% two-hour written examination.

Contact hours: 22 lectures, 11 terminal/seminar sessions.

Further modules: CO320 leads to CO520

Module Details:

This module provides an introduction to object-oriented software development. Fundamentals of classes and objects are introduced, and key features of class descriptions: constructors, methods and fields. Method implementation through assignment, selection control structures, iterative control structures and other statements is introduced. Collection objects are also covered and the availability of library classes as building blocks. Throughout the course, the quality of class design and the need for a professional approach to software development is emphasized. Testing and debugging feature as one aspect of this. In addition, this course includes an introduction to the standard working environment: electronic mail, a web browser and printing facilities

Preliminary Reading:

"Objects first with Java – A practical introduction using BlueJ", 2nd edition by David J. Barnes and Michael Kölling, Prentice Hall/Pearson Education, 2004, ISBN 0-13-124933-9.

"The Java Programming Language", 3rd edition, James Gosling, Bill Joy, Guy Steele and Gilad Bracha Addison-Wesley, 2005, ISBN 0-321-24678-0.

"Introduction to JAVA programming (comprehensive version)", 5th edition, Y. Daniel Liang, Pearson (Prentice Hall), 2005, ISBN 0-13-185721-5.

CO321 Introduction to Information Systems (Dr Nick Ryan)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 50% coursework and 50% two-hour written examination.

Contact hours: 22 lectures, 10 terminal/seminar sessions.

Further Modules: CO321 is pre-requisites for a wide range of computing modules in Stages 2 and 3.

Module Details:

This module looks at the nature of information and introduces the techniques needed to build information systems.

Information Systems: the nature of information systems, applications and implications of networks;

Information Systems Engineering: how information systems can be built, requirements analysis and specification, aspects of UML

Data representation and manipulation in XML.

In order to understand and appreciate the role of information systems and the underlying, students participate in various practical tasks and exercises which may be undertaken individually or in small groups.

Preliminary Reading:

Core text

Beynon-Davies, Paul, *Information Systems: an introduction to informatics in organisations*, Palgrave, 2002

Other reading

S.Haag, M.Cummings, D.J.McCubrey *Management Information Systems for the Information Age, 4th edition*, McGraw Hill, 2004

CO324 Computer Systems (Bob Eager)

No of Credits: 15 <i>Teaching Period:</i> Spring Term <i>Method of Assessment:</i> 20% coursework and 80% written examination. <i>Contact Hours:</i> 22 lectures, 6 Terminal Sessions	Credit Level: C	ECTS Credits: 7.5
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Further Modules: CO324 is pre-requisites for a wide range of computing modules in Stages 2 and 3.

Module Details:

This module aims to provide students with an understanding of the fundamental behaviour and components (hardware and software) of a typical computer system, and how they collaborate to manage resources and provide services. It is intended that the module will use as a central motivating example a Microsoft/Intel PC attached to the Internet via a LAN (eg the University's Study Bedroom Service). By hanging the material on systems with which the students are (at least superficially) familiar, it is intended that the module will set the scene for the more principled and wider-ranging material which will follow later in the programme.

The module has two strands: "Systems Architecture and Operating Systems" and "Communications", which form around two-thirds and one-third of the material respectively.

Preliminary Reading:

The core material will be provided in lecture notes.

The following books are both strongly recommended; they each cover different aspects of the course:

Introduction to Operating Systems, by John English. Published by Palgrave, ISBN 0-333-99012-9.

Computer Systems: Architecture, networks and communications, by Sebastian Coope, John Cowley and Neil Willis. Published by McGraw-Hill, ISBN 0-07-709803-X.

Additional textbooks for background reading will be advised by individual lecturers

CO327 Web Applications (Janet Linington)

No of Credits: 15 <i>Teaching Period:</i> Spring Term <i>Method of Assessment:</i> 20% coursework and 80% two-hour examination. <i>Contact hours:</i> 12 lectures, 24 classes/workshops.	Credit Level: C	ECTS Credits: 7.5
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This module introduces the basic principals of designing both web sites and individual web pages, linking client applications to web pages and the basic concepts of data structuring. You will use web authoring software and be able to implement a simple database application involving a simple user interface. You will also learn how to program components which improve usability, robustness and reliability of a client application.

Preliminary Reading:

Using Microsoft Office XP, QUE Books

CO520 Further Object-Oriented Programming (David Barnes)

No of Credits: 15 <i>Teaching Period:</i> Spring Term <i>Pre-requisite(s):</i> CO320 <i>Method of Assessment:</i> 30% coursework and 70% examination (2 hours). <i>Contact hours:</i> 22 lectures, 11 terminal/seminar sessions.	Credit Level: I	ECTS Credits: 7.5
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Further Modules: CO520 is pre-requisites for a wide range of computing modules in Stages 2 and 3.

Module Details:

This module builds on the foundation of object-oriented design and implementation found in module CO320 Introduction to Object-Oriented Programming to provide a deeper understanding of and facility with object-oriented program design and implementation. More advanced features of object-orientation, such as inheritance, abstract classes, nested classes, graphical-user interfaces (GUIs), exceptions, input-output are covered. These allow an application-level view of design and implementation to be explored. Throughout the module the quality of application design and the need for a professional approach to software development is emphasized.

Preliminary Reading:

"Objects first with Java – A practical introduction using BlueJ", David J. Barnes and Michael Kölling, Pearson Education, 2nd edition 2005, ISBN 0-13-124933-9.

"The Java Programming Language", 3rd edition, James Gosling, Bill Joy, Guy Steele and Gilad Bracha Addison-Wesley, 2005, ISBN 0-321-24678-0.

COMPARATIVE LITERARY STUDIES

CP305 Fiction, Truth, Politics (Dr Julian Preece)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 100% coursework (80% - 2 essays of 1500 words each; 20% - seminar participation).

The twentieth-century imagination was marked by a spirit of doubt, especially of the Enlightenment faith in Reason's capacity to advance mankind to Happiness and Freedom. In this course we shall be reading some classical fictional explorations that have taken on issues of general concern and have in turn had international impact: think of *Brave New World* or *1984*, for example. We shall be interested in the texts as works of literature in their own right as well as in the ideas they interrogate and propagate: universal happiness, morality without God, personal and political freedom, the self and its responsibility, and the disunity of value.

Recommended Reading (any edition)

André Gide	<i>The Immoralist</i>
Aldous Huxley	<i>Brave New World</i>
Jean-Paul Sartre	' <i>Childhood of a Leader</i> '
Arthur Koestler	<i>Darkness at Noon</i>
George Orwell	<i>1984</i>
Albert Camus	<i>The Outsider</i>

CP306 Fiction, Truth, Politics (Dr Julian Preece)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring Term

Method of Assessment: 100% coursework (80% - 2 essays of 1500 words each; 20% - seminar participation).

CP306 continues the investigations of CP305 and can be taken either with it or separately, with a greater emphasis on history, ideology, class conflict, and their interactions with literature. Subjects covered include the Holocaust, Stalinism, and the end of the American Dream.

Preliminary Reading:

Bertolt Brecht	<i>The Life of Galileo</i>
John Le Carré	<i>The Spy who Came in the from Cold</i>
Albert Camus	<i>The Fall</i>
Milan Kundera	<i>The Joke</i>
Arthur Miller	<i>The Death of a Salesman</i>
Ignazio Silone	<i>Fontamara</i>

CP311 The Tale (Mrs Agnès Cardinal)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 50% coursework Year Long, 50% examination (3 hours).

This literary-critical module deals with selected tales drawn from a wide range of international examples, from the *Fables* of Aesop, which date back to around the 6th Century BC, to the 20th century writings of Brecht or Angela Carter. Our approach will address such issues as the development of oral folktale and fairytale into the written forms of the *fabliau*, the fairytale, the 19th century art-tale and others.

The framework of discussion is flexible and comprises a general survey of the issues that face the comparatist. We look at questions of transmission and transformation (e.g. how a story like *Sleeping Beauty* or *The Tin Soldier* travels from one culture to another and alters in shape and emphasis); at issues of translation between different languages; and at questions of genre (including how an audience expects a tale to unfold). We also sample different methods of analysis by examining story-motifs and story-structures, and by considering supposed symbolic meanings in the light of psychoanalytic concepts.

This is a core module for intending students of Comparative Literary Studies. All texts are in English.

Introductory Reading List

Aesop	(* recommended preparatory reading, any edition)
Apuleius	<i>Fables</i> , Penguin
	<i>The Golden Ass</i> , Penguin
	<i>Tales from the Thousand and One Nights</i> , Penguin
J & W Grimm	<i>Selected Tales</i> , Penguin
R Kipling	<i>The Second Jungle Book</i> , World's Classics

Angela Carter	<i>The Bloody Chamber</i>
Bruno Bettelheim*	<i>The Uses of Enchantment</i>
Max Lüthi*	<i>Once Upon a Time</i>
I & P Opie*	<i>The Classic Fairy Tales</i>

A full list of primary and secondary texts will be issued at the start of the module.

CP317 Childhood and Adolescence in Fiction (Dr Thomas Baldwin)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% coursework. 2 essays (40% each); seminar participation (20%)		

This course is designed to introduce students to the universal theme of childhood and adolescence in western prose fiction of the modern period. Figures of children and adolescents often guide narrative strategies and perspectives and this module intends to explore this aspect in its wider psychological, social and historical implications. Though covering mainly traditional works of fiction in prose, this module will also acquaint you with other genres, such as film and cartoon. It will therefore examine topics of popular culture and material produced specifically for a young readership alongside fiction written for adults. All textual material is studied in English.

Preliminary reading

C. Collodi, *The Adventures of Pinocchio*
W. Disney, *Pinocchio*
H. James, *The Turn of the Screw*
Mark Twain, *The Adventures of Tom Sawyer*
Mark Twain, *The Adventures of Huckleberry Finn*
J.M. Barrie, *Peter Pan*
R. Crompton, *Just William*
E. Blyton, *Five on a Treasure Island*
M. Tournier, *Friday and Robinson*

CP318 Introduction to Contemporary European and Hispanic Cinemas (Dr Antonio Lázaro-Reboll)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 50% coursework and 50% exam		

This module will introduce you to a wide range of films produced in different European and Latin American countries between the late 1980s and the present day. The focus is on prevailing trends and dominant themes in contemporary European and Hispanic cinemas. The aim is to encourage awareness of the place which cinema has played and continues to play in the cultural life of Europe and Latin America, its importance in establishing national and supra-national identity, and the ways in which international relations are expressed through film production. The module will begin with an overview of European and Latin American cinema, and then will be divided into geographically determined sections (United Kingdom, Germany, Denmark, Poland, France, Italy, Spain, Mexico and Cuba) before being brought together again in the final conclusive lecture.

Preliminary reading

Women on the Verge of a Nervous Breakdown (Pedro Almodóvar, 1988)
Nuovo Cinema Paradiso (Giuseppe Tornatore, 1989)
Strawberry and Chocolate (Tomás Gutiérrez Alea, 1994)
Festen (Thomas Vinterberg, 1998)
Run Lola Run (Tom Tykwer, 1998)
And Your Mother Too (Alfonso Cuarón, 2001)

CP319 Post-War European Cinemas (Dr Karl Leydecker)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 50% coursework and 50% exam		

This module is intended for students who are interested in the film history and culture of Europe. It will introduce you to the study of post-War European cinema and will contribute to your historical, aesthetic and conceptual understanding of this cinema. We will examine a number of the principal production and aesthetic trends of cinemas in Europe from 1945 to the late 1970s. The main aim of the module is to introduce you to the work and contexts of production of important European filmmakers from a range of national cinemas. Thus we will look at Italian Neo-Realism, British Ealing comedy, Swedish cinema, French New Wave, New German cinema, and New Spanish Cinema. Among the topics of the course are: the notion of European 'art' cinema; the notion of the 'auteur'; European realism; the relationship between European

cinema and Hollywood. You will also become familiar with basic film terminology as well as with basic tools for cultural analysis.

Indicative Viewing List

Bicycle Thieves (Vittorio de Sica, 1948)

The Ladykillers (Alexander Mackendrick, 1955)

The Seventh Seal (Ingmar Bergman, 1957)

Katzelmacher (Rainer Wener Fassbinder, 1969)

Raise Ravens (Carlos Saura, 1975)

Indicative preliminary Reading

Timothy Corrigan

Catherine Fowler

Pierre Sorlin

A Short Guide to Writing about Film, Harper Collins, latest edition

The European Cinema Reader, Routledge, 2002

European Cinemas, European Societies, Routledge, 1991

DRAMA & THEATRE STUDIES

DR310 Theatre Practice (JH) (TBA)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Autumn Term

Method of Assessment:

Block 1 (Technical/production skills)

- Class Contribution – continual assessment – 10%
- Written paper 40% Week 18 (students will sit a test/exam which covers all skills areas considered in the course.)

Block 2 (Performance skills)

- Class Contribution – 10%
- Performance Project Week 23 – 20%
- Research Portfolio – Evaluative document contrasting and comparing process, skills learn in the two teaching blocks, relating practice to theory – week 24 – 20%

This introductory module aims to equip students with fundamental skills in performing and production as the basis for practical work later in the programme, where they will both apply and develop these. Though the Drama programmes are not training-based, it is recognised that students need a strong foundation in basic skills to enable their production and performance work in those later stages of the programme. Students will spend 5 weeks focussing on technical skills (lighting, sound, construction, stage management and body safety), which they will then have the opportunity to explore creatively in relation to new performance skills learn in the second block of 5 week. The second block will therefore teach basic practical skills and techniques related to the voice, body and movement. This course will introduce students to key approaches in body use and understanding, including how to warm up and prepare the body/voice; how to care for themselves as performers; how to maximise potential of the body/voice as a free and open resource; and how to understand basic bodily principles (energy, focus, concentration, engagement and projection) that lie behind all modes of performance, and the ethics and cultural economics in which these operate.

The course will be taught through specialised weekly classes. There will be some group plenary sessions as well as screenings. While this is a practical module, tutors will expect students to complete a certain amount of reading, and requires them to engage critically with their own practice.

Indicative Reading List

- Berry, Cicely *The Actor and his Text*, Harrap, London, 1987
 Dennis, Anne, *The Articulate Body*, Drama Book Publisher, 1995
 Dean, Peter. *Production Management – Making Shows Happen*
 Reid, Francis. *The ABC of Stage Technology A Practical Guide to Health and*
 Fraser, Neil. *Stage Lighting – A Practical Guide*
 Pallin, Gail. – *The Stage Management Essential Handbook*
 Tuffnell, Miranda and Crickmay, Chris. *Body Space Image*

DR314 Stage Practice (SH) (Ms Deborah Metcalf Askew)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 100% continuous assessment

This module aims to introduce you to the practical procedures and equipment utilised in the staging of theatre. You will undertake three different disciplines in the Autumn term which may include Stage Management, Lighting Design, Sound Design or Scenic Construction. During the Spring term you can then choose to take one of these areas as a specialise. Drawing on these skills you will work in a variety of capacities on the production produced by the 4th year students. These production involve intense periods of work in which a variety of styles and scales of theatre are staged. You will explore the world of theatre from a different angle in each of the technical disciplines so that by the end of the module you will be familiar with the technical and logistical aspects of production.

Some classes will involve active production work, others will be based around a theatrical process.

This module requires some evening and weekend work.

Preliminary Reading

- | | |
|----------------------------------|---|
| Peter Dean | <i>Production Management: Making Shows Happen</i> , The Crowood Press, 2002 |
| Soozie Copley & Philippa Killner | <i>Stage Management, A Practical Guide</i> . The Crowood Press, 2001 |
| John Blurton | <i>Scenery: Draughting and Construction</i> , London, A & C Black, 2001 |
| Marco van Beek | <i>A Practical Guide To Health And Safety In The Entertainment Industry</i> , Entertainment Technology Press 2000 |
| Francis Reid | <i>The ABC of Stage Technology</i> , London A&C Black, 1995 |

DR315 Modern Theatre: A Theoretical Landscape (Prof Paul Allain)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Autumn Term

Method of Assessment: 100% coursework: Research/Essay Plan 30%, Essay 40%, Seminar Performance 30%.

Only available to students taking Drama and Visual & Performed Arts degrees.

This module is designed to be a foundation for your future studies in Drama, by developing the knowledge of theatre you have gained from earlier studies, whether of plays in A-level English [or other literature studies], or of the work of theatre practitioners and playwrights in 'A' level Theatre Studies or Performing Arts, or of theatre and stage practice for BTech or HND. This module aims to challenge your ideas about what 'theatre' is, its relation to 'reality', its forms and its possibilities, as well as introducing you to contemporary ideas of 'performance' as an alternative to 'theatre', and what a post-dramatic theatre might be.

In the module, you will be looking at a series of theorisations of theatre and performance made, in Europe and America, over the past century and a half. Sometimes these will be in the expected form of writings, sometimes in the form of theory/ideas made visible through performance practice. Often in dialogue with each other, these approaches to theatre and performance form a major part of the theoretical 'tool kit' of the contemporary Western theatre/performance practitioner. Amongst the international theatre makers and theorists whose work you will explore are Edward Gordon Craig, Antonin Artaud, Peter Brook, Jerzy Grotowski, Robert Wilson, Pina Bausch, DV8, The Wooster Group and Forced Entertainment. Of course in one module these ideas can only be introduced, but each of the topics studied on this module is followed up in modules in Stage 2 of the Drama programmes. In this way the module may assist you to determine your pathway through those programmes.

Each week there will be a three-hour lecture/video screening to introduce you to the ideas and work you will be discussing later in your weekly [two-hour] seminar.

Introductory Reading

R Schneider & G Cody (eds.)

Redirections, Routledge, London, 2002

*A Artaud

The Theatre and Its Double, London, Calder, 1981

*P Brook

The Empty Space, London, Penguin

N Childs & J Walwin

A Split Second of Paradise, London, Rivers Oram Press, 1998

M Huxley & N Witts eds.

The Twentieth Century Performance Reader, London, Routledge, 1999

*Books to be purchased

DR316 Modern Theatre: A Theoretical Landscape (Prof Paul Allain)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Spring Term

Method of Assessment: 100% coursework: Research/Essay Plan 30%, Essay 40%, Seminar Performance 30%.

Only available to students taking Drama and Visual & Performed Arts degrees.

For details, see entry for DR315.

DR317 Texts for Theatre (Dr Peter M Boenisch)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Spring

Method of Assessment: 100% coursework: 40% Group Presentation & Project Portfolio; 40% Textual Analysis (Case Study); 20% Seminar Performance

Only available to students taking Drama and Visual & Performed Arts degrees.

This module is designed as a foundation for Single Honours students for your M drama studies. It will develop your basic skills in textual analysis, already gained from earlier studies, to an academic and more creative level by training your ability in reading texts specifically for theatre. We will clarify your understanding of key concepts such as character, plot, and theatrical speech acts, and then move on to investigate the essentially theatrical approaches of reading and responding to texts, putting aspects such as embodiment, spatialisation, and visualisation of texts at the heart of our enquiry. The module thus lays the foundation for reading and working with a variety of dramatic, postdramatic, and even non-narrative and visual textual material for theatre – a quintessential skill for your further studies in the programme, both in the context of historical and theoretical research, but equally in doing and developing practical work on Stage 2 modules.

The module will focus on four selected texts for theatre, which will be announced in the first lecture, and which are to be read by all students on the module. A series of weekly lectures (2 hours) will address the fundamental concepts of texts for theatre indicated above, while it will also develop a theoretical perspective on texts, building on semiotic and phenomenological approaches. Students will then primarily work on an intensive group project for the most part of the term; the project is fully managed by the students themselves, and therefore trains essential study skills such as time, research and resource management as well as collaborative skills within a group project. Here, the students will investigate and analyse one of the four given texts for theatre play in depth, conducting further research on this text, and applying the knowledge and concepts developed in the lectures. It is expected that students on the module spend at least five hours every week on unsupervised work within their groups. The weekly seminar sessions (2 hours) are intended as hub interlinking the lectures and the unsupervised project work, with the groups feeding back with research tasks along the lines of the content and structure of the lectures, and as a place where you confront the findings on your text with the results and challenges from the other groups, thus gaining a broad perspective on the potentialities of texts for theatre. Your group works towards one seminar session entirely led by your group, thus training skills in oral presentation and communication of ideas and arguments. Alongside the group-marked assignment, you will produce an individual research portfolio documenting your work and contribution to this project. A second written assignment will later try your analytical skills on one of the other key texts for theatre discussed on the module.

Preliminary Reading

*M Wallis. S Shepherd
M Esslin
P Pavis
E Aston, G Savona
K Elam
M Fortier
S Cottrell

Studying Plays, Arnold 2002
The field of Drama. How the Signs of Drama Create Meaning on Stage, Methuen 1988
Analyzing Performance: Theatre, Dance, and Film. University of Michigan Press 2003
Theatre as Sign-System. A Semiotics of Text and Performance, Routledge 1991
The Semiotics of Theatre and Drama, New Edition, Routledge 2002
Theory/Theatre. An Introduction, Revised ed., Routledge 2002
The Study Skills Handbook, Palgrave 2003 (highly recommended)

*Students will be required to buy the asterisked volume and a selection of three dramatic, and one non-dramatic text/adaptation.

DR323 Basic Skills for the Performing Body (SH) (Ms Sian Stevenson)

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 100% Continuous Assessment (group practical project and individual skills progress mark)		

This module aims to equip students with fundamental skills in performing as the basis for practical work later in the programme, where they will both apply and develop these. Though the Drama programmes are not training-based, it is recognised that students need strong foundation in basic skills to enable their performance work in those later stages of the programme. The module will therefore teach basic practical skills and techniques related to the voice, body and movement. This course will introduce students to key approaches in body use and understanding, including how to warm up and prepare the body/voice; how to care for themselves as performers; how to maximise potential of the body/voice as a free and open resource; and how to understand basic bodily principles (energy, focus, concentration, engagement and projection) that lie behind all modes of performance, and the ethics and cultural economics in which these operate. The course will include 20 weekly sessions in body/movement techniques such as tai chi, Alexander, Laban-based movement, simple dance (one or two approaches each term), as well as basic vocal exploration including breath, pitch tone and text. Students will then apply and develop these in short group 'etudes' rehearse and presented in the summer term. There will be also introductory and plenary sessions in autumn, spring and summer term so that the individual training and skills-based work is presented in broader theoretical, group and cultural contexts.

The course will be taught through specialised weekly voice and movement classes. There will be some lectures and group plenary sessions as well as screenings and a creative group project in the summer term.

Indicative Reading List

Berry, Cicely *The Actor and his Text*, Harrap, London, 1987
Dennis, Anne, *The Articulate Body*, Drama Book Publisher, 1995
Pisk, Litz, *The actor and his body*, Harrap, 1975
Rodenburg, Patsy *The Right to Speak*, Methuen, London, 1992

Videography

Physical training at Odin Teatret, work demonstration by Odin Teatret, Holstebro, Odin Teatret Film, 1972
Vocal training at Odin Teatret, work demonstration by Odin Teatret, Holstebro, Odin Teatret Film, 1972

ECONOMICS

EC302 Economics Mode 'B' (Dr John Peirson, Professor Alan Carruth)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 20% coursework, consisting of two class tests and two written assessments 80% written examination of 3 hours duration

Contact Hours: 44 lectures and 23 seminars

EC304; EC310 and MA309 cannot be taken with this module

This module provides an introduction to the study of Economics at University level for students without 'A' level Economics or an equivalent qualification. The aims of the module are to introduce the main ways in which Economists think about problems, the basic principles of Economics and the main debates about economic problems and policies. This module provides the foundations for the study of Economics at Stages 2 and 3. Students who are taking single or joint honours Economics or Accounting must take either Economics Mode A or B. If you are unsure about which mode you should take, consult the module convenors on your arrival at University. Economics Mode B assumes no previous knowledge of Economics. Key skills are integrated into the learning and teaching of the module.

Preliminary Reading:

M Parkin, M Powell & K Matthews

Economics, Addison-Wesley, 5th ed., 2002

D Begg, R Dornbusch & S Fischer

Economics, McGraw Hill, 7th ed., 2002

Phillip Allan

The Economic Review (quarterly periodical)

EC304 Economics Mode 'A' (Professor Francis Green, Dr William Collier)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Pre-requisite(s): A-Level Economics or an equivalent qualification

Method of Assessment: 20% coursework, consisting of two class tests and two written assessments 80% written examination of 3 hours duration

Contact Hours: 44 Lectures and 23 seminars

EC302; EC310 and MA309 cannot be taken with this module

This module provides an introduction to the study of Economics at University level. For students with 'A' level Economics or an equivalent qualification. The aims of the module are to introduce the main ways in which Economists think about problems, the basic principles of Economics and the main debates about economic problems and policies. The Mode A module builds upon and broadens previous knowledge of Economics at 'A' level or equivalent. This module provides the foundations for the study of Economics at Stages 2 and 3. Students who are doing single or joint honours Economics or Accounting degree programmes must either take Economics Mode A or B. If you are unsure about which mode you should take, consult the module convenors on your arrival at University. Key skills are integrated into the learning and teaching of the module.

Preliminary Reading:

M Parkin, M Powell & K Matthews

Economics, Addison-Wesley, 5th ed., 2002

D Begg, R Dornbusch & S Fischer

Economics, McGraw Hill, 7th ed., 2002

Phillip Allan

The Economic Review (quarterly periodical)

EC309 Statistics for Economics and Business (Professor Alan Carruth)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring Term

Method of Assessment: 20% coursework, consisting of two class tests 80% written examination of 2 hours duration

Contact Hours: 24 lectures and 11 seminars

AC303, CB327, CB328 cannot be taken with this module

This module is compulsory for students taking single or joint honours degrees in Economics, but may also be taken by students doing other degrees. The main aim of this module is to provide students with an understanding of and ability to use statistics for Stages 2 and 3 of their degree programme in Economics and Business. No previous knowledge of Statistics is assumed.

Preliminary Reading:

M Barrow

Statistics for Economics Accounting and Business Studies, 3rd ed., Longman, 2001

ENGLISH & AMERICAN LITERATURE

EN302 Early Drama (Dr Marion O'Connor)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 100% coursework - 75% three pieces of written work, plus seminar contributions) and 25% project.

Teaching Pattern: weekly lecture (1 hour) and seminar (1½ hours)

Canterbury was a cradle of early English drama. There are records of medieval pageants and of visits by Elizabethan players, who were perhaps witnessed by Christopher Marlowe, born and educated here. Marlowe's *Dr Faustus* retains a double allegiance to the morality play and emergent humanist values. Marlowe's contemporary Stephen Gosson (another native of Canterbury) also had theatrical ambitions, but he is better remembered for an influential and revealing attack on the London theatre of the 1570s, *The Schoole of Abuse*.

Politicised polemic (of an anti-Catholic kind) recurs in one of the earliest historical dramas, *Kyng Johan*, first performed in Canterbury and written by John 'Bilious' Bale, who was buried in the cathedral. *Arden of Faversham*, an Elizabethan domestic tragedy of unknown authorship, is set in various places in north Kent and dominated by the figure of Mistress Alice Arden, executed in 1551 at Canterbury.

Without straying too far from authors with local associations, the module provides in chronological order examples of early drama from the medieval liturgy and mystery plays to the late sixteenth century. Each text is used to explore related areas and topics - ones which are relevant to the study of drama generally. They include the meaning of ritual; scriptural drama; the significance of movement, place and gesture; the social functions of drama; problems of staging; the theatricality of moral preaching; theatre and commerce; the representation of women; the identifying of audiences; and anti-stage attitudes. Much of the material is of direct use in understanding and evaluating the work of William Shakespeare, who features in Part II.

Reading (in order of use)

Essential:

Early Drama: Booklet (available at the beginning of the module)

AC Cawley (ed.) *Everyman and Medieval Miracle Plays*

Christopher Marlowe *Dr Faustus*

Highly recommended:

P Happé *English Drama before Shakespeare*

EN303 Introduction to American Studies (Dr George Conyne)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: Autumn Term – 50% coursework;
Spring Term – 25% coursework and 25% 3-hour examination.

Contact hours: 3 hours per week (1 x 1hour lecture, 1 x 2-hour seminar).

AVAILABLE ONLY TO STUDENTS TAKING AMERICAN STUDIES DEGREES FOR WHOM IT IS REQUIRED.

The aim of this module is to provide a broad introduction to the civilisation and history of the United States. Some of the themes to be explored are: the geography of the United States and its effects on historical and economic development; the related issues of territorial expansion and the 'frontier'; 'Americanisation' and the problem of national identity; the nature of American democracy; and the broad characteristics of cultural life in the United States. The module has been designed to ensure that students in American Studies will, by the time they begin Part II of their studies, be familiar with many, though not all, of the themes, issues, and methodologies they will confront in their subsequent reading and research. The module is inter-disciplinary in nature.

Module Outline

1 Introduction

3 Themes of American Public Life

2 Five Case Studies on American Regions

4 The Arts

Introductory Reading List

Daniel J Boorstin

The Americans

James Bryce

The American Commonwealth

Marcus Cunliffe

The Literature of the United States

Maldwyn A Jones

The Limits of Liberty

Jeremy Mitchell &

Culture

Richard Maidment, eds.

David M Potter

People of Plenty

Douglas Tallack

Twentieth Century America

Rupert Wilkinson ed.

American Social Character

Alexis de Tocqueville

Democracy in America

Malcolm Bradbury &

Introduction to American Studies (2nd ed., rev.)

Howard Temperley eds.
Mick Gidley ed.
A Robert Lee ed.

Modern American Culture
A Permanent Etcetera: Cross-Cultural Perspectives on Post-War America

EN308 Romanticism and Critical Theory (Dr David Ayers)

No of Credits: 45

Credit Level: C

ECTS Credits: 22.5

Teaching Period: Year Long

Method of Assessment:

Autumn Term: 15 credits - 100% coursework assessment;

Spring Term: 30 credits – 50% coursework assessment and 50% 2-hour examination.

Available only to students taking Single or Joint Honours degrees (including those with a year abroad) in English & American Literature, English, American and Post-colonial Literatures, and American Studies (Literature).

This module is an introduction to the study of English literature. It aims to develop the student's knowledge of how to read literary texts in the context of their artistic and social milieu, and introduces the terms and concepts which are used in the discussion and analysis of literature. The module comprises two lecture series, in Romanticism and Critical Theory respectively. The first presents some of the most significant writing of the Romantic period, including the poetry of Blake and Wordsworth and the novels of Jane Austen and Walter Scott, with reference to the thought of contemporaries such as Rousseau, Burke and Hegel. The second lecture series begins with an examination of key questions in the analysis of literature, such as 'What is an author?' or 'Why read literature?', and goes on to introduce some of the most important literary and cultural theory of recent decades, from 'Structuralism' to Postmodernism. As well as the lectures, students will attend a weekly small group seminar in which selected literary and theoretical texts will be discussed in detail. Students will write 2 essays in the first term and 3 in the second.

Required texts

Duncan Wu (ed.)

Romanticism: An Anthology, 2nd ed.

Jane Austen

Emma

Mary Shelley

Frankenstein

EN325 Critical Practice (Alex Padamsee)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 100% coursework (one essay), assessed only after submission of a Portfolio of experimental and practical work

What are the essential reading and writing practices of literary studies? How can we write literary criticism more effectively? This module examines methods and modes of critical writing and introduces fundamental questions in literary studies: what is 'critical practice'?; why write critical essays?; what is the role of language in developing critical arguments?; how do editions shape critical discourse? The module follows two related strands: (1) critical writing as a process – from reading to research and reflection, organisation and planning, question and argument, drafting and revision; and (2) the uses and effects of critical language. Through engagement with and practical experiment in modes of critical writing and language (which will form the basis of a Portfolio of work, not assessed so as to allow you to explore and take risks with new techniques), you will learn to read your own work as critically as that of others and develop strategies towards improving your written skills of argument and expression.

Preliminary Reading

Rebecca Stott, Anna Snaith and Rick Rylance,

Making your Case: A Practical Guide to Essay Writing (Longman / Pearson Education, 2001)

Rebecca Stott and Peter Chapman

Grammar and Writing (Longman / Pearson Education, 2001)

Pope, Robert

The English Studies Book: An Introduction to Language Literature and Culture (Routledge, 1998)

Truss, Lynne

Eats, Shoots and Leaves: The Zero Tolerance Approach to Punctuation (Profile Books, 2005)

EN326 Narrative Theory & Practice (Scarlett Thomas)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring

Method of Assessment: 100% Coursework

This module will introduce key concepts and ideas in theories of narrative, and will provide students with the critical and creative tools they need to start working with narrative – as writers and critics. Students will learn the basics of prose writing, including how to work with voice, tense, register and different types of narrator. They will also focus intensively on narrative structure and experiment with different types of plot, from the Aristotelian to the impressionistic. This module will ultimately encourage students

to consider the ways in which reading leads to writing, and to what extent original, contemporary storytelling must always refer to other texts, stories and structures from the past and present. Students will produce one essay and one piece of narrative fiction.

Preliminary Reading

Aristotle	<i>Poetics</i> (Penguin, 1996)
H.Porter Abbott	<i>The Cambridge Introduction to Narrative</i> (CUP, 2002)
Shakespeare	<i>Hamlet</i> (Penguin, 2005)
Homer	<i>The Odyssey</i> (Oxford World Classics, 1998)
Virginia Woolf	<i>Orlando</i> (Penguin, 2000)

EN327	Poetry Theory and Practice	(Dr David Herd)
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No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn

Method of Assessment: 100% Coursework

This module will introduce key concepts and ideas in the history of poetry, and will provide students with the critical and creative tools they need to start writing their own poetry. Taking classic texts in the history of poetry and poetics as starting points, the module will consider how and why poetry is written. Students will learn to identify forms and metrical arrangements and will gain an understanding of poetry's major modes. They will be encouraged to consider the processes by which poetry is made (and the stories told about these processes), and also the relation of poetry to society.

Recommended Reading

Homer	<i>Odyssey</i> (Oxford World's Classics)
Aristotle	<i>Poetics</i> (Penguin)
Edna Longley	(ed) <i>Bloodaxe Book of 20th Century Poetry</i> (Bloodaxe, 2000)
Cary Nelson	(ed) <i>Anthology of Modern American Poetry</i> (OUP, 2000)
John Redmond	<i>How to Write a Poem</i> (Blackwell)

FILM STUDIES

FI308 Exploring the Frame (Clio Barnard)
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<i>No of Credits:</i> 30	<i>Credit Level:</i> C	<i>ECTS Credits:</i> 15
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> short practical projects (60%), a written essay (30%) and workshop/creative participation (10%).		

The course may be taken in Autumn Term as FI308 or Spring Term as FI309. Both modules are subject to a quota. If one course is oversubscribed but places remain on the other course, students may be asked to change the period in which they take the course.

THIS MODULE IS A PREREQUISITE FOR ALL STUDENTS WHO WISH TO TAKE PRACTICE-BASED FILM COURSES IN YEARS 2 AND 3, IE. SCREENWRITING, AND MOVING IMAGE PRODUCTION. THE COURSE IS ONLY AVAILABLE TO STUDENTS REGISTERED FOR SINGLE HONOURS FILM STUDIES, AND IS SUBJECT TO A QUOTA.

A MARK OF 60 OR OVER IS NEEDED TO PROCEED TO FURTHER PRACTICE MODULES IN STAGES 2 and 3.

According to Al Rees, the ‘crucial paradox’ of the moving image is that “[t]he image does not move. Film consists of a series of static frames on celluloid. The impression of movement is an illusion.” He argues that “[t]his ruptures [the image] from the real which it attempts to denote.” The course explores these fundamental paradoxes, which are central to the spectacle of the moving image. The course uses photography and avant-garde/experimental film as a starting point and an introduction to working with the moving image. The emphasis is on innovation, experimentation, originality, individual practice, finding a ‘voice,’ and resisting the imitative, breaking the mould and non-formulaic filmmaking.

FI309 Exploring the Frame (Clio Barnard)
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<i>No of Credits:</i> 30	<i>Credit Level:</i> C	<i>ECTS Credits:</i> 15
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> short practical projects (60%), a written essay (30%) and workshop/creative participation (10%).		

For details, see entry for **FI308**.

FI310 Introduction to Narrative Cinema 1 (American Cinema) (Prof Elizabeth Cowie)

<i>No of Credits:</i> 30	<i>Credit Level:</i> C	<i>ECTS Credits:</i> 15
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> Continuous assessment: 2 essays x 2000 words = 70%; 1 dossier x 2000 words = 20%; 10% seminar grade.		
<i>Contact Hours:</i> 10 lectures x 1 hour, 10 seminars x 75 minutes, 9 screenings x 2 hours		
<i>Co-requisite:</i> Introduction to Narrative Cinema 2: World Cinema (see below)		

ONLY ALLOWED FOR STUDENTS TAKING FILM

The course introduces you to the twentieth-century cinema of the USA, focussing on the period of classical Hollywood film from the 1920s to 1960s. We consider its forms of production and storytelling and their historical development in relation to the cultural role of Hollywood in America and abroad. Taking a different film each week as a case study, we examine aspects of genre; narrative space and point of view; technology and its consequences for sound and visual style in film; film performance; contemporary developments. The course will also introduce you to the historical, cultural and aesthetic understanding of cinema, and develop skills appropriate to the serious study of film especially those of close analysis through detailed discussions of the workings and significance of specific films and film sequences, both in seminars and in essay writing.

Preliminary Reading

Bruce Kawin: *How Movies Work* (London: University of California Press, 1992)
 Timothy Corrigan: *A Short Guide to Writing About Film* (New York: Harper Collins latest edition)
 David Bordwell and Kristin Thompson: *Film Art, An Introduction* (London: McGraw Hill, latest edition)

FI311	Introduction to Narrative Cinema 2: World Cinema	(Dr Catherine Grant)
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No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 1 x essay 1,500 words = 30%, 1 x essay 3,000 words = 40%, 1 x personal diary/dossier 2,000 words = 20%, seminar = 10%		
<i>Contact Hours:</i> 10 lectures x 1 hour, 10 seminars x 75 minutes, 18 screenings (extending into summer term) x 2 hours		
<i>Pre-requisite:</i> Introduction to Narrative Cinema 1: American Cinema		

CAN ONLY BE TAKEN BY FILM STUDENTS

The course introduces you to important films produced in a range of different countries between 1920 and the present day. The films are drawn from a variety of different traditions of 'World', or international, cinema and to reflect this the module is divided up into three separate sections: 'Film as Art and Entertainment'; 'Film as Document and Argument'; and 'Contemporary World Cinema'. We will examine the films as products of their particular national and regional origins, frequently embracing different narrative logics, and often aimed at very different audiences, from one another. We will also explore how the films are informed by, or sometimes work to reject, some of Hollywood traditions of filmmaking that you examined in Introduction to Narrative Cinema 1: American Cinema. In the seminars you will continue to develop your skills in close film analysis, discussing the style and significance of specific sequences. In addition, you will begin to assess the value of critical writing that focuses both on the films themselves and on broader issues surrounding their production and critical reception. This engagement with published work in both lectures and seminars is designed to extend your skills as film scholars. There will also be the chance to be involved in organising a world Cinema film festival for your fellow FI311 students which takes place every year in the summer term.

Preliminary Reading

Shohini Chaudhuri, *Contemporary World Cinema* (Edinburgh University Press, 2005)
Elizabeth Ezra (ed), *European Cinema* (Oxford University Press, 2003)
Timothy Corrigan and Patricia White, *The Film Experience* (New York: Bedford/St. Martin's, 2004)
Bruce Kawin, *How Movies Work* (London: University of California Press, 1992)

FI312	Introduction to Television Studies	(Dr Su Holmes)
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No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 1x Essay, 2000 words (40%), 1 x essay 3000 words (40%), 1 x group presentation (including 1000 word summary) (10%), seminar participation (10%)		
<i>Contact Hours:</i> 10 lectures x 1 hour, 10 seminars x 75 minutes, 10 screenings x1-2 hours		
<i>Pre-requisite or co-requisite modules:</i> Introduction to Narrative Cinema, FI310		

CAN ONLY BE TAKEN BY FILM STUDENTS

Introduction to Television Studies introduces students to the study of television, exploring some of the main ways in which it has been approached and analysed. The primary focus is on television in the British context, although the module also studies the circulation of American television in the UK. The module is split into essentially three sections. Section One introduces students to aspects of television history – particularly the history of public service broadcasting, and its status and future in the multi-channel/digital age. Section Two focuses on the close textual analysis of television, examining issues of aesthetics, television narrative, and television genre. Section Three then examines the concept of the audience, and explores the different ways in which it has been theorised and approached in television studies. Across the module, case studies/programmes may include: the role of 'American Quality Television' on Channel 4 (e.g. *ER*, *Six Feet Under*), 'real' people on television (talk shows), narrative and style (*Cold Feet*), generic hybridity (*The Royle Family*), to the study of 'Cult TV' and fan communities on the Internet. Students will learn to provide detailed analyses of television programmes, while also situating this within the wider contexts in which television is produced, circulated and consumed.

Preliminary Reading

Robert Allen and Annette Hill (2004) (eds.), *The Television Studies Reader*, London: Routledge.
Michael Hammond and Lucy Mazdon (2005) (eds.), *The Contemporary Television Series*, Manchester: MUP
Matt Hills (2002) *Fan Cultures*, London: Routledge
Karen Lury (2005) *Interpreting Television*, London: Arnold

FRENCH

FR300 Learning French 3 (Post 'A' Level) (Dr David Hornsby)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 100% coursework.

Entry requirement: 'A' or 'AS' Level French, or equivalent.

This popular year-long module reinforces and expands skills acquired at 'A' Level by using a wide variety of materials. The course involves three timetabled hours per week - two of these are taught, the third is an hour of private study using Computer Assisted language Learning materials (CALL). The first of the two taught hours is the Language Skills seminar. This concentrates on the mastery of grammar, syntax, and translation skills. We use audio-cassettes, structured worksheets and up-to-date journalistic texts. The second taught hour is always taken by a native speaker. This usually involves conversation practice based either on video materials or on a text; but French essay-writing is also studied, and progress on the CALL exercises is tested. The CALL programme is student-friendly and permits the targeting of specific problem areas. In addition to these timetabled hours, students prepare work for discussion and detailed correction on a regular basis, and teaching staff are available for individual consultation. There is no oral examination at the end of this module.

FR301 Writer and Genre in France I (Dr James Fowler)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 100% coursework: 2 essays and oral presentation.

Entry requirement: 'A' or 'AS' Level French, or equivalent

This module selects works from the rich French tradition of drama, from the classical to the modern, examining questions such as dramatic illusion, the ways in which character is portrayed on stage, the meaning of a play in its context, and the ways in which the production of a play can change its impact. The module is a particularly good means of introduction to French literature, since plays are generally more concise than novels, while being equally important in the evolution of French cultural life and literature. All texts are studied in French and the teaching takes place partly in French and partly in English. FR301 may be taken independently of FR302.

Reading

Molière

Le Tartuffe

Marivaux

Le Jeu de l'amour et du hasard

Rostand

Cyrano de Bergerac

Yourcenar

La Petite Sirène (photocopy available)

Sartre

Les Mains sales

FR302 Writer and Genre in France II (Dr James Fowler)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring Term

Method of Assessment: 50% coursework (1 essay and oral presentation), 50% examination

Entry requirement: 'A' or 'AS' Level French, or equivalent

This module is intended for students who enjoy the idea of reading novels, and shorter fiction, regardless of how much they have read before coming to university. It is designed to introduce students to the range and variety of French Literature by the close study of a number of enjoyable sample texts from the nineteenth and twentieth centuries. It also permits connections to be made with literature in other European traditions, especially German and English, and can be effectively combined with studies in related areas such as philosophy, history or comparative literature. All texts are studied in French and the teaching takes place partly in French and partly in English. FR302 may be taken independently of FR301.

Reading

Voltaire

Zadig

Hugo

Le Dernier Jour d'un condamné

Flaubert

'Un coeur simple' in *Trois contes*

Maupassant

Short Stories (photocopy available from seminar leader)

Aymé

'Le Passe-muraille', 'La carte' in *Le Passe-muraille*

Camus

'L'hôte', 'Une femme adultère' in *L'Exil et le royaume*

Yourcenar

'Comment Wang-fo fut sauvé' (to be made available by the seminar leader)

Sebbar

'La jeune fille au balcon'

FR308 Questions of French Cinema (Dr Tom Baldwin)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 50% coursework (1 essay and oral presentation), 50% exam*Entry requirement:* 'A' or 'AS' level French or equivalent

This module will provide students with a basic knowledge of the most important periods of French cinema (including poetic realism, the *nouvelle vague*, 1970s art cinema, the 1980s 'cinéma du look') and introduce key film concepts such as the 'politique des auteurs'. Students will gain experience in critical reading and viewing, in close analysis of films, texts and issues, and in developing arguments in French. They will also be introduced to the skills of presentation and the sustaining of cogent argument in written English. The module will examine a number of films from the 1930s to the present which illustrate the scope and development of French cinema. While most of the films are now regarded as canonical, a major aim of the module is to place the works in context so as to emphasize their radical and often transgressive power.

Introductory reading

Susan Hayward

French National Cinema, Routledge, 1993**FR323 The Sounds of French: an introduction to French phonology** (Dr David Hornsby)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% coursework*Entry requirement:* 'A' or 'AS' level French or equivalent

This module will enable students to understand what constitutes an authentic 'French accent'; i.e. they will be able to:

- understand differences between the realisation of English and French phonemes
- produce and describe the full range of phonetic distinctions in standard French

They will also be able to produce accurate broad transcriptions of spoken French using IPA (International Phonetic Alphabet) symbols, and be aware of variation and ongoing change in the pronunciation of contemporary French. They will also be aware of, and able to address, theoretical problems in the descriptions of French phonology (e.g. mute 'e', liaison consonants, vowel lengthening conditions etc). Students should achieve a more authentic French pronunciation from a sound understanding of how the French phonological system works.

FR326 Learning French 1 (Beginners) (Dr Ana de Medeiros)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Year Long*Method of Assessment:* 100% coursework

This year-long module will introduce students to basic skills of French language and allow students to learn French at a non-specialist level. The student will be taught basic grammatical principles and the use of spoken French to answer simple practical questions. This module is intended for students from any discipline in the University who wish to learn French from beginner's level as a wild-module. Successful completion of this module would allow students to progress to French Language and Culture I. Students will spend three hours per week in the classroom with a teacher who is a native French speaker. There is not final-year examination for this module instead students will have 4 in class grammar tests; give two oral presentations and sit two listening tests during the course of the year. This module is not available to students who are studying French as a Single Honours or as a Joint Honours subject.

*Preliminary Reading**Panorama I Méthode de français*George Sand : *La petite Fadette* (Lectures CLE – collection 600 mots)**FR327 Learning French 2A (Post GCSE)** (Dr Tom Baldwin)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% coursework

This module is intended for students who wish to either continue to study French as a wild module or for students who wish to do French to degree level and participate in the year abroad but do not have an 'A' level in French. Those students will be able to take French Language and Culture I in Autumn Term and then take French Language and Culture II in Spring Term the successful

completion of which will allow them to progress to French Advanced I which will prepare them for the year abroad. Students in the Humanities who have an 'A' level I in French should take FR300 Post 'A' Level French instead.

This module will allow students to learn French at a specialist level. The students will be taught complex grammatical principles, use spoken French and learn about French regional culture. Students will spend two-hours per week in the classroom and will be expected to spend one hour per week in the CALL and Audiovisual Labs. There is no final-year examination for this module instead students will be required to sit two in-class grammar tests to give one oral presentation on a regional aspect of French culture and sit one listening and comprehension test based on information in the French Culture textbook.

Preliminary Reading

Panorama II Méthode de français

La France des Régions (Collection FLE)

FR328 Learning French 2B (Dr Tom Baldwin)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring Term

Method of Assessment: 100% coursework

This module is intended for students who wish to either continue to study French as a wild module or for students who wish to do French to degree level and participate in the year abroad but do not have an 'A' level in French. Those students should have taken French Language and Culture I in Autumn Term and at the end of this module will be able to progress to French Advanced I which will prepare them for the year abroad. Students in the Humanities who have an 'A' level in French should take FR300 Post 'A' level French instead.

This course will allow students to learn French at a specialist level. The students will be taught complex grammatical principles, use spoken French in every day situations, do short compositions and be introduced to French Culture through the study of level appropriate texts. Students will spend two-hours per week in the classroom and will be expected to spend one more hour per week in the CALL and Audiovisual Labs. There is no final-year examination for this module instead students will be required to sit two in-class grammar comprehension tests based on information in the French textbook.

Preliminary Reading

Panorama II Méthode de français

Maupassant-Une vie (Lectures CLE : 800 mots)

FR330 Intensive French for Beginners (Dr David Hornsby)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 100% coursework

Contact Hours: 3 hours per week plus 1 obligatory hour of computer-assisted learning

This module is designed for students (other than native French speakers or French bi-linguals) with some experience of language study but without formal qualification in French, who intend to progress to degree level in the subject. 30 credits from FR323, FR331 *French Drama*, FR332 *French Narratives*, are co-requisite for this purpose. The module concentrates on basic listening reading and speaking, and on essential grammatical principles. Three main topics will be considered each week: grammar, vocabulary and civilisation. Assessment will be by four in-class assignments (2 on grammar, 1 on culture and 1 oral presentation), each worth 20%, with the final 20% for class participation. Available as a wild module without the co-requisites.

Preliminary Reading

Jacky Girardet, Jean-Marie Cridlig, *Panorama I: Méthode de français; Panorama II: Méthode de français* (Paris, CLE international, 2004)

FR331 French Drama: Love, Marriage and Politics (in translation) (Dr Tom Baldwin)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 100% coursework: 2 essays and an oral presentation

Entry Requirement: None

This module will introduce students to a number of important French plays in translation. The plays will be drawn from the seventeenth to the twentieth centuries. Attention will be paid to theories of drama (in particular, Classical and Romantic theory). The main focus of the course, however, will be thematic, as the various ways in which love, marriage and politics are lent dramatic form by the authors studied will be analysed.

This may be taken as a wild module

Reading List

Moliere, *The Miser*, *The Bourgeois Gentleman*
Racine, *Phaedra*
Marivaux, *La Double Inconstance*
Hugo, *Cromwell*
Musset, *Lorenzaccio*
Anouilh, *Antigone*
Satre, *No Exit*

FR332 French Narratives: Love, Marriage and Politics (in translation) (Dr James Fowler)
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No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
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Teaching Period: Spring Term

Method of Assessment: 100% coursework: 2 essays and an oral presentation

The module will explore the treatment of love, marriage and politics in examples of French narrative fiction from the eighteenth to the twentieth centuries. However, in addition to this thematic approach attention will be paid to the analysis of literary form, as well as to the use of literature to convey ideology. The extent to which historical context is relevant to analysis of the texts will also be examined.

This may be taken as a wild module

Reading List:

Voltaire, *Candide*

Constant, Adolphe, *The Red Notebook*

Maupassant, *Short Stories*

Vercors, *The Silence of the Sea*

Camus, *The Stranger*

Ernaux, *Shame*

GERMAN

GE301 Learning German 3 (Post 'A' Level) (Professor Osman Durrani)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 20% coursework, 80% 3-hour examination plus an oral test.

Entry requirement: 'A' or 'AS' Level German, or equivalent.

Contact Hours: 1 lecture, 1 seminar and one hour of conversation per week.

TIMETABLE RESTRICTIONS WILL **NOT** ALLOW THIS MODULE TO BE TAKEN WITH: DE315, EC302

This module begins with a systematic revision of the grammatical structures of the language, and aims to develop oral proficiency and confidence in listening, understanding and translating. There is a weekly lecture in German on an aspect of the country (*Landeskunde*), a weekly translation and grammar class, and an hour in which you practise spoken German with a language assistant. Translation is mainly into English during this year, and there are written tests at the end of each term. Extensive use is made of the internet.

Introductory Reading

David Crystal

Rediscover Grammar, Longman, 2004

Derek Lewis

Contemporary German. A Handbook, Edward Arnold, London, 2001

Bill Dodd *et al*

Modern German Grammar: A Practical Guide, Routledge, 2003

Bill Dodd *et al*

Modern German Grammar Workbook, Routledge, 2003

GE304 Learning German 1 (Beginners) (Sandra Döring)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 20% coursework 80% examination

This module introduces complete beginners to the basics of German grammar (cases, verb formation, rules of word order, declensions and endings). It concentrates on both written and oral skills, reading and aural comprehension. There are two taught hours per week and one hour of conversation practice with a language assistant. In addition students are expected to use the video lab for private study. The module leads either to Intermediate German or, for the highly motivated, to German Post 'A' level.

Coursebook

Tangram Aktuell 1 *Hueber, Munich, 2005 Kursbuch*

Tangram Aktuell 1 *Hueber, Munich, 2005 Arbeitsbuch*

GE307 Learning German 2 (Intermediate) (Dr John Partridge)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 20% coursework (4 best assessment marks), 80% examination (3-hour examination plus an audio-visual comprehension examination, an oral examination).

Entry requirement: GCSE German or equivalent.

This module is intended for students who have completed a beginner's course in German, and it is also suitable for students with a GCSE. The module is open to all students in all faculties. By the end of the year students should be able to produce and comprehend everyday German to 'A' Level which will allow them to function with confidence in a German speaking environment and be in a position to follow the Post 'A' level module GE301 in the following year. There are three contact hours per week. Two are intended for presentation and practice of new material (audio and video recordings, texts, writing practice and grammar). The third - conducted by a native speaker of German - is intended to offer further practice in spoken German. Working on Computer Assisted Language Learning (CALL) materials is encouraged.

Preliminary Reading

Susan Tebbutt

Klaro!, Edward Arnold, London, 2001

Coursebook

Dallapiazza *et al*

Themen Aktuell 2 Kursbuch, Hueber, Munich, 2000

GE311 Varieties of German Writing (Dr Julian Preece)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 50% coursework (2 x 1500 word essays or one essay and one seminar presentation) and 50% 2-hour examination. *Entry requirement:* 'A' or 'AS' Level German, or equivalent.

From Goethe's revolutionary lyric poetry to Kafka's bizarre fantasy of alienation, from Heine's sardonic satire on political repression in pre-Bismarckian Germany to Brecht's dialectical epic theatre in opposition to Hitler, the best German writing in this period (1770-1945) is ground-breaking and international. In each of ten teaching weeks we read some poems or short stories, a play or a novella, or study a film (von Sternberg's *Der blaue Engel*; Herzog's *Jeder für sich oder Gott gegen alle*). You choose your two favourites for discussion in assessed essays or presentations. Material is in German, teaching and assessed work in English.

Introductory Reading List

Franz Kafka	<i>In der Strafkolonie</i> (in folder)
Heinrich Heine	<i>Deutschland. Ein Wintermärchen</i> (Reclam, 2001)
Bertolt Brecht	<i>Der gute Mensch von Sezuan</i> (Suhrkamp, 2003)
Veza Canetti	<i>Geduld bringt Rosen</i> (Hanser, 1992)
Gerhart Hauptmann	<i>Bahnwärter Thiel</i> (Ulstein, 2000)

GE312 Images of Germany 1945-1990 (Dr Julian Preece)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% coursework (two essays of 1200 – 1500 words each).*Entry requirement:* 'A' or 'AS' Level German, or equivalent.

German-speaking Europe, that is the two German states in East and West Germany between 1949-1989, Austria, and German-speaking Switzerland, underwent profound political upheavals in the aftermath of the Second World War. The short stories, poems, films, and plays studied on this module focus on social and political themes, such as life in the ruins of a war-ravaged country, memories of the Holocaust, building socialism in the German Democratic Republic, protest against the Vietnam War, Baader-Meinhof terrorism, reunification, and everyday life in post-unification Germany. You choose your two favourites for discussion in assessed essays or presentations. Material is in German, teaching and assessed work in English.

Introductory Reading List

Mark Allinson	<i>Germany and Austria 1814-2000</i> , Arnold: London, 2002
Erich Fried	<i>und Vietnam und</i> (In folder)
Ulrike Edschmid	<i>Frau mit Waffe. Zwei Geschichten aus terroristischen Zeiten</i> (Suhrkamp, 2002)
Franz Fühmann	<i>Böhmen am Meer</i> (Rotbuch, 1999)

LZ328 Looking at Language (Dr John Partridge)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% Coursework (one presentation, 20%, and two 2000-word assignments, each worth 40%).*Contact Hours:* 10 1-hour lectures, 10 1-hour seminars

This course introduces you to central questions in the study of language and languages:

- Where do languages come from?
- How does language work?
- How and why are some languages similar, and how and why are some languages different?
- How and why do languages change?

In approaching these issues you will be given some of the basic tools necessary for the study of language: an understanding of language itself, of how languages relate to each other and to society, of how the sounds and structures of language function and of the essentials of language change. Teaching is by lecture, seminar and workshops, and will also involve research work on the Internet. You will learn basic techniques of linguistic analysis and apply them to modern European languages and some 'exotic' languages.

Recommended Reading

D Crystal	<i>How language Works</i>
VA Fromkin, R Rodman & N	<i>An Introduction to Language</i> , Thomson & Heinle, 2003

Hyams
J Lyons
S Pinker
J Aitchison
J Aitchison

Language and Linguistics, CUP, Cambridge, 1981
The Language Instinct, Harmondsworth, Penguin, 1995
The Articulate Mammal, Unwin Hyman, London & Boston, 1989
Language Change: Progress or Decay? CUP, Cambridge, 1991, reprinted 1994

HISTORY & PHILOSOPHY OF ART

HA312 High Art and Low Life: Approaching Art History (Ben Thomas)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring Term

Method of Assessment: Precis (30%); Comparative Analysis (50%); Slide Test (20%)

Contact Hours: One 2 hour lecture and one 2 hour seminar per week

This module provides students with an introduction to key concepts, themes and approaches in art history. Focusing on the eighteenth century, when many of the ideas and institutions that shape our contemporary understanding of the visual arts were first developed, it looks at the way art responded to the turbulent changes in society that characterise what has been called the Age of Enlightenment and Revolution. The course is therefore both an introduction to a particular period in art history but also introduction to the origins of modernity in the visual arts. Taking a comparative approach to the study of the visual arts in Britain and France, the module explores how the different political, cultural and social contexts affected the production, display and appreciation of art. As the eighteenth century was also a period of exploration and colonisation, there will be a reason to look also at non-European art and its impact on the European imagination. Particular artists studies on the module include: Watteau, Chardin, Fragonard, Greuze, David, Hogarth, Reynolds, Gainsborough, Blake.

Preliminary Reading

John Brewer	<i>The Pleasures of the Imagination</i>
David Bindman	<i>Hogarth and His Times</i>
Matthew Craske	<i>Art in Europe 1700-1830</i>
Michael Fried	<i>Absorption and Theatricality. Painting and the Beholder in the Age of Diderot</i>

HA313 High Art and Low Life: Approaching Art History (Ben Thomas)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Spring Term

Method of Assessment: Precis (15%); Comparative Analysis (25%); Slide Test (10%), Essay (50%)

Contact Hours: One 2 hour lecture and one 2 hour seminar per week

This module provides students with an introduction to key concepts, themes and approaches in art history. Focusing on the eighteenth century, when many of the ideas and institutions that shape our contemporary understanding of the visual arts were first developed, it looks at the way art responded to the turbulent changes in society that characterise what has been called the Age of Enlightenment and Revolution. The course is therefore both an introduction to a particular period in art history but also introduction to the origins of modernity in the visual arts. Taking a comparative approach to the study of the visual arts in Britain and France, the module explores how the different political, cultural and social contexts affected the production, display and appreciation of art. As the eighteenth century was also a period of exploration and colonisation, there will be a reason to look also at non-European art and its impact on the European imagination. Particular artists studies on the module include: Watteau, Chardin, Fragonard, Greuze, David, Hogarth, Reynolds, Gainsborough, Blake.

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Michael Fried	<i>Absorption and Theatricality. Painting and the Beholder in the Age of Diderot</i>

HA314 The Shock of the Now: Themes in Contemporary Art (Dr Michael Newall)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 100% coursework [One Critical essay (40%); Seminar presentation (30%); Seminar notes (30%)]

Contact Hours: One 2 hour lecture and one 2 hour seminar per week

This module is an introduction to some of the main artists, themes and currents in contemporary art. It looks at the 'history' of contemporary art in movements and trends such as abstraction, minimalism, pop art, conceptualism, performance, land art, postmodernism, 'young British art' and relational aesthetics. It investigates controversial artists such as Cindy Sherman, Jeff Koons, Damien Hirst, Tracey Emin and Jake and Dinos Chapman. It examines the issues that animate much contemporary art, such as shock and transgression, society and politics, feminism, sexuality and race, non-western contemporary art, technology and popular culture, as well as the recent resurgence in art of older themes such as beauty. It looks at new media, such as video and the internet, and the fate of traditional media such as painting and sculpture.

Throughout, it asks the question: what is the value of contemporary art? Why is it worth the money collectors pay for it, why is it shown in art museums, receiving such media attention, and why, ultimately, is it worth looking at? This is a module for those with a serious interest in contemporary visual art, those with a broader interest in visual culture, as well as those who are just curious about the value and point of contemporary art.

Preliminary Reading

Hal Foster, Rosalind Krauss, Yve-Alain Bois, Benjamin H. D. Buchloh *Art Since 1900: Modernism, Antimodernism, Postmodernism*, Thames & Hudson, 2004
 Cynthia Freeland *Art Theory: A Very Short Introduction*, Oxford University Press, 2001
 Julian Stallabrass *High Art Lite: British Art in the 1990s*, Verso, 1999
 Matthew Collings *is Modern Art*, Weidenfeld & Nicolson, 1999

HA315 The Shock of the Now: Themes in Contemporary Art (Dr Michael Newall)

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% coursework [Two Critical essays (20% and 40%); Seminar presentation (20%); Seminar notes (20%)]		
<i>Contact Hours:</i> One 2 hour lecture and one 2 hour seminar per week		

This module is an introduction to some of the main artists, themes and currents in contemporary art. It looks at the ‘history’ of contemporary art in movements and trends such as abstraction, minimalism, pop art, conceptualism, performance, land art, postmodernism, ‘young British art’ and relational aesthetics. It investigates controversial artists such as Cindy Sherman, Jeff Koons, Damien Hirst, Tracey Emin and Jake and Dinos Chapman. It examines the issues that animate much contemporary art, such as shock and transgression, society and politics, feminism, sexuality and race, non-western contemporary art, technology and popular culture, as well as the recent resurgence in art of older themes such as beauty. It looks at new media, such as video and the internet, and the fate of traditional media such as painting and sculpture.

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 Julian Stallabrass *High Art Lite: British Art in the 1990s*, Verso, 1999
 Matthew Collings *is Modern Art*, Weidenfeld & Nicolson, 1999

HA316 Thinking about Photography and its Histories (Prof Graham Clarke)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% coursework [One Critical essay (50%); One short essay (30%); Seminar notes (20%)]		
<i>Contact Hours:</i> One 2 hour lecture and one 2 hour seminar per week		

This module introduces students to photography and its histories by looking at the social and cultural contexts surrounding the emergence of the photographic medium. Through an exploration of the multiple origins of photography, students will gain an understanding and an awareness of the critical debates that surround photography and the difficulties in writing its histories. The module will examine photography as an artistic practice alongside its impact upon medicine, art, society, and culture. Some themes that will be explored include spiritual photography, early photography and medical diagnosis, photography and the cult of memory, photography and Surrealism, photographic practices outside of the Western tradition. Each student will also be given a disposable camera for a practical photographic exercise designed to explore the intuitive and automatic aspects of the process of taking a photograph, to be carried out in conjunction with the lecture on surrealism.

Preliminary Reading

Roland Barthes *Camera Lucida: Reflections on Photography*
 Geoffrey Batchen *Burning with Desire*
 Graham Clarke *The Photograph*
 Jonathan Crary *Techniques of an Observer*
 W.J.T. Mitchell *Picture Theory*
 Susan Sontag *On Photography*

HA317 Thinking about Photography and its Histories (Prof Graham Clarke)**No of Credits: 30****Credit Level: C****ECTS Credits: 15***Teaching Period:* Autumn Term*Method of Assessment:* 100% coursework [One Critical essay (50%); Two short essays (30%); Seminar Diary(20%)]*Contact Hours:* One 2 hour lecture and one 2 hour seminar per week

This module introduces students to photography and its histories by looking at the social and cultural contexts surrounding the emergence of the photographic medium. Through an exploration of the multiple origins of photography, students will gain an understanding and an awareness of the critical debates that surround photography and the difficulties in writing its histories. The module will examine photography as an artistic practice alongside its impact upon medicine, art, society, and culture. Some themes that will be explored include spiritual photography, early photography and medical diagnosis, photography and the cult of memory, photography and Surrealism, photographic practices outside of the Western tradition. Each student will also be given a disposable camera for a practical photographic exercise designed to explore the intuitive and automatic aspects of the process of taking a photograph, to be carried out in conjunction with the lecture on surrealism.

Preliminary Reading

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Graham Clarke	<i>The Photograph</i>
Jonathan Crary	<i>Techniques of an Observer</i>
W.J.T. Mitchell	<i>Picture Theory</i>
Susan Sontag	<i>On Photography</i>

HA318 But is it Art?: Aesthetics and the Visual Arts (Jonathan Friday)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 100% coursework [One Critical essay (50%); Critical summary of an assigned text (30%); Seminar notes (20%)]*Contact Hours:* One 2 hour lecture and one 1 hour seminar per week

This module provides students with a broad introduction to the philosophy of the visual arts through an investigation of the distinctive nature of art and aesthetic experience, explored in relation to various visual media and their aesthetically important qualities. It is designed to provide students with both a firm foundation for further study in the philosophy of art, while at the same time providing a solid grounding in several key concepts, themes and approaches relevant to art history, contemporary arts and photographic studies students.

The module begins with the relationship between concepts of 'art' and 'aesthetic experience', emphasising the traditional role of the aesthetic as the key to understanding both the distinctive nature of art and its value. Issues of concern here will include the role of pleasure, thought and emotion in aesthetic experience, the differences between art and entertainment, the kinds of qualities possessed by works of art that serve as the focus of aesthetic experience, and how aesthetic experience is moulded by traditions and culture while remaining open to innovation in the arts. These investigations provide the framework for the exploration of key visual arts media in the second half of the module. Particular attention will be given to related aesthetic qualities, each of which will be explored through a pair of contrasting fine art media. Modes of representation and style will be explored through the media of painting and photography; form, function and craft through the media of sculpture and architecture and expression, movement and gesture through theatre and dance.

At the end of these investigations, students will have learned that the question "But is it art?" is less important than questions of how and why works of the imagination capture and sustain our attention. Since students will have broadened their understanding of these latter issues, they will also be better equipped to respond intelligently to challenging and apparently baffling works of art.

Preliminary Reading

Nigel Warburton	<i>The Art Question</i> , Routledge
George Dickie	<i>Introduction to Aesthetics</i> , Oxford UP
Gordon Graham	<i>Philosophy of the Arts</i> , Routledge

HA319 But is it Art?: Aesthetics and the Visual Arts (Jonathan Friday)**No of Credits: 30****Credit Level: C****ECTS Credits: 15***Teaching Period:* Spring Term*Method of Assessment:* 100% coursework [One Critical essay (50%); Two critical analyses of course texts (30%); Seminar diary (20%)]*Contact Hours:* One 2 hour lecture and one 1 hour seminar per week

This module provides students with a broad introduction to the philosophy of the visual arts through an investigation of the distinctive nature of art and aesthetic experience, explored in relation to various visual media and their aesthetically important

qualities. It is designed to provide students with both a firm foundation for further study in the philosophy of art, while at the same time providing a solid grounding in several key concepts, themes and approaches relevant to art history, contemporary arts and photographic studies students.

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Preliminary Reading

Nigel Warburton
George Dickie
Gordon Graham

The Art Question, Routledge
Introduction to Aesthetics, Oxford UP
Philosophy of the Arts, Routledge

HA320 Inner Worlds: Psychoanalytic Thinking and the Visual Arts (Dave Reason)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% Coursework [Study Journal (40%); Expository Essay (60%)]		
<i>Contact Hours:</i> One 1 hour lecture and one 1 hour seminar per week-plus individual tutorials		

I find this painting moving: yet you don't. Why do we respond differently to works of art? As a child, I drew a lot of pictures; now I don't. Why do some people seem to lose their creative impulse? She says she makes sculpture because she simply has to; I find her sculpture beautiful. How is her obsession related to my pleasure? How can her sculpture make me feel better when my spirits are low? Why are so many people so passionate about art?

People have often turned to ideas from psychoanalysis in search of an understanding of our inner worlds which might help us to grasp our relationship to the outer world of art. The result is that artists and critics alike cannot avoid thinking in ways that have been informed by developments in psychoanalysis and its application to the arts, and nowadays contemporary art is often made and talked about using idioms which draw heavily, but often uncritically, on psychoanalytic doctrines and concepts.

This module provides an accessible and systematic introduction to the development of key psychoanalytic concepts. It explores the ways in which these have informed critical and practical work in the visual arts, and looks at how psychoanalysts have responded to the puzzles and challenges posed by the existence of works of art. We begin with a consideration of the foundational work of Freud, and then sketch pertinent lines of development of psychoanalysis within the context of key national cultures: Germany, Britain and France, and, to a lesser extent, America and Germany. Critical writing (and practice) by non-clinicians such as Stokes, Wolheim, Iversn and Zizek provide an important focus of interest. The module ends with a discussion of the relevance to art criticism in general of the study of 'the art of the insane'.

Although complete in itself, the module provides a sound basis for a critical engagement with psychoanalytic idioms encountered in the context of other modules in HPA in particular, and SDFVA more generally.

Preliminary Reading

David Maclagan
Peter Fuller
Peter Gay
Adam Phillips
Marion Milner
Neville Symington

Psychological Aesthetics, 2001
Art and Psychoanalysis, 1980
Freud: A life for our time, 1998
Terrors and Experts, 1997
On Not Being Able to Paint, 1983
The Analytic Experience, 1986

Also

Sigmund Freud. (Albert Dickson, editor.) *Art and Literature*, 1990

Or

Sigmund Freud. (Hugh Haughton, introduction. David McLintock, translator.). *The Uncanny*. 2003

HA321 Inner Worlds: Psychoanalytic Thinking and the Visual Arts (Dave Reason)**No of Credits: 30****Credit Level: C****ECTS Credits: 15***Teaching Period:* Spring Term*Method of Assessment:* 100% Coursework [Study Journal (40%); Critical Essay (60%)]*Contact Hours:* One 1 hour lecture and one 1 hour seminar per week-plus individual tutorials

I find this painting moving: yet you don't. Why do we respond differently to works of art? As a child, I drew a lot of pictures; now I don't. Why do some people seem to lose their creative impulse? She says she makes sculpture because she simply has to; I find her sculpture beautiful. How is her obsession related to my pleasure? How can her sculpture make me feel better when my spirits are low? Why are so many people so passionate about art?

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Freud: A life for our time, 1998

Adam Phillips

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Marion Milner

On Not Being Able to Paint, 1983

Neville Symington

The Analytic Experience, 1986*Also*Sigmund Freud. (Albert Dickson, editor.) *Art and Literature*, 1990*Or*Sigmund Freud. (Hugh Haughton, introduction. David McLintock, translator.) *The Uncanny*. 2003**HA323 Creative Investigations (TBA)****No of Credits: 60****Credit Level: C****ECTS Credits: 30***Teaching Period:* Year Long*Method of Assessment:* 100% Coursework

This module investigates key aspects of the creation of fine art through a series of creative projects structured and contextualised through reflective exploration of (1) the materials and processes of artistic creation; (2) the critical and conceptual framework in which art is created; and (3) the methods and importance of documentation of the creative process, as well as the display of the finished work. Students formulate and refine their projects in consultation with tutors, and in class discussion. The emphasis here, and in the subsequent stages of the project's development, is upon experimentation, critical reflection and refinement, articulation of underlying ideas and concepts, as well as the documentation of the process of creation from initial idea through finished work. At the heart of these experiments is the investigation of various materials and methods as means of realising creative ideas. Lectures, seminars and studio workshops provide an intellectual and historical framework for these investigations of materials and processes, as well as the occasion for reflection upon the methods and significance of documentation of the process and display of the finished work. Through tutor-led critique of the project at various stages, conducted in a studio workshop setting, students are encouraged to grasp the intellectual basis of artistic creation, to develop skills of critical reflection and articulation, and to understand the processes of creation within a wider historical and contemporary context. This module emphasises investigation and experimentation, not only in the realisation of the work of art, but also as the fundamental core of all artistic creation.

*Preliminary Reading**Object Painting* - Andrew Benjamin*Formless: A User's Guide* - Yve Alain Bois Rosalind E. Krauss*To Destroy Painting* - Louis Marin*To Hell With Culture* - Herbert Read*Art and Human Consciousness* - Gofried Richter*Leonardo Da Vinci* - Sigmund Freud*Arguing about Art* - Alex Neill and Aaron Ridley*The Slumber of Apollo* - John Holloway*Painting and the Inner World* - Adrian Stokes*Reframing Abstract Expressionism* - Michael Leja*Art and its Objects* - Richard Wollheim

HISTORY

HI300 Introduction to Literature and Science (Dr Charlotte Sleigh)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 100% coursework

Pre-requisites: This course is recommended for students reading English & American Literature.

This module introduces Humanities students to the impact of science on English and American Literature since 1800. Writers, philosophers, theologians, historians and other thinkers have responded in various ways to the fundamental changes in our view of the world brought about by science.

For example, the nineteenth century witnessed a questioning of the notion of benevolent Providence at work in nature, and nature came to be seen, in Tennyson's words, as 'red in tooth and claw'. Similarly the dominance of the machine in the industrial revolution produced an image of science as a depersonalising, dehumanising force which tended to push aside the poetic imagination. The course will consider, through selected texts, the consequences of these developments for the literature of the time. The content of the course should have a special appeal to Single Honours English & American Literature students. It has also proved of great value to students of Modern History as well as Joint Honours Students. A knowledge of science is not expected.

Introductory Reading List * You may find it useful to read these books prior to your arrival at the University.

*Jonathan Swift

Gulliver's Travels

*Mary Shelley

Frankenstein

*Edgar Allan Poe

The Fall of the House of Usher and Other Writings

Charles Dickens

Hard Times

George Orwell

Nineteen Eighty-four

H G Wells

The Time Machine

Joseph Conrad

The Secret Agent

Paul Theroux

The Mosquito Coast

HI308 Science Fiction (Mr Alex Dolby)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: Autumn Term - 50% coursework; Spring Term - 25% coursework, 25% examination.

Science fiction is a cultural form with a high 'tingle factor' for many people. We will take that thrill seriously and explore what might lie behind it. The course will help those taking the course to articulate their reactions to this form of popular literature. This will require suspending and questioning the boundary between academic concerns and the rest of life.

Our study of science fiction is organised around exploring its nature as a genre - in literature and in the mass media of film, television and radio. Writing science fiction can provide an especially clear sense of the potential and the limits of the genre. Historical and comparative study can provide complementary insights.

Science fiction has become an important cultural resource in many scholarly disciplines and intellectual movements. It helps in the construction of non-standard perspectives, through such devices as taking a non-human viewpoint (cognitive estrangement) thinking about alternative realities, or trying to look further into the future. We will investigate issues to which science fiction has been applied, to see what it has to offer.

Lecture Topics will include the following:

Science Fiction as a genre

Protoscience fiction up to Frankenstein

Scientific romance and popular nineteenth century fiction

HG Wells, 'Realist of the Fantastic'

Science fiction imagery as spectacle

Science fiction and horror

Images of aliens

Extraterrestrial intelligence

Time travel and other conceptual impossibilities

Utopia and anti-utopia in science fiction

Feminism and science fiction

Humour and science fiction

Machine minds

Cyberspace and virtual reality

Science fiction and genetic engineering

Science fiction and fantasy

Indicative Reading

E S Rabkin (ed.)

H G Wells

M Piercy

P K Dick

And for reference

J Clute & P Nicholls (eds.)

Science Fiction: A Historical Anthology, 1983

The War of the Worlds, 1898

Woman on the Edge of Time, 1976

Do Androids Dream of Electric Sheep? 1968

The Encyclopedia of Science Fiction, 1993

HI321 The Crusades (Dr Barbara Bombi)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 100% coursework.

This module introduces students to the circumstances behind and motives for the crusading movement, to the key events of early crusades, and to the rise and fall of the Latin Kingdom of Jerusalem. Extensive use is made of primary sources in translation.

Introductory Reading

H E Mayer

J Riley-Smith

J Riley-Smith

J Riley-Smith (ed.)

The Crusades, Oxford

The Crusades, A Short History, Athlone

The First Crusaders 1095-1131, Cambridge

The Atlas of the Crusades, Times Books

Students will be required to produce two essays each approximately two thousand words long. The final module mark will be the average of the two essays and a mark awarded for seminar performance (though a student who fails both essays or submits only one essay may be deemed to have failed, notwithstanding a numerical average of 40 or above). There will be no written examination.

You may not take this module if it replicates work you have done for Access or 'A' level.

HI323 Atlantic Exploration 1450-1700 (Dr Elizabeth Edwards)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 100% coursework.

This module will investigate the role of the maritime European powers in the colonisation of the Americas. Starting from the fifteenth-century Portuguese successes in the Atlantic and Brazil and the colonisation in the Caribbean and Mexico for Spain by Columbus and Cortes, the module will examine the nature and organisation of the new colonies. How did the early colonial powers cope with the competition for land and trade which developed in the sixteenth and seventeenth centuries with the English, French and Dutch explorations, along the Atlantic coast of the Americas from Canada down through New England and Virginia to the Caribbean and Southern America?

Introductory Reading

GV Scammell

F Fernandes-Armesto

L Bethell (ed.)

KR Andrews

AJR Russell-Wood

J Thornton

CC Goslinga

JH Elliott

D Birmingham

The World Encompassed: the First European Maritime Empires c.800-1650, Methuen

Columbus, Oxford

Colonial Brazil, Cambridge

The Spanish Caribbean: Trade and Plunder 1530-1630, Yale

A World on the Move: the Portuguese in Africa, Asia and America 1415-1808, Carcanet

Africa and Africans: the Making of the Atlantic World 1400-1680, Cambridge

The Dutch in the Caribbean and on the Wild Coast 1580-1680, Van Gorcum

The Old World and the New 1492-1650, Cambridge

Trade and Empire in the Atlantic 1400-1600

Students will be required to produce two essays each approximately two thousand words long. There will also be a written examination in which candidates will be required to answer two questions in two hours. 50% of the final course mark will be the written examination, the other 50% will be the average of the two essay marks and a mark awarded for seminar performance (though a student who fails both essays or submits only one essay may be deemed to have failed the coursework element, notwithstanding a numerical average of 40 or above).

You may not take this module if it replicates work you have done for Access or 'A' level.

HI335 Buildings of Power: Politics, Society and Architecture 1520-1720 (Dr Kenneth Fincham)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5**

Teaching Period: Spring Term

Method of Assessment: 50% coursework, 50% examination

This module provides a broad introduction to English architecture during a period of great change which saw the slow adaptation of Classical or Renaissance architecture in the face of lively gothic tradition. Among the key themes are the role of royal and aristocratic patronage, the development of the English country house, the gradual emergence of an architectural profession, as well as the planning, financing and supervision of large-scale projects. Architecture as a political and social expression of power and wealth is a recurrent feature of this module.

Students will be required to produce two essays each approximately 2000 words long. There will also be a written examination which candidates will be required to answer two questions in two hours. 50% of the final course mark will be the written examination, the other 50% will be the average of the two essay marks and a mark awarded for seminar performance (though a student who fails both essays or submits only one essay may be deemed to have failed the coursework element, notwithstanding a numerical average of 40 or above).

You may not take this module if it replicates work you have done for Access or 'A' level.

Preliminary Reading

J Summerson

M Howard

S Thurley

J Harris & Higgott

K Downes

H Colvin

Architecture in Britain 1530-1830, Penguin*The Early Tudor Country House*, George Philip*The Royal Palaces of Tudor England: Architecture and Court Life 1460-1547*, Yale*Imigo Jones*, Royal Academy*English Baroque Architecture*, Zwemmer*A Biographical Dictionary of English Architects*, John Murray**HI339 Medieval Pilgrimage (Dr Barbara Bombi)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5**

Teaching Period: Spring Term

Method of Assessment: 50% coursework, 50% examination.

This course considers the nature and practice of pilgrimage in medieval Europe. Pilgrimage is taken to be a fundamental and highly contested concept in medieval culture which involves religious, social, political, and economic life at every social level. It is concerned with saints, cults, relics, miracles, and magic; with penance and healing, and with political protest and legitimation; with travel and perceptions of other cultures; with the spiritual imagination, mystical experience, and affective piety. Embodying the changing practices of orthodox Christianity, it also expresses the unorthodoxies of popular culture. This study will provide a framework for the understanding of the place of European pilgrimage from c1000 to 1550, but will focus upon English case studies and not least that of the cult of Thomas Becket at Canterbury. From the parish church to the city of Jerusalem, pilgrimage occupied a vital role in medieval mentalities and generated a rich heritage of cultural artefacts which survive to this day. Attention will be given to the literature of pilgrimage, to the nature of shrines and their associated buildings, and to the objects of the visual arts which celebrated cults and helped to sustain them. Finally, some attempt will be made to make cross cultural comparisons with non-Christian, non-European, and non-medieval pilgrimage, in seeking to understand its place in the world today and the significance of the medieval inheritance.

Introductory Reading

R Barber

F Barlow

G Chaucer

E Duffy

J Eade & MJ Sallnow (eds.)

R Finucane

D R Howard

A Morinis (ed.)

I Reader & T Walter (eds.)

J Sumption

V W Turner

C Zacher

Pilgrimages, Boydell Press*Thomas Becket*, Weidenfeld & Nicholson*The Canterbury Tales**The Stripping of the Altars*, Yale*Contesting the Sacred: the Anthropology of Christian Pilgrimage*, Routledge*Miracles and Pilgrims*, Dent*Writers and Pilgrims: Medieval Pilgrimage Narratives and their Posterity*, California UP*Sacred Journeys, the Anthropology of Pilgrimage*, Greenwood Press*Pilgrimage in Popular Culture*, Macmillan*Pilgrimage: an Image of Medieval Religion*, Faber*Image and Pilgrimage in Christian Culture*, Columbia UP*Curiosity and Pilgrimage: the Literature of Discovery in Fourteenth-Century England*, John Hopkins UP

Students will be required to produce two essays each approximately two thousand words long. The final module mark will be the average of the two essays and a mark awarded for seminar performance (though a student who fails both essays or submits only one essay may be deemed to have failed, notwithstanding a numerical average of 40 or above). There will be no written examination.

You may not take this module if it replicates work you have done for Access or 'A' level.

HI342 Revolutionary and Napoleonic France (Dr Philip Boobbyer)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% coursework.

In many important respects the French Revolution of 1789 helped to lay the foundations of modern politics by developing such concepts as citizenship, human rights, equal opportunities, popular sovereignty and the secular state. Partly through the study of contemporary texts in translation, this module will examine the character of the old regime in France, the popular revolts of 1789, the achievements of the Revolution, the Jacobin dictatorship and terror, and the post-Revolutionary regime fashioned by Napoleon between 1799 and 1815.

Introductory Reading

W Doyle

Origins of the French Revolution, Oxford

A Forrest

The French Revolution, Blackwell

G Lewis

The French Revolution: Rethinking the Debate, Routledge

G Ellis

The Napoleonic Empire, Macmillan

M Lyons

Napoleon Bonaparte and the Legacy of the French Revolution, Macmillan

Students will be required to produce two essays each approximately two thousand words long. The final module mark will be the average of the two essay marks and a mark awarded for seminar performance (though a student who fails both essays or submits only one essay may be deemed to have failed, notwithstanding a numerical average of 40 or above). There will be no written examination.

You may not take this module if it replicates work you have done for Access or 'A' level.

HI346 Monarchy and Aristocracy in England 1460-1640 (Dr Kenneth Fincham)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 100% Coursework

This module focuses upon the dynastic history of England in a period of personal monarchy and on the role of the nobility as supporters and, sometimes, opponents of the monarch. Students are encouraged to explore critically the merits and drawbacks of the biographical approach to the writing of history, and to study the impact of the personalities of the monarchs on political life and policy-making.

Introductory Reading

A J Pollard

The Wars of the Roses, Macmillan

D Loades

Politics and the Nation, 1450-1660, Fontana

P Williams

The Tudor Regime, Oxford

D Starkey (ed.)

Rivals in Power, Macmillan

L Stone

The Crisis of the Aristocracy, 1558-1641, Oxford

J Kenyon

Stuart England, Allen Lane

Students will be required to produce two essays each approximately 2000 words long. The final module mark will be the average of the two essays and a mark awarded for seminar performance (though a student who fails both essays or submits only one essay may be deemed to have failed, notwithstanding a numerical average of 40 or above). There will be no written examination.

HI348 Renaissance Courts: Culture and Politics (Dr David Potter)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 50% coursework, 50% examination.

The aim of this module is to examine the political history of Renaissance Europe through some of the most important works of analytical political thought and speculation, placing them in the context of actual political processes. The core of the work will concentrate on a series of key texts: Machiavelli's *The Prince* (Penguin); Castiglione's *The Book of the Courtier* (Penguin) Erasmus' *Complaint of Peace/Institution of the Christian Prince* (photocopy), La Boetie's *Discourse of Voluntary Servitude (or Contr'un)* (Black Rose). Each of these will be discussed in depth. They will be placed in the context of the culture of the Renaissance and of the systems of courtly politics which prevailed in England, France, Burgundy, Spain and Italy.

Introductory Reading

Besides the texts mentioned above, which are basic:

AG Dickens	<i>The Courts of Europe</i> , Thames & Hudson
D Loades	<i>The Tudor Court</i> , Batsford
D Potter	<i>A History of France, 1450-1650: the Emergence of a Nation State</i> , Palgrave Macmillan
N Elias	<i>The Court Society</i> , Blackwell
J Adamson	<i>The Princely Courts of Europe</i> , Weidenfeld
L Martines	<i>Power and Imagination</i> , Penguin

Students will be required to produce two essays each approximately two thousand words long. The final mark will be the average of the two essay marks and a mark awarded for seminar performance (though a student who fails both essays or submits only one essay may be deemed to have failed the coursework element, notwithstanding a numerical average of 40 or above).

This module is taught by a weekly seminar (Mon 11-1 or 4-6): there are no timetabled lectures.

You may not take this module if it replicates work you have done for Access or 'A' level.

HI353 Britain and the Second World War: The Home Front (Dr Mark Connelly)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring Term

Method of Assessment: 50% coursework; 50% examination

War has often been a catalyst for change. This module will examine how far this was true of politics, society, culture and the economy in Britain in the Second World War. The module will draw on a wide range of primary sources: Parliamentary debates, contemporary writings, including those of George Orwell and J B Priestley, cartoons, diaries, and oral history memoirs. In order to increase familiarity with primary sources students will complete a compulsory document question as part of their coursework. By the end of the module students should be able to discuss with authority the varying interpretations of the impact of the war. They will also have experienced the different approaches of political, social, cultural and economic historians, and this should provide a basis for choice of modules in Part II.

Preliminary Reading

P Addison	<i>The Road to 1945</i>
A Calder	<i>The People's War</i>
A Calder	<i>The Myth of the Blitz</i>
K Jefferys	<i>War and Reform: British Politics during the Second World War</i>
N Longmate	<i>How We Lived Then: A History of Everyday Life During the Second World War</i>
A Marwick	<i>The Home Front: The British and the Second World War</i>

HI360 Making History (Dr Alixe Bovey)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 100% coursework.

Teaching pattern: 1 fortnightly seminar, 1 fortnightly lecture.

Compulsory module for all Single and Joint Honours History students *except* students taking Law-History Joint Honours.

The aims of this course are threefold. Firstly, it offers a chronologically and geographically diverse introduction to the discipline of history. Thus students are able to make informed choices about future modules; this will significantly broaden the outlook of many 'A' level candidates. Secondly, key skills for historians appropriate at university level are presented systematically. Development of these skills is integrated with the presentation of new material. Thirdly, students are exposed to differing historiographical approaches. Although these will be presented with reference to specific topics, students will develop a general historical sophistication which will be applicable to future study choices.

Topics follow a chronological progression; there is also a recurring theme of knowledge and communication throughout. Knowledge is constructed according to the means of communication in any given society. As historians, we ourselves are both commentators on, and participants in such a process.

Topics to be covered:

- Alfred and the beginnings of biography
- New worlds, new cosmologies
- The age of machinery
- National identity
- Managing modernity

Recommended Introductory Reading

*Ludmilla Jordanova *History in Practice*, Arnold, 2000

*John Tosh	<i>In Pursuit of History</i> , Longman 3 rd ed., 1999
B Yorke	<i>Wessex in the Early Middle Ages</i> , 1995
R Abels	<i>Alfred the Great</i> , 1998
Steven Shapin	<i>The Scientific Revolution</i> , Chicago University Press, 1996
Peter Dear	<i>Revolutionising the Sciences: European Knowledge and its ambitions 1500-1700</i> , Palgrave, 2001
P Hudson	<i>The Industrial Revolution</i> , 1992
M Daunton	<i>Progress and Poverty, 1700-1850</i> , 1995
Benedict Anderson	<i>Imagined Communities: reflections on the origin and spread of nationalism</i> , Verso
Eric J Hobsbawm	<i>The Invention of Tradition</i> , Cambridge University Press
Steven J Gould	<i>The Mismeasure of Man</i> , Penguin, 2 nd ed., 1997
Arthur Marwick, Clive Emsley & Wendy Simpson (eds.)	<i>Total War and Historical Change</i> , Oxford, 2001

* indicates relevance to course as a whole.

HI366 Britain in the Age of Industrialisation, 1700-1830 (Dr David Ormrod)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% Coursework		

This module aims to provide students with an historical analysis of the classic phase of British industrialisation, traditionally known as the 'Industrial Revolution'. Historians nowadays emphasise the gradual nature of industrial transformation in Britain, and the period considered here is sufficiently long to encompass several key issues in economic history: the transformation of the rural sector, the role of international trade in development, the origins and dynamics of industrial growth and innovation, the rise of a consumer society, the process of urbanisation, and the social costs of industrialisation. The course will provide a grounding in historical concepts appropriate to the social sciences, and students will acquire a familiarity with historical statistics.

Introductory Reading

P Hudson	<i>The Industrial Revolution</i> , 1992
M Daunton	<i>Progress and Poverty. An Economic and Social History of Britain, 1700-1850</i> , 1994
P Mathias	<i>The First Industrial Nation</i> , 1983
R Floud & D McCloskey	<i>The Economic History of Britain since 1700</i> , vols I, 1994
A Digby & C Feinstein	<i>New Directions in Economic and Social History</i> , vols I & II, 1989, 1992

Students will be required to produce two essays each approximately two thousand words long. There will also be a written examination in which candidates will be required to answer two questions in two hours. 50% of the final course mark will be the written examination, the other 50% will be the average of the two essay marks and a mark awarded for seminar performance (though a student who fails both essays or submits only one essay may be deemed to have failed the coursework element, notwithstanding a numerical average of 40 or above).

HI380 War in History, 1700-2000 (Dr Mark Connelly)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% coursework.		

The course will prove helpful to all students interested in the development of the modern nation state, the question of imperialism, the growth of modern economies and the course of modern international relations.

The aim of the module is to present the subject of warfare in its historical context. Warfare has played a vital role in history; the rise of the nation state, its definition, economic, social and scientific developments have all been intimately connected with it. Humanity has had an equally diverse relationship with war and conflict seeing it in a multiplicity of ways. This module will look at the ways in which war and the waging of it have been constructed in European and North American society. The emphasis will be on the period post-1700, though it will necessarily refer to earlier periods. It will seek to establish how rules and codes for warfare developed, how societies coped with them and the effects war had on the world. It will concentrate on the interface between societies at war and their operational conduct. This will involve a wide range of topics from the development of philosophies of war, through an examination of the nature of battle itself, to the effect of war on the role and nature of women in what has often, and wrongly, been regarded as a male preserve.

Topics to be covered:

The continuation of politics by other means; the justification of war in a Judaeo-Christian society and the philosophers of war.

Strategies (1): land warfare (Clausewitz)

Strategies (2): naval warfare (Mahan)

Strategies (3): the 'indirect approach' (Liddell Hart)
 Strategies (4): aerial and the application of the 'technological paradigm'
 The Face of Battle
 The Sinews of War: money, material, logistics
 Scars of War: medical science and its connection with war
 Memorialising war: the memory of war in popular culture

Recommending Reading

Brian Bond	<i>War and European Society, 1870-1970</i>
Michael Howard	<i>War in European History</i>
John Keegan	<i>War and our World</i>
John Keegan	<i>A History of War</i>
John Keegan & Richard Holmes	<i>A History of Men in Battle</i>
Hew Strachan	<i>European Armies and the Conduct of War 1700-1945</i>

Students will be required to produce two essays of 4000 words in total, one of which will be on the value of a particular source as a tool of interpretation. In Trinity term students will sit a two-hour examination paper.

HI385 Introduction to the History of Medicine (Dr Michael Brown)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% coursework.		

The module introduces students to a broad range of material and themes relevant to the history of medicine, thus highlighting important changes and continuities in medical practice and theory as well as in medical institutions and professional conduct. The section on ancient medicine will address the role of Greek medical writers such as Hippocrates and Herophilus, the Roman medical tradition as represented in the text of Galen and his contemporaries, as well as Roman military medicine and archaeology. The section of medieval medicine will focus on the role of major epidemics, the origins and functions of medical institutions, and the role of medical care and cure within the context of social, economic and demographic changes in society. In particular, this section will address the role of the Black Death and subsequent plagues, the history of hospitals and changes in medical practice and treatment. The section on early modern and modern medicine will explore the social, demographic and political impact of the Great Plague of the 17th century, the development of psychiatry and the asylum system in the 18th century and the rise of the welfare state and new theories of biology and disease transmission in the 19th century.

Preliminary Reading

L I Conrad	<i>The Western Medical Tradition</i>
F M Getz	<i>Medicine in the English Middle Ages</i>
R Jackson	<i>Doctors and Diseases in the Roman Empire</i>
I Loudon (ed.)	<i>Western Medicine. An illustrated History</i>
R Porter	<i>The Greatest Benefit to Mankind</i>
P Slack	<i>The Impact of Plague in Tudor and Stuart England</i>

HI390 The Emergence of America: From European Settlement to 1880 (Dr George Conyne)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% coursework: 60% 2 x 2000-word essays, 20% individual seminar presentation and notes from which presentation is made, 20% participation in group work and presentation.		

The module will focus primarily on the period from the 18th century onwards but will begin with an outline treatment of the British colonies in North America from initial European settlement. Interactions between Native American, African, African-American and European populations will be emphasised in the colonial period. Thereafter the module is pursued via the first anti-colonial revolution in modern history and the creation of a new nation and concludes with the reconstitution of the nation after a bloody civil war and on the eve of large-scale industrialisation. Themes include the causes and consequences of the Revolution, the new political system, the development of mass democracy, economic development and territorial expansion into the West, reform movements, sectional conflict between North and South, slavery, the Civil War and the re-establishment of a national order during Reconstruction.

Recommended Reading

Hoffman & Gjerde (eds.)	<i>Major Problems in American History, Vol.I</i>
M Jones	<i>The Limits of Liberty</i>
E Countryman	<i>The Americans</i>
P Kolchin	<i>American Slavery, 1619-1877</i>
G Nobles	<i>American Frontiers</i>
Grant & Holden Reid (eds.)	<i>The American Civil War: Explorations and Reconsiderations</i>

HI391 The Rise of the United States since 1880 (Dr George Conyne)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 50% coursework, 50% examination.

The module will introduce the students to the history of the U.S during its dramatic rise to industrial and international power. Beginning with the transformation of the U.S into an urban industrial civilisation at the end of the 19th Century, it ends with a review of the American position at the beginning of the 21st century. Themes include early 20th century reform, the rise to world power by 1918, prosperity and the Depression, the New Deal, war and Cold War, race relations, Vietnam, supposed decline and resurgence from Nixon to Reagan, the end of the Cold War, the Clinton Administration

Recommended Reading

Hoffman & Gjerde (eds.)

Major Problems in American History Vol II

M Jones

The Limits of Liberty

Ambrose & Brinkley

America's Rise to World Power

D Brody

American Workers in the 20th Century Vol I

AJ Badger

The New Deal

Chafe & Sitkoff (eds.)

*A History of Our Time.***HI397 Cinema and Society, 1930-1960 (Prof David Welch)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% coursework. Two essays and a short review of secondary sources totalling not more than 4000 words.

The aim of the module is to provide students with an introduction to the ways in which historians use film as evidence. It draws on a wide range of films, and stresses that they are to be understood in the context of the societies that produced them. The films themselves reflect the ways in which the national cinemas of Britain, Europe and America portrayed the world around them. The module will question the extent to which cinema, the most potent method of mass communication during this period, influenced hearts and minds by looking at films that were commercially successful and popular. In this way, students will be introduced to the use of non-literary sources as historical documents, will be taught how to interpret them and become aware of the importance of contextualising evidence within a wider framework.

Topics to be covered:

Britain and the Great War: The Battle of the Somme

Soviet cinema: Battleship Potemkin

America in Depression: Grapes of Wrath

Britain at War: In Which We Serve

America at War: Bataan

Germany at War: Titanic

The McCarthy Era: On the Waterfront

Preliminary Reading

Anthony Aldgate &

The Best of British: Cinema and Society from 1930-present

Jeffrey Richards

Thomas Schultz

Hollywood Genres

Richard Taylor

Film Propaganda, Nazi Germany and Soviet Russia

David Welch

*Propaganda and the German Cinema, 1933-1945***HI402 Politics and Culture of Nineteenth Century Russia (Dr Philip Boobbyer)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 50% coursework (2 x 2000-word essays plus seminar performance); 50% 2-hour examination.

This module focuses on the politics and culture of nineteenth century Russia. Subjects covered will include: the legacy of Napoleonic wars; the reigns of Nicholas I, Alexander II and Alexander III; Russian empire; the birth of the Russian intelligentsia; Slavophilism, populism and early Russian Marxism; the Russian literary tradition; Russian religious culture.

Preliminary Reading

Orlando Figes

Natasha's Dance

Richard Pipes

Russia under the Old Regime

David Saunders

Russia in the Age of Reaction and Reform, 1880-1881

Hugh Seton-Watson

The Russian Empire

HI403 Introduction to Military History (Dr Mark Connelly)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% Coursework

The intention of this course is twofold. First, it seeks to establish the nature of military history, and the role it plays in the modern British army. Secondly, it will explore the key themes in military history through a series of case studies. The course achieves this by concentrating on the role of ordinary soldiers, and analysing their experiences in common military scenarios in different chronological periods. The course will therefore provide a comprehensive overview of military history looking at such subjects as the role of infantry, artillery, cavalry, and logistics.

Preliminary Reading

Martin Van Creveld

Supplying War

John A. English and Bruce

On Infantry

Gudmundsson

Bruce Gudmundsson

On Artillery

John Keegan

The Face of Battle

John Keegan and Richard Holmes

Soldiers: a history of men in battle

Hew Strachan

*European Armies and the Conduct of War***HI406 Beastly Histories: Animals and Humans in the Past** (Dr Karen Jones & Dr Charlotte Sleigh)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% Coursework (x2 2,000 word essays)

Many of us recognize the maxim 'Four legs good, two legs bad' – famously advocated by Old Major the pig and bleated endlessly by sheep in George Orwell's political satire *Animal Farm* (1945). This module develops the idea of looking at the non-human as historical actors, exploring how we have used, treated, and imagined animals in the past. Starting with ancient sources on animals (Pliny and Aristotle), the module progresses through the natural-historical discoveries of the early modern period and on into recent issues of 'threatened' wildlife, cruelty to animals and Disneyfication. Emphasis will be placed largely upon European and North American examples. Visual sources – from scientific drawings and medieval bestiaries to cartoons and film – will be used extensively in our weekly seminars. Throughout, students will be challenged to think about apparently 'natural' divisions between nature and culture, issues of ethics and species protection and the roles of science and sentiment in framing our viewpoints on the non-human. In the process we will learn not only about 'the four-legged' but also a good deal about our own self-perceptions.

Preliminary Reading

Steve Baker

Picturing the Beast

Elizabeth Hanson

Animal Attractions

Karen Jones

Wolf Mountains

Harriet Ritvo

Animal Estate

Nigel Rothfels

Representing Animals

Charlotte Sleigh

*Ant***HI407 Saints, Chroniclers and the End of Time: Narrative Art in England C.1175-1300** (Dr Alixe Bovey)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 60% coursework, 40% exam. Short written reports (10%) and two essays (25% each) totalling not more than 4000 words

This module introduces students to how and why narrative images were used in medieval culture through the examinations of three important episodes in medieval English art. Beginning with the murder of Thomas Becket in Canterbury Cathedral, it examines how images were used to promote and shape his cult. Turning next to the illustrated chronicles of Matthew Paris, a monk, artist and historian, it considers how he used images to articulate his view of history. Finally, it looks at the Apocalypse manuscripts illustrated with dramatic representations the unfolding of the end of time, and asks why these books were popular with aristocratic patrons in the thirteenth century. Through these case studies, students will be introduced to a range of issues, including the role of patrons, artists and audiences in narrative images, the relationships between texts and images, and the vital importance of images to the culture of thirteenth-century England.

Topics to be covered:

The death of Becket
Images and the making of a saint
Prejudice and persuasion in Matthews ~Paris's illustrated chronicles
Narrative history and narrative images
Picturing the Apocalypse

Preliminary Reading

R.K.Emmerson and B.McGinn, eds
M.A.Michael
P.Binski

The Apocalypse in the Middle Ages (1992)
Stained Glass of Canterbury Cathedral (2004)
Becket's Crown: Art and Imagination in Gothic England 1170-1300 (2004)

HI408 Picturing the Past: An Introduction to Visual History (Dr Alixe Bovey & Dr Joe Street)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 100% Coursework (x2 2,000 word essays)

The image-saturated culture of the twenty-first century raises questions concerning the place of the visual in the past. *Picturing the Past* will cultivate an understanding of the production, representation, reception and dissemination of the visual, as well as its nature and function in cultural experience. Students will become acquainted with a wide range of visual evidences (including architecture, illuminated manuscripts, painting, sculpture, film, photography and digital imaging) and learn how to assess these media as technological and historical artefacts. Themes running through the course include the ways in which historians of different disciplines and periods use visual evidence and how they negotiate tensions between art history and its concerns, and other lines of historical inquiry. We shall also consider relationships between word and image, and examine ways of deploying visual evidence in concert with textual sources. The course consists of four units, each consisting of four lectures and accompanying seminars.

Preliminary Reading

Berger, J
Fernie, E
Freedberg, D
Haskell, F
Preziosi, D
Schirato, T. and J.Webb
Sturken, M. and C.Cartwright

Ways of seeing (London, 1972)
(ed.) *Art History and its Methods: A Critical Anthology* (London, 1995)
The power of images: Studies in the History and Theory Response (Chicago, 1991)
History and its Images (New Haven, 1993)
(ed.) *The art of Art History: A Critical Anthology* (Oxford, 1998)
Understanding the Visual (London, 2004)
Practices of Looking : An Introduction to Visual Culture (Oxford, 2001)

ITALIAN

IT301 Learning Italian 1 (Beginners) (tba)
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No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 20% coursework, 80% examination.		
<i>Contact Hours:</i> 4 weekly seminars plus 1-hour lecture per week in the Autumn Term.		

Entry requirement: 'A' Level in a Modern European Language OR Latin 'O'/GCSE.

This module is designed for students who have either no knowledge, or a basic knowledge, of Italian. Students who have studied Italian to GCSE level can also take this module as they will be expected to reach a higher level by the end of the year and will be working with more advanced material.

One of the principal aims of this module is to prepare students for degree work in Italian, even if they come to Kent with no previous knowledge of the language. It is, however, open to all students of the Faculty. The module is both an intensive instruction in the Italian language and an introduction to modern Italy.

On the language side, all aspects of Italian grammar are covered in a preliminary way, so that students can achieve competence (not merely a passive comprehension) in all types of normal modern sentence structure. The standard aimed at is thus beyond GCSE in terms of grammatical competence, though in terms of vocabulary and idiomatic experience it has to remain somewhat below 'A' level.

Although maximum possible teaching help is given, a large amount of memorising (of grammatical forms and vocabulary) is an inevitable feature. Students who choose this module should be sure that they are capable of disciplined, independent study.

Introductory Reading List

The module book to be used, which will be available on arrival at Canterbury, is:

- | | |
|-------------------------|---|
| S Branciforte, A Grassi | <i>Parliamo italiano!</i> , Boston-New York, Houghton Mifflin, 1998 |
| S Adorni, K Primorac | <i>English Grammar for Students of Italian</i> , Arnold, 1999 |

IT306 Italian Advanced: Culture & Civilisation (TBA)
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No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% coursework.		

Entry requirement: 'A' Level Italian (Intermediate/GCSE/AS Level will be considered).

The module comprises a weekly two-hour seminar devoted to exploring various aspects of Italian culture, such as regions and dialects, the history of Italian theatre, women in Italy, comics and cartoon animation, cultural trends and movements in the 20th century. Topics will be chosen in close co-operation with students who will have the opportunity to engage in personal, supervised 'research'. At the end of this course, students will have consolidated their knowledge of written and spoken Italian and become critically aware of contemporary issues concerning Italy.

Preliminary Reading

- | | |
|----------------------|--|
| AL & G Lepschy | <i>The Italian Language Today</i> , Hutchinson |
| H Hearder & D Waley | <i>A Short History of Italy</i> , C.U.P. |
| Bethment & Pelletier | <i>Italy: a Geographical Introduction</i> , Longmans |
| P Ginsborg | <i>A History of Contemporary Italy</i> , Penguin |

IT307 Italian Advanced: Texts in Context (Dr Elizabeth Schächter)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 50% coursework; 50% examination.		

Entry requirement: 'A' Level Italian (Intermediate/GCSE/AS Level will be considered).

The module is devoted to the study of three modern literary texts. The initial approach will be linguistic, concentrating on the perception and comprehension of the vocabulary, structures and register of the author in question. Discussion will broaden from this to cover the literary and cultural significance of the texts under scrutiny.

Preliminary Reading

- | | |
|-----------|------------------------------------|
| I Calvino | <i>Marcovaldo, Mondadori</i> |
| G Bassani | <i>Gli occhiali d'oro, Einaudi</i> |

IT308 Learning Italian 3 (Post ‘A’ Level) (Dr Tom Behan)

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period: Year Long</i>		
<i>Method of Assessment: 20% coursework and 80% examination.</i>		

Entry requirement: ‘A’ Level Italian (Intermediate/GCSE/AS Level will be considered)

The course comprises two elements: one hour per week devoted to translation from English into Italian and advanced grammar and one hour per week devoted to translation from Italian into English and written composition. Students will increase their linguistic competence through weekly translating exercises.

Preliminary Reading

M Silvestrini *et al*

L’italiano e l’Italia: Lingua e civiltà... italiana per stranieri (Livello Medio e Superiore, Vol. 1 and 2 (Guerra).

IT312 History of Italian Cinema: The Legacy of Neorealism (tba)
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No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period: Spring Term</i>		
<i>Method of Assessment: 100% coursework.</i>		

Entry requirement: No prior knowledge of the subject is required. Although most of the films have English subtitles a basic knowledge of Italian would be required.

Students will be introduced to the work of some of the major Italian filmmakers who contributed to Neorealism’s aesthetics and contents (Visconti, Rossellini, De Sica, Fellini, Antonioni) and those who have been inspired by them from the Fifties to the present.

The course will focus particularly on the following periods of the history of both Italian cinema and Italian society:

- The 1940s: Neorealism as a rejection of the fascist film industry (‘Telefoni bianchi’/*White Telephones* and ‘Calligrafi’/*Calligraphers*) and as a way of representing Italian society in the years between the fall of fascism and the birth of the Italian Republic.
- The legacy of Neorealism in the Fifties and Sixties: The so-called Pink Neorealism in the years of ‘Ricostruzione’ (Reconstruction) and Cold War - Expectations and disillusion of the ‘economic miracle’ – The *auteur* cinema - The historical film and the cinema of ‘impegno civile’ – The comedy Italian style.
- The ‘black-out’ of the Seventies and the so-called ‘renaissance’ of the Eighties with a new generation of filmmakers in the light of the Neorealist legacy: Moretti, Mazzacurati, Luchetti, Calopresti, Tognazzi who have worked on new perceptions and representations of issues such as: the new role of man and woman, immigration and new ethnic identities, south/north divide, State institutions, family bonds and friendship, the elderly, “memoria storica collettiva e individuale”

Filmography will include works by film directors such as: Visconti, Rossellini, De Sica, Antonioni, Fellini, Monicelli, Risi, Rosi, Bertolucci, Pasolini, Fratelli Taviani, Moretti, Amelio, Tognazzi, Troisi, Mazzacurati, Calopresti.

Preliminary Reading

P Ginsborg

A History of Contemporary Italy. Society and Politics 1943-1988, Penguin, 1990

Z Baranski & R Lumley (eds.)

Culture and Conflict in Postwar Italy, MacMillan, 1990

D Forgacs & R Lumley (eds.)

Italian Cultural Studies. An Introduction, Oxford University Press, 1996

M Liehm

Passion and Defiance. Film in Italy from 1942 to the Present, University of California Press, 1984

M Marcus

Italian Film in the Light of Neorealism, University of California Press

P Sorlin

Italian National Cinema 1896-1996, Routledge, 1996

HISPANIC STUDIES

LS300 Learning Spanish 3A (Post 'A' Level) (Dr William Rowlandson)

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 20% coursework, 80% examination. The examination consists of one three-hour paper, an oral test, and a listening comprehension test. <i>Contact Hours:</i> 60		

Entry requirements: 'A' or 'AS' level Spanish, or equivalent.

This module is intended for students who have attained the equivalent of an 'A' Level pass in Spanish. The main aims of the module are: to consolidate and expand knowledge of the grammar and structure of the language, and to promote a high level of skill in speaking, listening, reading and writing. The course also aims to increase your awareness of the history and culture of Spain through the study of appropriate texts. There are three one-hour seminars each week.

The course book which is available in the university bookshop is:
John England & Nuria González Oliver *Pasaporte al mundo hispano*

Native/near-native speakers taking a four-year degree which includes Spanish will normally be exempt from this module. If you think you belong to this category, please choose an alternative module and contact the Spanish Section as soon as possible at the beginning of term.

LS302 Intensive Learning Spanish 1 (Beginners) (Dr William Rowlandson & Dr Montserrat Roser i Puig (Autumn) & Dr Jane Lavery (Spring))

No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 20% coursework, 80% 3-hour examination plus an oral test, and a listening comprehension test.		

This is an intensive module in Spanish for students who have no or very little knowledge of the language. It is also suitable for those who have taken a GCSE in Spanish, as by the end of the course the level attained will be higher than this (students wishing to proceed with Spanish in their second year will join a Post 'A' Level group). The emphasis in this course is on acquiring a sound knowledge of the structure of the language while developing the four main skills: speaking, listening, reading and writing.

Please note that this is a very intensive course. If you have little language learning experience, you may find the pace too fast. The course is intended primarily as part of a two-year option for students needing to spend their third year in Spain. There are four one-hour classes each week: one grammar lecture and three language seminars. Regular written work will be required throughout the year.

The course books which will be available from the university bookshop are:
Lourdes Miguel López & Neus Saus *Rápido (curso intensivo de Español)*, Difusiou, S.L. Barcelona, 1994
H Ramsden *An Essential Course in Modern Spanish*, Thomas Nelson & Sons Ltd, 1985

LS303 The Modern Spanish Novel in Translation (Dr Antonio Lázaro Reboll)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% coursework. <i>Contact Hours:</i> 20		

Entry requirement: No knowledge of Spanish is required.

Exemption: Not to be taken as core module by Spanish joint honours students in LS300 Spanish: Post 'A' Level

This module is an introduction to the modern Spanish novel from about 1870 to the present day. The aim is to examine a series of texts in the context of the society which produced them. This will involve detailed study of the texts and consideration of the important changes which took place in Spain towards the end of the last century, and before and after the Civil War in the 20th century. The texts will be studied in English translation - although those with a knowledge of Spanish will be encouraged to read the originals. This module is offered as a 'wild' module and is available to all students.

Required Reading

Benito Pérez Galdós	<i>That Bringas Woman</i>
Miguel de Unamuno	<i>Abel Sánchez</i>
Ramón J Sender	<i>Requiem for a Spanish Peasant</i>
Carmen Martín Gaité	<i>The Back Room</i>

LS304 The Modern Spanish Theatre (in Translation) (Dr Monserrat Roser-i-Puig)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 50% coursework, 50% examination. *Contact Hours:* 20**Entry requirement:** No knowledge of Spanish is required

It is the aim of this module to study a selection of works by some of the major Spanish playwrights of this century in order to build a picture of the main developments that have taken place. Apart from discussing each play we shall analyse the role and purpose of the playwright according to his particular position within the Spanish context. We shall examine the characteristics in each work which may be attributed to the ideological conflicts arisen before, during and after the Civil War and devote particular attention to the study of the effects produced by the use of censorship during the dictatorial period and by its lifting after Franco's death.

Required Reading

José Zorrilla

The Real Don Juan

Ramón del Valle-Inclán

Bohemian Lights

George, D and London, J. (eds.)

Modern Catalan Plays

Fernando Arrabal

*The Architect of the Emperor of Assyria***LS308 The Modern Spanish-American Short Story in Translation** (Dr Jane Lavery)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 100% coursework. *Contact hours:* 20**Entry requirement:** Knowledge of Spanish not a pre requisite

This course offers an introduction to the history and culture of Spanish America through a reading of short stories from different regions. Links are made between political events and circumstances, such as the Mexican Revolution or "la violencia" in Colombia, and cultural genres, such as Social and Magical Realism, in order to highlight how different writers explore key issues affecting their countries. The course begins by outlining common themes in Spanish-American literature, such as the experience of colonialism, independence *indigenismo*, and *mestizaje*, and the question of identity in a post-colonial context. It then focuses on individual short stories and assesses the ways in which they communicate these themes.

Required Reading

Juan Rulfo

El llano en llamas/The Burning Plain

Mario Vargas Llosa

Los jefes/Los cachorros The leaders/ The Pups

Gabriel García Márquez

Los funerales de la Mamá Grande/ The Funerals of Big Mama

Julio Cortázar

*Las armas secretas/ The Secret Weapons***LS310 Learning Catalan 1A** (Mr Jaume Silvestre Llinares)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% coursework. *Contact Hours:* 30

The main aims of this module are: to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment), to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters and to describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. The content element of this module will enhance the understanding of Spanish and European culture acquired by students in other modules.

This module will be of particular interest to any students wishing to widen their knowledge in Romance languages and to those intending to spend time in the Catalan countries. It will complement the LS515/LS538 *Catalan Culture* module in Stage 2 by providing a chance to develop Catalan language skills. There are three class contact hours each week: 1 lecture, 1 seminar and 1 oral class.

The set text for this modules is:

Dolors Badia

Llengua catalana. Nivell llindar 1, Vic: Edicions l'Alber, 1997-1998*Quadern de treball* available from the Section Secretary in Cornwallis Northwest Room 111.Not recommended for students in LS302 *Spanish Beginners*.

LS311 Learning Catalan 1B (Mr Jaume Silvestre Llinares)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 100%coursework. *Contact hours:* 30

The main aims of this module are: to develop the basic skills learnt in *ab initio* Catalan with special emphasis on reading and understanding, to deal with most situations likely to arise whilst travelling in the Catalan speaking countries, to understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation and to use Catalan criticism as reference material in content courses.

This module will be particularly good for any students interested in widening their knowledge in Romance languages and for those intending to spend time in the Catalan countries. It will complement the LS515/LS538 Catalan Culture module in Stage 2, by providing a chance to develop Catalan Language skills and to use Catalan criticism in essay writing and class presentations. The latter will widen student's ability to draw from a wider range of ideas which they can use in their content courses in Spanish and other subjects. There are three class contact hours each week: 1 lecture, 1 seminar and 1 oral class.

The set text for this modules is:

Dolors Badia

Llengua catalana. Nivell llinar 2, Vic: Edicions l'Alber, 1997-1998

Quadern de treball available from the Section Secretary in Cornwallis Northwest Room 111.

Not recommended for students in LS302 *Spanish Beginners*.

LS313 Introduction to Hispanic Culture (Dr William Rowlandson and Dr Montserrat Roser i Puig)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100%coursework: 25% 1 x 1000-word Critical Analysis, 50% 1 x 2000-word Essay, 25% Group Presentation. *Contact hours:* 20

For details, see **LS312**.

LS312 Introduction to Hispanic Culture (Dr Jane Lavery & Dr William Rowlandson)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 100%coursework: 25% 1 x 1000-word Critical Analysis, 50% 1 x 2000-word Essay, 25% Group Presentation. *Contact hours:* 20

This module aims to help you develop an appreciation of the key stages in the development of modern Spanish and Spanish American culture by examining them in their social, political and historical context. At the same time you will be able to improve your analytical powers and communicative skills to enhance your personal development in preparation for Part II and your year abroad, if this is part of your programme.

You will gain a sound basic knowledge of key figures and events in Spanish and Spanish American history from the Middle Ages to the end of the 20th century, and an understanding of the key factors influencing social and political change during this period. This will allow you to place social, political and artistic events in a historical context, and to make an informed response to, and evaluate critically, a range of texts and topics representative of the main historical and cultural movements in Spain and Spanish America.

The key periods covered are:

- The emergence of the Spanish nation (711 – 1492)
- The Spanish Golden Age
- The emergence of Spanish America (1492 – 1812)
- 19th Century Spain & the end of the Empire
- Spanish America: the way to Independence (1812 – 1898)
- Spain from 1898 to the Civil War
- Spain under Franco (1936 –1975)
- Spanish America in the XX (1898 – 1975)
- Transition to a Modern Spain (1975 – 2000)
- Modern Spanish America (1975 – 2000)

Background reading:

Catherine Davies

Hispanic Studies. The Essential Companion, Arnold, 2002

LS314 Learning Spanish 1A (Dr William Rowlandson)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% coursework*Contact Hours:* 20

This programme will be intended for students from any discipline at the University of Kent who wish to learn Spanish from scratch as a wild-module. It will also permit them to carry on to the Spanish for University Use in the Winter term and can also lead to students taking the Intermediate Spanish course the following year if desired. The students will be taught basic grammatical principles, taught to write short composition, use spoken Spanish, answer simple practical questions, carry out aural tasks and do short translations. By the end of the course students will be able to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping), to communicate in simple tasks requiring a simple and direct exchange of information on familiar matters. The student will be able to describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. This course will be of particular interest to any students wishing to widen their knowledge of Romance languages and culture and to those intending to spend time in Spanish speaking countries.

*Preliminary Reading*Derek Utley, *España Viva* (BBC, 2003) – Coursework bookDerek Utley, *España Viva Activity Book* (BBC) – Students exercise bookDerek Utley, *España Viva* (BBC, 2003) – Audio CDS**LS315 Learning Spanish 1B (Dr Antonio Lázaro Reboll)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 100% coursework*Contact Hours:* 20

This programme will be intended for students from any discipline at the University of Kent who wish to learn Spanish. The student must have completed Spanish *ab initio* or have an equivalent knowledge of Spanish to this course. It will also permit them to carry on to the Spanish Intermediate course. The student will learn basic Spanish, at a non-specialist level. The student will be taught basic grammatical principles, taught to write short compositions, use spoken Spanish, answer simple practical questions and do short translations. By the end of the course students will be able to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic local geography, employment), to communicate in tasks requiring a direct exchange of information on familiar and routine matters. The student will be able to describe aspects of his/her background, immediate environment and matters in areas of immediate need. The student will also be able to consolidate basic grammar, aural and written skills. This course will be of particular interest to any students wishing to widen their knowledge of Romance languages and culture and to those intending to spend time in Spanish-speaking countries.

*Preliminary Reading*Derek Utley, *España Viva* (BBC, 2003) – Coursework bookDerek Utley, *España Viva Activity Book* (BBC, 2003) – Students exercise bookDerek Utley, *España Viva* (BBC, 2003) – Audio CDS**LS316 Learning Spanish 2A (Dr Montserrat Roser i Puig)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn Term*Method of Assessment:* 100% coursework*Contact Hours:* 20

The student must have completed Spanish *ab initio* and Spanish for University Use or have an equivalent knowledge of Spanish for this course. This course is for students not intending to take a year abroad in their third year in a Spanish speaking country. Students will consolidate their knowledge of Spanish and improve reading, aural and understanding skills. Students will develop the skills learnt in the Spanish Intermediate course so that by the end of the course they can progress to active communicative competence in Spanish and to develop aural skills and develop written expressive competence in Spanish through advanced study of Spanish syntax and grammar structures. The student will also develop reading speed, fluency and oral accuracy, and the ability to interpret complex specialised Spanish texts over a wide range of registers and genres, including technical discussions in his/her field of specialisation. This student will develop translation skills and acquire and thematic framework for language study by analysing texts related to cultural and socio-linguistic Spanish issues. This course will be of particular interest to any students wishing to widen their knowledge of Romance languages and culture and to those intending to spend time in Spanish-speaking countries.

*Preliminary Reading*A Sanchez, Cumbre. *Nivel medio Libro del alumno* (Madrid, SGEL) – Coursework book

A Sanchez, Cumbre. *Nivel medio Libro del alumno* (Madrid, SGEL) – Students exercise book
A Sanchez, Cumbre. *Nivel medio Libro del alumno* (Madrid, SGEL) – Audio CDS / Tapes

LS317 Learning Spanish 2B (Dr Jane Lavery)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
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Teaching Period: Spring Term

Method of Assessment: 100% coursework

Contact Hours: 20

This programme will be intended for students from any discipline at the University of Kent who wish to do a Spanish wild-module at post intermediate level. This post intermediate course will be a follow-on course from Spanish Intermediate. It can also lead to the student taking the Intermediate Spanish Post-'A' Level course the following year if desired. Students will consolidate their knowledge of Spanish. This course aims at improving the student's reading and understanding skills. Students will develop the skills learnt in areas of environmental concern/ Social relevance and develop aural skills. The student will learn how to debate in a competent manner views on material of academic interest and perfect writing skills in Spanish by writing on themes of academic interest. The student will enhance active communicative competence in Spanish and further develop written expressive competence in Spanish through advanced study of Spanish syntax and grammar structures. The student will further develop reading speed, fluency and oral accuracy, and ability to interpret complex specialised Spanish texts over a wide range of registers and genres, including technical discussions in his/her field of specialisation. The student will also further develop a thematic framework for language study by analysing texts related to cultural and socio-linguistic Spanish issues. This course will be of particular interest to any students wishing to widen their knowledge of Romance languages and culture and to those intending to spend time in Spanish-speaking countries.

Preliminary Reading

A Sanchez, Cumbre. *Nivel medio. Libro del alumno* (Madrid, SGEL) – Coursework book

A Sanchez, Cumbre. *Nivel medio. Libro del alumno* (Madrid, SGEL) – Students exercise book

A Sanchez, Cumbre. *Nivel medio. Libro del alumno* (Madrid, SGEL) – Audio CDS / Tapes

LAW

LW304 Obligations I (Mr John Wightman)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 10% coursework (3 essays) and 90% written examination.

Contact Hours: Lectures - 40 hours approximately, Seminars - 20 hours approximately

THIS MODULE IS RESTRICTED TO STUDENTS TAKING LAW DEGREES

This module will focus primarily on the law of contract, although some aspects of tort law will be referred to at appropriate points. The module is designed to foster a secure grasp of the conceptual framework of contract law as well as confidence and competence in the handling of detailed analysis of cases and statutes. Thus the module will mainly be concerned with a black letter understanding of the law - an essentially descriptive understanding of the content of the rules. But another thread in the module is the exploration of ideas about contract law - about such things as its origin, moral basis, functioning in reality - which are sometimes lumped together under the label of 'contract theory'.

Introductory Reading:

J N Adams and R Brownsword

Understanding Contract Law, Sweet & Maxwell, 3rd ed., 2000

LW307 A Critical Introduction to Law (Dr Stephen Pethick)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Period 1& 2

Method of Assessment: 80% coursework (2 essay plans and 2 essays), 20% seminar participation.

Contact Hours: Lectures - 20 hours approximately, Seminars - 10 hours approximately.

This module investigates the nature of law itself. The thesis of the module is that conceptions of law are a product of society, and that different cultures produce different conceptions of law. Principal theories about the nature of law are examined, each one being located and explained in terms of the wider culture of which it is a part. The aim is finally to consider critically our own conception of law, and to come to see it as contingent upon our culture.

Introductory Reading:

MDA Freenman

Lloyd's Introduction to Jurisprudence, 6th ed., Sweet and Maxwell, 1994

JAG Griffith

The Politics of the Judiciary, Fontana, 1998

I Grigg-Spall and P Ireland

The Critical Lawyer's Handbook, Pluto, 1992

W Mansell, B Meteyard and

A Critical Introduction to Law, Cavendish, 2nd ed., 1999

A Thomson

LW503 Constitutional and Administrative Law (Mr Sebastian Payne)

No of Credits: 30

Credit Level: I

ECTS Credits: 15

Teaching Period: Period 1& 2

Method of Assessment: 10% coursework (2 essays) and 90% written examination.

Contact Hours: Lectures - 40 hours approximately, Seminars - 20 hours approximately

THIS MODULE IS RESTRICTED TO STUDENTS TAKING LAW DEGREES

This module has three main parts:

1. Constitutional Law. This part of the module examines the law, rules, customs and conventions that regulate the nature of political life in the United Kingdom, in particular: Parliament; the legislative process; the powers of the executive and the relations between the component parts of government (Executive, Legislature and Judiciary). Also considered are the main theories that influence the constitutional arrangements of the United Kingdom, namely, the rule of law, parliamentary sovereignty and the nature of the Crown. The impact of the European Union and its laws upon the United Kingdom are considered too.

2. Administrative Law. This part of the module examines the regulation and control of the decisions of public bodies with special reference to judicial review. In addition to judicial review other elements that influence the decision making process of public bodies are considered such as policy making and regulatory frameworks set up to supervise areas of public activity including the previously nationalised industries. The role of the various ombudsmen is considered. Likewise, a brief examination of the Tribunal system is made.
3. Civil Liberties and individual rights. This aspect of the module encompasses both constitutional and administrative law. The concepts of “liberties” and “rights” are analysed and their respective roles in the legal order are considered. The Human Rights Act 1998 is examined with regard to both its structure and likely impact on domestic law. The European Convention on Human Rights is examined with regard to its institutional structure and some of the rights enshrined in the Convention.

Introductory Reading:

G Robertson

Freedom, The Individual and The Law, Penguin, 8th ed., 2001

Course Books:

AW Bradley & KD Ewing

Constitutional and Administrative Law, Longman, 13th ed., 2002

M Allen & B Thompson

Cases and Materials on Constitutional & Administrative Law, Blackstone, 7th ed., 2002

ENGLISH LANGUAGE STUDIES

LZ316 Spoken English (Dr Michael Hughes)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% coursework: phonetic transcription assessment (30%); mixed features assessment (60%); class participation (10%)		

In this module your awareness of everyday spoken English will be raised. You will learn how we articulate individual sounds and how these are joined to make words and then connected to make continuous speech. You will also consider the features of English pronunciation which you may not notice but which are part of the way we talk. We will also consider the features of some regional and social accents and what makes them distinctive. In addition, we will consider how we stress parts of words and words in sentences to convey meaning; how we use the rise and fall of sounds to add meaning. There will be an opportunity to analyse all of these features in samples from television and films. Teaching will be through mini-lectures, seminars, demonstrations and workshops.

Preliminary Reading

Patricia Ashby *Speech Sounds*, Routledge, 1995
 Beverley Collins and Inger M Mees *Practical Phonetics and Phonology: A Reseouse Books for Students*, Routledge, 2003

LZ321 The Basics of English Language Teaching (Ms Jane Short)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% coursework: 2 timed written exams, 2 hours, (40%) Week 6, 1 portfolio 1500 words (40%) Week 11, participation in all class activities, 20% (Assessed in Week 12).		
<i>Contact Hours:</i> 1 lecture (1 hour), 1 seminar (1 hour) a week. Students will be expected to dedicate 8 hours weekly to private study and preparation for classroom activities.		

This module is a non-core option, offering students a general grounding in the history of English language teaching and the evolution of language teaching methods. Students will have the opportunity to study the English language teaching and learning process and to become aware of the basic strategies and techniques for teaching the four language skills.

Preliminary Reading

JC Richards & TS Rodgers *Approaches and Methods in Language Teaching*, 2nd ed., CUP, 2001
 APR Howatt & H G Widdowson 2004, A History of ELT. Chapt 12.
 Lightbown, P & N Spada *How Languages are learned*, 1999.

LZ322 Listening to Spoken Language (Nichola Schmidt-Renfree)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% coursework: 2500 word essay 50%, 2 reports total 1500 words 25% each		

This module investigates how people make sense of what they hear. It looks at people's ability to listen, the filtering out process in listening, and the process of filling in sounds and words that we do not actually hear. It examines the reasons why people might be 'slower' listening in another language even when they understand all the words that have been said. Students will be asked to collect data and analyse samples of spoken interaction.

Preliminary Reading

Paul Donoghue *Are you really listening: keys to successful communication*, (Sorin Books, USA, 2005)
 John Fist *Introduction to communication studies* 2nd edition , Routledge, UK, 1990
 John Flowerdew & Lindsay Miller *Second language listening: theory & practice* , Cambridge University Press, 2005
 Owen Hargie & David Dickson *Can't get through: 8 barriers to communication*, Pelican Publishing, USA, 2003
 Dennis Kratz & *Effective listening skills* , Irwin Professional Publishers, USA, 1995
 Abby Robinson Kratz
 Joh Ryalls *A basic introduction to speech perception* , Singular Press, 1996

LZ323 Tackling Text: Approaching Style (Ms Nancy Gaffield)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% coursework: 3 practical assignments due on Friday of Week 5 (30%); Week 8 (30%); Week 12 (30%); and (10%) seminar performance.		
<i>Contact hours:</i> 1 lecture (1 hour) and 1 seminar (1 hour) a week		

This module examines the way literary effects are created through language by providing you with a precise vocabulary for describing and analysing the language of literature through a sub-field of linguistics known as 'stylistics'. Stylistic analysis is empowering, as it not only helps us to account for the mechanisms which prompt the effects we as readers discern, but also it helps us to appreciate craft, which is equally useful in the production of writing. We will primarily concentrate on short texts; poems, short stories and extracts.

Preliminary Reading

J Joyce	<i>Dubliners</i> , Penguin, 2000
M Montgomery, A Durant, N Fabb, T Furniss and S Mills	<i>Ways of Reading</i> , Routledge, 2002
M Toolan	<i>Language in Literature</i> , Arnold, 2004
P Simpson	<i>Stylistics</i> , Routledge, 2004
G Leech, M Deuchar and R Hoogenraad	<i>English Grammar for Today</i> , 2 nd edition, Macmillan, 2006

LZ324 Tackling Text: Explaining Style (Ms Nancy Gaffield)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% coursework: 2 in-class critical commentaries (20% each) in Weeks 16-19; an essay of 2,500 words (40%) due in week 24, seminar participation (20%)		
<i>Contact hours:</i> 1 lecture (1 hour) and 1 seminar (1 hour) a week		

The module extends your skill in critical analysis by highlighting and explaining linguistic features in the creation of meaning and effect by focusing on close reading of texts in the light of theoretical and methodological material explored in the lectures. You will be encouraged to produce your own analyses of literary texts with reference to specific stylistic features such as speech acts, turn-taking and politeness in drama text; sound patterning and figurative language in poetry; and point of view and speech and thought presentation in prose fiction.

Preliminary Reading

C Churchill	<i>Top Girls</i> , Methuen Student Edition, 1991
K Ishiguro	<i>Remains of the Day</i> , Penguin, 2000
M Toolan	<i>Language in Literature</i> , Arnold, 2004
P Simpson	<i>Stylistics</i> , Routledge, 2004
G Leech, M Deuchar and R Hoogenraad	<i>English Grammar for Today</i> , 2 nd edition, Macmillan, 2006

LZ325 Global Communication 1: English as a World Language (Dr Michael Hughes)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% coursework		

In this module the spread of English language as part of the phenomenon of globalisation will be considered both from historical and contemporary standpoints. The development of American English and its range and varieties will be presented and discussed, as well as its characteristics and influence. Other non-British and British varieties will be introduced and analysed to illustrate the richness and diversity of the language which dominates the world.

Preliminary Reading

M Bragg	<i>The Adventure of English</i> , Hodder and Stoughton, 2003
D Crystal	<i>English as a Global Language</i> , CUP, 2003

LZ327 Understanding Language (Ms Nicola Schmidt-Renfree)

No of Credits: 15	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% coursework: 2 essays (each 50%)		

This module introduces students to current theories in pragmatics and discourse analysis and explores how people derive meaning from language, how we 'know' that the utterance "colourless green ideas" has no meaning, how we use our utterances to influence others both directly and indirectly, how our choice of language can indirectly demonstrate our position of power in a relationship and /or our attitude to the other person, and how we use language to be co-operative or conflictive. Students will be asked to collect data and conduct their own research to test out the theories they study.

Preliminary Reading

A Bloomer, P Griffiths & A.J.Merrison	<i>Introducing Language in use</i> Routledge 2005
P Grundy	<i>Doing Pragmatics</i> 2 nd edition Arnold 2000
A Jaworski & N Coupland (eds.)	<i>The Discourse Reader</i> , Routledge 1999
R Warhough	<i>An Introduction to Linguistics</i> , Blackwell, 1998

LZ328 Looking at Language (Dr John Partridge)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 100% coursework		

This course introduces you to central questions in the study of language and languages:

- Where do languages come from?
- How does language work?
- How and why are some languages similar, and how and why are some languages different?>
- How and why do languages change?

In approaching these issues you will be given some of the basic tools necessary for language study: an understanding of language itself, of how languages relate to each other and to society, of how the sounds and structures of language function and of the essentials of language change. Teaching is by lecture, seminar and workshops, and will also involve research work on the internet. You will learn basic techniques of linguistic analysis and apply them to modern European language and some 'exotic' languages.

Recommended Reading

VA Fromkin, R Rodman & N Hyams	<i>An Introduction to Language</i> , Thomson & Heinle, 2003
J Lyons	<i>Language and Linguistics</i> , CUP, Cambridge, 1981
S Pinker	<i>The Language Instinct</i> , Harmondsworth, Penguin, 1995
J Aitchison	<i>The Articulate Mammal</i> , Unwin Hyman, London * Boston, 1989
J Aitchison	<i>Language Change: Progress or Decay?</i> CUP, Cambridge, 1991, reprinted 1994

PHYSICS

PH307 Disasters (TBA)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
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Teaching Period: Autumn Term

Method of Assessment: 100% coursework. Two essays – each is 4,000 words and count 50% to the final mark

Teaching pattern: each week each student will attend one (one hour) lecture and one (one hour) supervision.

Hurricanes, volcano eruptions, earthquakes, shipping disasters, stock market crashes, viruses crashing important servers world-wide and the Chernobyl explosion are all topics which can partly be understood from a scientific viewpoint. In a fairly clear sense, they represent situations in which the usual smooth-running laws of science breakdown (perhaps in the way that wars represent a breakdown in the usual diplomatic relations between states), but in recent years methods have been developed which give some insight into catastrophic events. This module will cover a number of phenomena, many of them well known and well publicised giving a clear account of each and discussing the scientific, technical and human contributions to the disaster. The module is given by physicists and chemists but the general tone and language is not at all technical. The questions we shall ask are: How are these disasters caused? Are they avoidable? What is their impact on human society? The module will be structured on a number of case studies, illustrating very different features by searching for common elements. This course includes a lecture on the general theme of the limitations of “scientific” evidence.

Introductory Reading

JWN Sullivan

Leo Tolstoy

Nevil Shute

Limitations of Science (QC21)

War and Peace, (epilogue) (PS 3366. V6)

Sliderule, Heinemann, 1956

PHILOSOPHY

PL300 Self and Society (Dr Simon Kirchin)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 100% coursework (90% 2 essays; 10% seminar performance).

The focus of this module is on the idea of rights. Many contemporary moral issues are discussed in terms of rights and this course offers both a theoretical investigation of the nature of rights and an account of how appeals to rights feature in moral debate and argument. The main views of the nature of rights claims are canvassed and the idea that rights can be viewed as "natural" is analysed. Who or what can be the bearer of rights is discussed, as is the question of how one might resolve conflicts between rights claims when these conflicts emerge.

The theoretical issues will be illuminated by looking at rights talk in action in contemporary moral debate. Topics include the right to private property, to free speech, animal rights, the right of states to wage war in self-defence, and whether the moral problem of abortion is best viewed in terms of a conflict of rights.

Overall the aim of the module is to introduce students to basic questions of moral and political philosophy through an examination of controversial moral issues.

The module PL303 *Introduction to Philosophy: Ethics*, in Spring Term, is recommended as likely to be of interest to students who have taken this module.

Lecture topics will include: the nature of rights; natural rights; rights bearers; conflicts of rights; the right to private property; animal rights; freedom of expression; the problem of abortion; just war theory.

Introductory Reading

Joel Feinberg

Social Philosophy

Please note that this is suggested only as optional preliminary reading; it is not a set text for the module, which will make use of available materials for basic reading.

PL302 Introduction to Philosophy: Knowledge and Metaphysics (Mr Robin Taylor)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 100% coursework (90% 2 essays; 10% seminar performance).

This module is available as a wild module, please use code PL312.

This module begins with an examination of René Descartes' *Meditations on First Philosophy*. These not only provide a comprehensive picture of Descartes' philosophical system but also constitute an admirable introduction to several of the fundamental problems of philosophy. The writings of contemporary philosophers will also be used in the study of these problems, notably:

The Problem of Knowledge (what can I know, and how?)

The Mind-Body Problem (how is my mind related to my body? Is my mind - as Descartes believed - quite distinct from my body? or am I merely a physical organism of an especially complex type?)

The Problem of Freedom and Determinism (Are all human actions the inevitable effects of prior causes? If so, does this mean that we never act freely?)

This is a one-unit module, to be taken in Autumn Term. The module PL303: *Introduction to Philosophy: Ethics* in Spring Term is recommended as a useful complement to this module while PL305: *Existentialism* takes up some of the issues from a particular perspective.

Lecture Topics will include the following:

Descartes on doubt and certainty; Mind/Body Dualism; Descartes' Rationalism;

Empiricism - Hume's Legacy; Idealism and Phenomenalism;

Materialism and Physicalism; Determinism and The Problem of Free Will

Introductory Reading List

Thomas Nagel
René Descartes
John Hospers
John Searle

What does it all mean?
Meditations on First Philosophy
An Introduction to Philosophical Analysis (4th ed.)
Minds, Brains and Science

PL303 Introduction to Philosophy: Ethics (Dr Simon Kirchin)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring Term

Method of Assessment: 50% coursework (40% 1 essay; 10% seminar performance) and 50% examination.

This module is available as a wild course, please use code PL313.

Through a combination of classic and contemporary texts the module aims to introduce students to the area of philosophy known as 'ethics' or 'moral philosophy'. It deals with questions about the relation of morality to religion, about whether there are 'objective values' and whether rational argument can arrive at any 'right answers' to moral dilemmas, and about whether values are grounded in a universal human nature or are relative to different societies and cultures. Philosophers to be studied will include Plato, David Hume, Immanuel Kant and John Stuart Mill.

At the end of the module students should have a broad overview of this area of philosophy, an acquaintance with its basic concepts, and the ability to assess critically the kinds of reasons that might be adduced in support of moral judgements and conclusions.

Teaching will take the form of a weekly one-hour lecture and regular seminars.

Lecture topics will include the following:

Ethics and the good life; ethics and religion; ethics and evolution; ethical and cultural relativism; the 'objectivity' of values; emotivism; rationalism; utilitarianism; consequentialism and absolutism.

Introductory Reading List

Plato *Gorgias*, Penguin

The basic text for the module is:

Peter Singer (ed.) *Ethics*, Oxford University Press

PL305 Existentialism (Professor Sean Sayers)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring Term

Method of Assessment: 50% coursework (40% essay, 10% seminar performance) and 50% examination.

Existentialism is a philosophical and literary tradition which emphasises subjectivity, choice and freedom, and the problems these pose for individual existence. While it is not a clearly defined movement, its central ideas and themes have had a major impact on modern moral, religious and political thought, as well as on modern European literature. In this module we study existentialist ideas as they are expressed in both philosophical and literary forms, with particular focus on issues of freedom and values and the concept of authenticity. Teaching will be by weekly lecture and seminar.

Lecture Topics will normally include:

Sartre	Freedom, values and 'bad faith'
Kierkegaard	Fear and Trembling
Nietzsche	Twilight of the Idols
Dostoevsky	The Grand Inquisitor
Gide	The Immoralist
Camus	The Outsider

Preliminary Reading

Jean-Paul Sartre	<i>Existentialism and Humanism</i>
David E Cooper	<i>Existentialism</i>
Jacob Golomb	<i>In Search of Authenticity</i>

PL310 Philosophical Thinking (Dr Edward Harcourt)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring Term

Method of Assessment: 100% coursework (two in-class assignments for 40% each, seminar performance 20%).

This module is available as a wild course, please use code PL314.

This module is compulsory for all Single and Joint Honours Philosophy students

Since Plato's Dialogues, it has been part of philosophical enquiry to consider philosophical questions using logic and common sense alone. This module aims to train students to continue in that tradition. In the first part students will be introduced to basic themes in introductory logic and critical thinking. In the second part students will be presented with a problem each week in the form of a short argument, question, or philosophical puzzle and will be asked to think about it without consulting the literature. The problem, and students' responses to it, will then form the basis of a structured discussion. By the end of the module, students (a) will have acquired a basic logical vocabulary and techniques for the evaluation of arguments; (b) will have practised applying these techniques to selected philosophical topics; and (c) will have acquired the ability to look at new claims or problems and to apply their newly acquired argumentative and critical skills in order to generate philosophical discussions of them.

It will be taught through a combination of lectures and seminars in the first half of the term, and seminars only in the second half of the term.

Preliminary Reading

Robin Taylor

'Logical Literacy' in *Handbook of Philosophical and Logical Terms* on UKC Philosophy website

PL311 Ideas in the Arts: Aesthetics, Truth and Meaning (Professor Richard Norman)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 100% coursework. (90% 2 in-class assignments; 10% seminar performance)

In this module we will be focusing on philosophical questions about literature, the visual and performed arts and music. What is art? What is it to appreciate and understand art? How can we talk of the truth, form or meaning of a work when there is room for scepticism about our very capacity to know that we have understood it? Are 'readings' a matter of our culturally and personally determined tastes? Can artists' intentions offer a secure anchorage or only the illusion of one?

This module will approach these questions in the knowledge that, while traditional to philosophical aesthetics, they are live questions in the production and reception of contemporary art and bones of contention in literary theory and in the study of music, film, the pictorial arts and theatre. The module will therefore be suited both to students interested in Philosophy and to students seeking to explore the foundation of other disciplines in the Humanities.

Lecture topics will include the following: Art as representation; Art as expression; Art as form; The problem of interpretation; Critical evaluation; Art, morality and truth. Teaching will take the form of a weekly one-hour lecture and a weekly one-hour seminar.

The basic text will be Anne Sheppard, *Aesthetics* (Oxford University Press).

Literary texts to be studied:

Leo Tolstoy

The Death of Ivan Illych

Henry James

The Turn of the Screw

Samuel Beckett

Waiting for Godot

POLITICS

PO304 British Government and Politics (Dr Ben Seyd)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Spring

Method of Assessment: 50% coursework (1 essay of 2000 – 2500 words (30%) 1 oral presentation (10-15 minutes) (20%); 50% 2 hr written examination.

Contact Hours: 1-hour lecture and 1-hour seminar per week

This module gives students an introduction to the British politics, it analyses the design and operation of Britain's key political institutions, focusing on the extent to which they provide for accountable and representative government. Questions addressed in individual weeks include: How do citizens make their demands known to policy makers? Is political participation in decline? How do different electoral systems in Britain translate citizen demands into political outcomes? To what extent are British political parties responsive bodies? How far does Parliament provide effective scrutiny of governments? Has the devolution of power to Scotland, Wales and London improved democracy in Britain? What role do the courts now play in British Politics?

The module analyses the British political system as an example of the 'Westminster model', focusing on the benefits and drawbacks of this model for accountable and representative outcomes. The course will also consider how far recent changes in government, and the constitutional reforms introduced since 1997, mean that Britain is not longer a true 'Westminster' system.

Preliminary Reading

I Budge et al

The New British Politics, 2nd ed. , Harlow: Pearson, 2001

J Fisher et al (eds.)

Central Debates in British Politics , Harlow: Pearson, 2003

D Richards & MJ Smith

Governance and the Public Policy in the UK, Oxford: Oxford University Press

PO305 International History and International Relations (Professor Andrew Williams)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 50% coursework, 50% 2 hr written examination

Contact Hours: 1 hour lecture and 1 hour seminar per week

The module will explore some key themes of international history and explore how they may be of use to the student of international relations. We will also examine some areas of diplomatic history, the history of ideas and other forms of historical reflection to see how they can illuminate some of the key debates in current IR theory. The module aims to show how some key themes of IR practice and theory have been informed by historical scholarship and how we might benefit by thinking in a more historical way.

Preliminary Reading:

Mark Mazower

Dark Continent: Europe's Twentieth Century, Penguin, 1998

JM Roberts

Twentieth Century: A History of the World 1901 to the Present, Penguin, 1999

PM Bell

The World Since 1945: An International History, London, Arnold, 2001

Eric Hobsbawm

The Age of Extremes: The Short Twentieth Century, 1914 - 1991, London, Michael Joseph, 1994

John Young and John Kent

International Relations Since 1945: A global History (2004)

Richard Vinan

A History in Fragments: Europe in the Twentieth Century, Abacus, 2002

PO308 Studying Politics and International Relations: Key Skills (TBA)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 100% coursework: One essay of 2,000 words (50%, Group project (40%), Class test (10%)

Contact Hours: 1 hour lecture and 1 hour seminar per week

The first part of PO308 aims to teach and develop some of the important subject-specific and transferable skill needed in order to be able to successfully complete the programmes taught in the Department of Politics and International Relations. In particular, the module aims to develop students' ability to critically read and interpret texts, to write essays, to prepare effectively for the various assessment methods used in the Department (essays, oral presentations, exams) to work in groups and to use these skills in order to improve their own learning. The second half of this module provides a basic introduction to some of the key theoretical and methodological issues involved in the study of politics.

Preliminary Reading:

Stella Cottrell

The Study Skills Handbook, 3rd ed., Palgrave, Basingstoke, 2003

PO310 Introduction to International Relations (Dr Jonathan Joseph)**No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 50% coursework (one 1500-2000 word essay); 50% two-hour written exam*Contact Hours:* 1 hour lecture and 1 hour seminar per week

This module is addressed to students who have hitherto had no training in the academic field of International Relations. It aims to establish a good basis from which to appreciate at a higher level the theoretical schools of thought in the study of international relations, and to provide a strong grounding in the study of international politics as the basis for the further study in Part 2 on the subject matter of the discipline of international relations. It aims to create an awareness of, and a basic level of exposure to, some of the major issue areas in the study of contemporary international relations. It also seeks to make students cognizant of the main sub-fields that exist within the study of international relations and be able to relate them to each other.

Introductory Reading:

Chris Brown

Understanding International Relations

John Baylis and Steve Smith (eds)

The Globalization of World Politics

John Burton

World Society

Michael Nicholson

*International Relations***PO312 European Integration (Prof Michael Burgess)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Spring Term*Method of Assessment:* 50% coursework (one essay and one seminar performance), 50% 2 hr written examination.*Contact Hours:* 1-hour lecture and 1-hour seminar per week.

This module is an attempt to explain the origin and development of the European Integration process, and assumes no prior knowledge and introduces students to the concept of 'integration' as we have come to understand it. It retraces the origins of integration by defining the 'idea of Europe' and analyses the early attempts at cross-national political, military and economic co-operation. It then retraces developments of all these organizations and concludes by drawing attention to those regions/groups that are at the periphery of integration attempts.

Introductory Reading:

D Urwin

The Community of Europe (1995)

D Dinan

*Europe Recast (2004)***PO314 Introduction to Political Thought (Dr Ruth Abbey)****No of Credits: 15****Credit Level: C****ECTS Credits: 7.5***Teaching Period:* Autumn*Method of Assessment:* 50% coursework (one essay of 2,000 words) 50% 2 hr written examination*Contact Hours:* 1 hour lecture and 1 hour seminar per week.

This module introduces students to the study of political theory and aims to provide them with an introductory understanding of normative political theory and of its evolution in the context of the Western tradition. The module explores the practice of normative political enquiry and the philosophical foundations of political thought. It introduces students to the work of some key political thinkers such as Aristotle, Hobbes, Locke and Marx. Proceeding in broad chronological fashion, it outlines the historical evolution of Western political thought from its foundations in Ancient Greece to contemporary tendencies. By placing the work of individual thinkers in their wider intellectual context, the module also introduces students to the nature of the great political ideologies of the modern epoch such as liberalism, Marxism, conservatism, feminism and nationalism. Lastly, the module encourages students to explore the connections between normative political thought and the empirical study of political institutional and phenomena

Preliminary Reading

Heywood, Andrew

Political Theory – An Introduction, Basingstoke: Palgrave 2004

Mackenzie I

Political Concepts: A Reader and Guide, Edinburgh, Edinburgh UP, 2005

PO315 Introduction to Government (Dr Andrew Wroe)

No of Credits: 15

Credit Level: C

ECTS Credits: 7.5

Teaching Period: Autumn Term

Method of Assessment: 50% coursework (one essay 2,000 words) 50% 2 hr written examination

Contact Hours: 1 hour lecture and 1 hour seminar per week

This team taught module introduces students to the study of government through a series of lectures and seminars. The module introduces students to the key structures of processes in political life. It examines the differing ways to organize national governments and looks at the relationship between the centre and periphery. It focuses on executive, legislative and judicial institutions and power as well as those 'intermediate' institutions, such as political parties and interest groups, that link people to their government. The module concludes with an analysis of the public policy process.

Preliminary Reading

Andrew Heywood

James Danziger

Barrie Axford, Barry Browning, Richard

Huggins and Ben Rosamond

Adrian Leftwich

Politics Palgrave 2002

Understanding the Political World (latest edition)

Politics: An Introduction Routledge 2002

What is Politics? Polity 2004

PHYSICAL SCIENCES

PS301 Introduction to Forensic Science (Dr R E Benfield)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
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Teaching Period: Spring Term

Method of Assessment: 25% coursework (2 examples classes associated with regular multiple choice tests); 75% examination.

Contact Hours: 22 lectures; 2 example classes

To define Forensic Science and its practices at scenes of crime. The practices of chemistry, physics and biology that follow from attendance of forensic scientists at scenes of crime will be emphasised. As well as preparing forensic science students for specialist forensic modules in Stages 2 and 3, the module is designed to be accessible to Social Sciences and Humanities students with an intelligent interest in science. No physical/natural science qualifications at A-level are necessary, but a C-grade or above in GCSE double science or equivalent is desirable.

Core text:

Crime Scene to Court: The Essentials of Forensic Science: Ed., Peter White, Royal Society of Chemistry, 1998.

Recommended text:

Criminalistics: An Introduction to Forensic Science, Richard Saferstein, Prentice Hall, 2001.

SOCIAL POLICY, SOCIOLOGY AND SOCIAL RESEARCH

SA300 Social Problems and Social Policy 1: "Youth, the Family and the State" (Prof Sarah Vickerstaff)

No of Credits: 15 **Credit Level: C** **ECTS Credits: 7.5**
Teaching Period: Autumn Term
Method of Assessment: 50% coursework; 50% written examination.
Contact Hours: 22 (1 hour lecture and 1 hour seminar weekly)

This module is designed both for students intending to specialise in social policy, and for other students who are interested in social problems and responses to them.

In this module, we explore the ways in which phenomena come to be labelled as social problems, we focus upon the 'problem of youth' and what solutions are suggested and adopted, particularly in terms of the balance between state and family responsibility. Issues explored include: Young people's changing relationship to the family; teenage pregnancy; youth homelessness; youth unemployment and transitions to work and youth crime.

Introductory Reading

J Baldock *et al*

R Dallos & E McLaughlin

M May *et al*

Social Policy, Oxford University Press, 1999

Social Problems and the Family, London, Sage, eds., 1993

Understanding Social Problems, Blackwell, eds., 2001

SA301 Social Problems and Social Policy 2: "The Market, the Family and the State" (Lavinia Mitton)

No of Credits: 15 **Credit Level: C** **ECTS Credits: 7.5**
Teaching Period: Spring Term
Method of Examination: 50% coursework; 50% written examination.
Contact Hours: 22 (1 hour lecture and 1 hour seminar weekly)

This module is about why and how the state may intervene in family life or the workings of the free market to tackle social problems. It can be taken independently, but does build on SA300 'Youth, the Family and the State'. It is a core module for the Social Policy and Health and Social Care degrees within SSPSSR and for those taking Law and Welfare

In the first part the module focuses on government intervention in family life, addressing policy responses to issues such as family breakdown, domestic violence, and the balance between work and domestic responsibilities. In the second part, the module focuses on government action in the market economy and looks at policy agendas in areas such as poverty, homelessness and unemployment. The module will also show how social politics encompass different principles of need, rights and entitlement for users of welfare services.

Preliminary Reading:

Alcock, P. (2003) *Social Policy in Britain*. Palgrave

Alcock, P. A.Erskine and M.May eds. (2003). *The student's Companion to Social Policy 2e*. Blackwell.

Baldock, J. N. Manning and S. Vickerstaff eds. (2003). *Social Policy*. OUP

Hill. M (2003) *Understanding Social Policy 7e*. Blackwell.

SOCIAL ANTHROPOLOGY

SE300 Computing for Anthropologists (Dr Michael Fischer)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 50% coursework, 50% written examination.

Contact hours: 24 lectures and 24 seminars

The module is *strongly recommended* to intending Stage 2 Social Anthropologists - it is not a required module. The module is *required* for students entering the BSc in Anthropology. Numbers are restricted, and students registered for Anthropology degrees in Stage 2 will have priority. You do not need any previous experience of computers to register for this module, nor are there any preferred A-levels or other qualifications. If you do choose to do it, you may find it worthwhile to learn to type.

Computing for Anthropologists is a twenty-four week introduction to using computers in 'ordinary' anthropology, suitable for students intending to do Stage 1 Social Anthropology and Anthropology (BA and BSc). It is taught by lectures, practicals and seminars. You will use the computer to assist on projects, which are drawn from 'real-world' anthropological experience, developing an understanding of what 'doing' anthropology is about.

This module was the first of its kind in the country, and remains the most comprehensive. It is designed to teach you useful skills, ones you can use in your other modules at the University, and in your future career. The main emphasis is on using the computers to do interesting and useful anthropological things, and on understanding the intellectual implications of those techniques. You will learn basic skills like writing, drawing and accessing information relevant to anthropology; field notes, ethnographic photographs, video and audio material. You will use computers to explore human knowledge in areas ranging from kinship to navigation in the South Seas, and how to explore the variety of human society with computer models. Most of the material in the module is drawn from work in anthropology and computing of the past three decades.

The supporting material for this course is almost entirely online. This and other information on the module is found on the WWW at: <http://lucy.kent.ac.uk/Courses/SE300>

SE301 Introduction to Social Anthropology (Dr Philip Thomas)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 50% coursework, 50% 3 hour written examination.

Contact hours: 24 lectures and 24 seminars

Social Anthropology is a discipline which has traditionally specialised in the study of non-Western, pre-industrial societies. With increasing frequency, however, social and cultural anthropologists have turned towards the study of 'home', using insights gained from studying other cultures to illuminate aspects of their own society. This course draws on both these areas of social anthropology, looking at people from places as different as the rainforests of West Africa and the industrial heartlands of Britain and America, and introduces students to social anthropology through a selection of topics which have been chosen to illustrate the kind of issues that social anthropologists study and the kinds of arguments and theories they have developed.

Module Topics Include: CULTURE, SYMBOLISM AND CLASSIFICATION (including language, myth, taboo). THE ANTHROPOLOGY OF INTIMATE LIFE (including incest, marriage, divorce and exchange). RELIGION, RITUAL AND BELIEF (including menstrual taboos, initiation, witchcraft). POWER, POLITICS AND IDENTITY (including ethnicity, nationalism, multiculturalism, globalisation).

Introductory Reading

R Keesing & A Strathern

J MacClancy

Cultural Anthropology: A Contemporary Perspective

Exotics No More: Anthropology on the Front Lines

SE302 Foundations of Human Culture (Dr John Corbin)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 50% coursework, 50% 3 hour written examination.

Contact hours: 48 lectures and 23 seminars, 3 Practicals and 10 fieldtrips

The module is *strongly recommended* to intending Stage 2 Social Anthropologists - it is not a required module. The module is *required* for students entering the BSc in Anthropology. No background in science is assumed. nor are there any preferred A-level or other qualifications.

Foundations of Human Culture is a science based anthropology module that surveys its subject in a comparative framework, exploring relevant aspects of human prehistory and evolution. The module is suitable for students in anthropology and students of other disciplines who want to know how and why we became human and what this implies for the future of humanity.

There is a weekly lecture and a series of seminars or practicals based on readings, physical specimens, computer demonstrations, audio-visual aids and off-campus visits. The lecture will provide the intellectual framework and background information necessary for the seminars/practicals. Some sessions are based on practical exercises and projects.

SOCIAL POLICY, SOCIOLOGY AND SOCIAL RESEARCH

SO300 Sociology (Adam Burgess)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 50% coursework; 50% written examination. Contact Hours: 44.

Sociology offers an understanding of how society works. Many of the lectures will start with 'common-sense' assertions about social life in contemporary society and challenge you to 'look behind' these assumptions in light of available research evidence. The questions addressed in this module include: Will changes taking place in Britain today lead to a reduction or increase in class, gender and ethnic inequalities? Has society become less moral? Is 'falling in love' just a natural part of being human or are apparently 'natural' phenomena also profoundly cultural?

There will be a lecture and small seminar groups each week. In the seminars students will be encouraged to engage in informed discussion and debate, because sociology is an interpretative discipline which offers few 'right' or 'wrong answers'.

The module aims to satisfy both those who have studied sociology to A-level and those who are new to the subject.

Introductory Reading

I Marsh

Sociology

A Giddens

Sociology (3rd edition)

Z Bauman

Thinking Sociologically

J Fulcher & J Scott

Sociology

SO304 Studying Modern Culture (Dr David Boothroyd)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 3 x 2000 word essays; one 3-hour unseen examination.

Contact Hours: 1-hour lecture and 1-hour seminar weekly.

This module is for anyone interested in the sources, forms and contexts of culture and cultural debate in the contemporary west. Culture is everywhere: we all contribute to producing and consuming it in our daily lives. We reflect on how we participate in and evaluate this central aspect of our social experience, and the relation of culture to the modern humanist tradition. In the lectures and seminars we will examine the ways in which 'culture' has been defined and look at the often fierce political contests – the 'culture wars' – over the value and significance of cultural difference and the cultural implications of developments in literature, the arts and mass media in recent times. These theoretical debates will be illustrated by the study of specific cultural forms such as fashion, popular music, 'high' and 'low' culture as well as by reference to developments in science, technology and knowledge production today.

Introductory Reading:

E Baldwin *et al*

Introducing Cultural Studies (Prentice-Hall, 1999)

C Barker

Cultural Studies: Theory and Practice (Sage, 2000)

G Turner

British Cultural Studies: An Introduction (Routledge, 1997)

The full reading list can be found in the course handbook.

SOCIAL PSYCHOLOGY

SP302 Introduction to Social Psychology (Dr Ana Guinote)

No of Credits: 30

Credit Level: C

ECTS Credits: 15

Teaching Period: Year Long

Method of Assessment: 20% coursework (1 x 1,500 word essay, 1 mid-module multiple-choice test, and 6 hours of Research Participation or 1 further essay), 80% written examination (all students sit a one-hour multiple choice examination).

The aims of this module are twofold: to introduce and evaluate the major theories and research in Social Psychology; and, with *Biological and General Psychology*, to provide a foundation for our specialist Stage 2 modules. It is therefore designed both for students who intend to read Psychology or Social Psychology in Stage 2 and Stage 3, and for those who will be pursuing other disciplines. No prior knowledge is assumed. The module is divided into 4 blocks of teaching: social development; social interaction and social influence; the person and society; group processes.

Introductory Reading

Main module text

M Hewstone, W Stroebe,

Introduction to Social Psychology, 3rd ed., Oxford: Blackwell Publishers, 2001

Supplementary texts

E R Smith & D M Mackie

Social Psychology (2nd edition). Hove: Psychology Press, 2000.

G Bohner & M Wanke

Attitudes and Attitude Change. Hove: Psychology Press, 2002.

RELIGIOUS STUDIES

TH300 New Testament Greek for Beginners (Dr Peter Moore) (Not Available 2006 / 2007)
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No of Credits: 30	Credit Level: C	ECTS Credits: 15
<i>Teaching Period:</i> Year Long		
<i>Method of Assessment:</i> 80% examination, 20% coursework.		

CL310 is a recommended module as this module is not running

This module offers students the opportunity to enter the world of New Testament Greek – the opportunity to read it, the opportunity to write it, and the opportunity to translate it. It is designed with complete beginners in mind, but it is also suitable for those wishing to refresh their linguistic skills or develop their existing knowledge of the texts.

The module concentrates on the language itself, rather than on New Testament history or theology. It will not turn students into New Testament scholars, but it will take them across the crucial divide that separates those who approach the New Testament texts at second-hand, relying on the various translations available, from those who have first-hand knowledge of the original texts.

This module will equip students with skills they can develop beyond the course or apply to material studied in order modules. After learning the Greek alphabet, students are led immediately into the New Testament texts themselves, with selected passages taken from the gospels and epistles. These texts in turn provide the material for building up vocabulary and for understanding how New Testament Greek actually works as a language, word by word, sentence by sentence. Students will learn grammar and syntax, but through the living text rather than as a set of abstract exercises.

Preliminary Reading

Ian Macnair

Discovering New Testament Greek, Marshall Pickering, London

TH325 What is Religion? (Dr Chris Deacy)
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No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> One 2,500 word essay (70%), one timed test (30%)		

This module explores the nature of religion and examines some of the theories offered to explain its existence. Is it possible to understand a religion to which you do not belong? Are religious people always biased? Do atheists make good theologians? Can we really be objective and neutral when it comes to religion? Specific reference will be made to the work of a number of thinkers who have offered various, often competing, definitions of religion, including Karl Marx, Sigmund Freud, Carl Jung, Emile Durkheim and Rudolf Otto.

Preliminary Reading

Connolly, P (ed.).

Approaches to the Study of Religion, London: Cassell, 1999.

Hill, M

A sociology of Religion, London: Heinemann, 1973.

Otto, R.

The Idea of the Holy, Oxford: OUP, 1958

Palmer, M.

Freud and Jung on Religion, London: Routledge, 1997

Sharp, E.

Understanding Religion, London: Duckworth, 1983

Smart, N.

The Phenomenon of Religion, London: Mowbrays, 1973

Smart, N.

The Religious Experience of Mankind, Glasgow: Fontana, 1979

TH331 Introduction to Hinduism & Buddhism (Dr Leon Schlamm)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> 100% coursework. (70% essay 2500 words, 30% pre-seen timed test)		

The purpose of this module is to introduce students to the Hindu and Buddhist religious traditions. The first half of the module will examine some of the most interesting features of the Vedic and post-Vedic tradition: the *Upanishads*, the *Bhagavad Gita* and the polytheism of the *Mahabharata*. The second half will examine the contrasting philosophical positions of the Theravada and Mahayana Buddhist traditions using materials from the Pali canon and several Sanskrit Sutras. Particular attention will be given to the variety of interpretations of the Buddhist 'No-self' doctrine and concept of enlightenment as well as the meaning and function of the Buddha's career. It is hoped that this exploration will lead to general discussion of the nature of mystical experience.

Preliminary Reading

M Eliade

Yoga: Immorality and Freedom, 1969

T Organ

Hinduism: Its Historical Development

T Hopkins	<i>The Hindu Religious Tradition</i>
J M Koller	<i>The Indian Way</i>
R C Zaehner	<i>Hindu Scriptures</i>
E Conze	<i>Buddhist Scriptures</i>
P Harvey	<i>An Introduction to Buddhism</i>
E Conze	<i>Buddhism: Its Essence and Development</i>

TH332 Myths, Symbols and Mysteries (Dr Peter Moore)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> 50% coursework, 50% project.		

This module explores selected themes expressed in the art, literature and symbolism of religion, mythology and folklore. Themes include creation myths, flood stories, hero myths, magic and superstition, and otherworld journeys. Students are examined by means of a dissertation project (4-4000 words), which they work on throughout the module. The module lays special emphasis on developing skills in research, referencing, bibliography and written presentation.

Preliminary Reading

Mike Alford	<i>What if? Religious themes in science fiction</i> , 2000
Joseph Campbell	<i>The hero with a thousand faces</i> , 1962
John Dunne	<i>City of the dead: a study in myth and mortality</i> , 1974
Mircea Eliade	<i>Myths, dreams and mysteries</i> , 1960
David Jasper & Stephen Prickett	<i>The Bible and literature: a reader</i> , 1999
Robert A Segal	<i>Hero myths: a reader</i> , 1999
Carol Zaleski	<i>Otherworld journeys: accounts of near-death experience in medieval and modern literature</i> , 1987

TH333 Gods of the Desert (Dr Chris Deacy)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Spring Term		
<i>Method of Assessment:</i> One 2,500 word essay (70%), one timed test (30%).		

This course investigates the beliefs and practices of Jews, Christians and Muslims. Topics in Judaism include the life and work of the Patriarchs, the concept of the 'chosen people', the Promised Land, the Torah, synagogue, Jewish festivals and the Jewish home. In Christianity, the course will examine the ministry and resurrection of Jesus Christ, the four evangelists, St. Paul, Gnosticism, the situation before and after Constantine's conversion and doctrinal development in the Early Church and the Reformation. In the case of Islam, topics include the life and work of Muhammad, the Five Pillars, the Qur'an and Hadith, Sunni and Shi'ite Muslims, Sufism, the Shariah and the Islamic contribution to the arts and sciences.

Preliminary Reading

Close, B.E.	<i>Judaism</i> , London: Hodder & Stoughton, 1991
Cohn-Sherbok, D & L.	<i>Judaism: A Short Introduction</i> , Oxford: Oneworld, 1999
McKenzie, Peter R.	<i>The Christians: their practices and beliefs</i> , London: SPCK, 1988
Young, J.	<i>Teach Yourself Christianity</i> , Teach Yourself Books, London: Hodder, 2003
Robinson, N.	<i>Islam: a concise introduction</i> , London: Routledge, 1998.
Maqsood, R.	<i>Teach Yourself Islam</i> . Teach Yourself Books, Hodder & Stoughton, 1994.

TH334 Religion and Sex (Dr Jeremy Carrette)

No of Credits: 15	Credit Level: C	ECTS Credits: 7.5
<i>Teaching Period:</i> Autumn Term		
<i>Method of Assessment:</i> Two essays (2,500 words each)		

This course seeks to examine the importance of sex and the body in history of religions. It will show how religion and sex are presented in both ancient traditions and modern commercial contexts and will explore why sex is central to the religious life. The course will take a series of case studies in both Eastern and Western traditions to show different historical aspects of religion and sex. The aim is to show how religion both promotes and conceals sex and the ways that such issues are represented in modernity.

Preliminary Reading

Jordon, M.	<i>The Ethics of Sex</i> , Oxford: Blackwell, 2002.
King, U. (ed)	<i>Religion and Gender</i> , Oxford: Blackwell 1995
Manning, C. & Zuckerman, P.	<i>Sex and Religion</i> , Belmont: Thomson Wadsworth, 2005
Runzo, J. & Martin, N.M.	<i>Love, Sex and Gender in the World Religions</i> Oxford: One World, 2000